



COURSE OUTLINE: ED0135 - INTRO TO ECE

Prepared: Colleen Brady

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED0135: INTRO TO EARLY CHILDHOOD EDUCATION
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19F
Course Description:	Through experiential learning and discussion, students will gain a general understanding about the Early Childhood Education field. The roles and responsibilities needed to work with young children will be examined. Students will be introduced to the professional standards and practices that are required for working in a variety of early learning settings.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade to be eligible to register for the subsequent semester two co-requisite courses, ED131, ED136 and ED137. Students must have all field practice requirements verified by the Field Placement Officer in order to complete course work.
Books and Required Resources:	<p>Art of Awareness:How Observation Can Transform Your Teaching by Curits and Carter Publisher: REDLEAF PRESS ISBN: 9781605540863</p> <p>Excerpts from ELECT by Ontario Ministry of Education download the document for free @</p>



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<https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Code of Ethics and Standards of Practice by College of Early Childhood Educators
download the document for free @
https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf

Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education.
download the document for free @ <http://www.ontario.ca/laws/regulation/r15137#top>

The Kindergarten Program by Ontario Ministry of Education
download the document for free @
https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf

How Does Learning Happen? by Ministry of Education
download the document for free @
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Education Act (1990) by Ontario Ministry of Education
download the document for free @ <https://www.ontario.ca/laws/statute/90e02#top>

Early Childhood Educators Act (2007) Regulations under the Act by Ontario Ministry of Education
download the document for free @ <https://www.ontario.ca/laws/statute/07e07>

Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada
download the document for free @ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1.Relate how levels of government contribute to the accessibility of quality early learning programs that meet the needs of children and families.	1.1.Summarize the historical trends that have influenced early learning and child care in Canada and describe the benefits of quality early learning programs to society as a whole. 1.2 Identify the current range of early learning and child care programs available to families, including child care, kindergarten, before and after school and child and family programs. 1.3.Describe the evidence based indicators of quality reflected in early learning programs. 1.4.Discuss the initiatives of the Ontario Government to respond to the needs of children and families in Ontario. 1.5 Describe the role of the Ontario Ministry of Education related to early learning programs. 1.6.Compare and discuss the various Provincial legislations that regulate early learning programs.
Course Outcome 2	Learning Objectives for Course Outcome 2
2.Explain the concept of professionalism as it relates to early childhood educators and interpret the purpose of a code of ethics and standards of practice for an	2.1 Define professionalism in early childhood education and explain concepts related to being a professional. 2.2. Explain how Provincial legislation recognizes Early Childhood Educators as Professionals. 2.3. Explain the role and mandate of the College of Early Childhood Educators as regulator of the early childhood



early childhood professional.	<p>education profession in the province of Ontario and discuss how it differs from other early learning organizations.</p> <p>2.4. Discuss the accountability and responsibilities that a registered early childhood educator has towards children, families, community partners, the public, colleagues and to the profession</p> <p>2.5. Indicate a variety of professional settings and positions available to Registered Early Childhood Educators and discuss career ladders, lattices, and career paths.</p> <p>2.6. Identify the challenges and initiatives to develop a sustained early years and child care workforce.</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Discuss how the principles and practices of early learning pedagogy strengthen the quality of early learning programs and services.	<p>3.1 Discuss the accountability and responsibility of early childhood educators to follow regulations and guidelines regarding current pedagogical approaches.</p> <p>3.2 Distinguish and compare the various provincial curriculum guidelines and program / pedagogical documents.</p> <p>3.3 Describe how the early learning framework's six principles provide a shared understanding of how young children experience and interact with the world around them.</p> <p>3.4 Explain how the current pedagogical approaches support pedagogy and program development in early-years settings that is shaped by views about children, the role of educators and families, and the relationships among them</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Discuss and illustrate best practices that early childhood educators reflect to create responsive relationships and learning contexts that value and reflect diversity, equity, and inclusion.	<p>4.1 Identify and summarize the various guidelines and regulations that early childhood educators are accountable to practice in order to develop responsive relationships and learning contexts that value and reflect diversity, equity, and inclusion.</p> <p>4.2 Discuss the areas of human diversity and how early childhood educators create early learning contexts that respect and honour the uniqueness and diversity of children, families and communities including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender age and sexual orientation.</p> <p>4.3 Examine and reflect on the process of fostering an anti-bias approach that places diversity and equity at the centre of all relationships and learning contexts</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Use observation strategies and collaborative reflection to identify and interpret children's strengths, interest, ideas, and challenges in compliance with all privacy legislations and policies regarding confidentiality.	<p>5.1. Identify a variety of reasons to observe young children.</p> <p>5.2. Explain how the early childhood educator is accountable to all privacy and confidentiality legislations and policies in addition to the overall principles of observation.</p> <p>5.3. Identify lenses and filters that influence the observer and discuss other issues related to making observations.</p> <p>5.4. Compare a variety of observation methods and illustrate how narrative observations may be used in an early learning program.</p> <p>5.5. Discuss the value of collaborative reflection to make meaning of what has been observed.</p>



Course Outcome 6	Learning Objectives for Course Outcome 6
6. Recognize and demonstrate compliance by acting in accordance with early years and child care settings regulations, policies, procedures, and practices, as well as, the policies and practices of Sault College and the ECE Program.	6.1. Explain the key regulations, policies, procedures, and practices that ECE students must adhere to as part of their field placement. 6.2 Demonstrate compliance with all regulations, policies, procedures and practices outlined in the Sault College ECE Program documentation in regards to field practice. 6.3 Clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Apply principles of early learning pedagogy to curriculum within an early learning program.	7.1 select quality literature appropriate for children at varying stages of development. 7.2 Identify several literacy building strategies that can be used in story-sharing experiences. 7.3 Plan and present a story-sharing experience to a small group of children effectively.
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills	8.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector. 8.2 Correctly cite the sources of information within written submissions following APA format. 8.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 8.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. 8.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 8.6. Analyze, evaluate, and apply relevant information from a variety of sources. 8.7. Manage the use of time and resources to complete projects in a timely manner.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Practice Portfolio	65%
Module Quizzes	20%
Reflection Papers	15%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with



homework and assignments, preparation for exams, tests and quizzes.)

3. Study notes will be geared to test content and style which will match with modified learning outcomes.

4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.

2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.

3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.

2. Paraphrase the test question without revealing any key words or definitions.

3. Transcribe the student's verbal answer.

4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.

2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format

2. Propose a reduction in the number of references required for an assignment

3. Assist with groups to ensure that student comprehends his/her role within the group

4. Require an extension on due dates due to the fact that some students may require additional time to process information

5. Formally summarize articles and assigned readings to isolate main points for the student

6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning



	outcomes
Date:	June 30, 2019
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

