

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: An Introduction to Early Childhood Education

CODE NO. ED135 **SEMESTER:** 1

PROGRAM: Early Childhood Education

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DATE: Sept. 2011 **PREVIOUS OUTLINE DATED:** N/A

APPROVED: "Angelique Lemay" July 2011

CHAIR **DATE**

TOTAL CREDITS: 3 credits

PREREQUISITE(S): none

HOURS/WEEK: 3

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I. 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Explain relevant legislation, policies, procedures, and regulations to early childhood education programs and settings.*** (Reflection of Early Childhood Education Program Standards Vocational Learning Outcomes (VLO) #7 and 8))
Potential Elements of the Performance:
 - describe policies outlined in the Sault College Code of Conduct and the ECE Field Practice Policies Manual.
 - clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty.
 - identify the purpose of various types of government legislation and professional organizations.
 - Identify the purpose of ethical and professional standards

2. ***Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children, within the context of his/her family, culture and society*** (Reflection of VLO #2, 4 and #9)
Potential Elements of the Performance:
 - define areas of diversity
 - develop a knowledgeable, confident identity as an individual and as a member of multiple diverse groups in Canadian society
 - recognize and express the value of diversity and commonality that exists among individuals
 - promote an environment of mutual respect
 - examine personal attitudes which may interfere with the formation of an anti-bias philosophy
 - use skills required to combat bias, prejudice and discrimination
 - develop strategies that promote respectful interactions with children, staff, families and their communities in a respectful, accepting manner
 - research resources and agencies, reflective of Canadian society that promote diversity in a respectful, accepting manner.

3. **Analyze and implement a variety of observational methods and strategies**

(Reflection of VLO #3)

Potential Elements of the Performance:

- identify the reasons for observing young children
- distinguish between objective and subjective observations and describe their crucial differences
- describe the variety of different observational methods
- compare the advantages and disadvantages of each type of observational method
- analyze recorded observations for accuracy of technique
- develop strategies to record observational data that demonstrates professionalism and maintains confidentiality

4. **develop a repertoire of developmentally appropriate teaching strategies**

(Reflection of VLO #2 and 4)

Potential Elements of the Performance:

- select quality literature appropriate for varying age groups
- present literature to children effectively
- acknowledge children positively

5. **access developmentally appropriate resources available to educators**

(Reflection of VLO #1)

Potential Elements of the Performance:

- outline effective methods of gathering resources
- identify local organizations that provide appropriate early years resource materials

6. **act in a professional manner**

(Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- demonstrate reflective practice.

III. TOPICS:

- ECE program and professional legislation, policies, procedures
- Roles and responsibilities of early childhood educators
- Confidentiality
- Selecting and presenting developmentally appropriate, quality children's reading material
- Locating resources to support early childhood education
- Introduction to observing and recording young children's behaviour
- Building relationships by acknowledging children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**MATERIALS**

1. Name Tag – details will be discussed in class

TEXTS

2. **Field Practice Binder_ (revised May 2011)** Sault College ECE Faculty (In-House Publication A.K. Graphics) Sault College Bookstore
3. Wolpert, E. (2005). **Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.** MN: Redleaf Press.
4. Janmohamed, Z., (n.d.). **Building Bridges: Lesbian, Gay, Bisexual, Transsexual, Transgender and Queer Families in Early Childhood Education.** Not available in the bookstore.
Can be downloaded from <http://www.oise.utoronto.ca/atkinson> (will be discussed in class)
- 5.. Ontario Ministry of Child and Youth Services. (2007). **Early Learning for Every Child Today: A framework for Ontario early childhood settings January 2007.** Not available in the bookstore. Only portions will be used. It can be downloaded from <http://www.gov.on.ca>. (will be discussed in class)
6. College of Early Childhood Educators (2011) Professional Standards. Not available in the bookstore. Only portions will be used. It can be downloaded from <http://collegeofece.on.ca> (will be discussed in class)

TEXTS purchased in other courses and also used in this course

7. **Day Nurseries Act Early Childhood Educators (2nd ed.).** Toronto: Nelson Publishing
8. Dietze B.and Kashin, D. (2012). **Playing and Learning in Early Childhood Education.** Toronto: Pearson Canada Inc.
9. Haig, J., MacMillan, V., Raikes, G. (2010) **Cites and Sources. Revised 3rd Edition.** Canada: Thomson Canada.

V. EVALUATION PROCESSING/GRADING SYSTEM:

ASSIGNMENTS45%

1. Reading to Children: What’s Involved?.....25%
This assignment provides students with an opportunity to learn how to select and present developmentally appropriate reading material for young children. It also helps students learn more about the role of an ECE, observations, and the resources available to them.
2. Expanding Our Awareness.....20%
Students will be asked to challenge their own biases and then relate their reflections to their role as an ECE. Students will also learn more about the resources available to them.

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
 1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
 2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day, including weekends. There will be a (20% maximum deduction. Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

IN-CLASS EXPERIENCES20%

A number of in-class learning experiences will be offered. These experiences are designed to engage students in their learning. Students will be expected to come to class prepared.

PROFESSIONAL PRACTICE 5%

Students will have the opportunity to develop the professional skills required for the field.

TESTS (2) 30%

- Tests must be completed on the date scheduled. If students are unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.
- Students arriving late after other classmates have left the testing area will not be able to write the test.

Evaluation cont'd...

- Students must receive a minimum of a “**C**” (**2.0 G.P.A.**) in **Teaching Method I and Introduction to Early Childhood Education in order** to proceed to next semester’s co-requisite courses.; Teaching Methods II, Seminar II and Field Practice II.
- Students must submit the required field practice documents to the Field Placement Officer, as outlined in the ECE Field Practice Policy 4.A. If students do not meet this requirement they will not be able to register for Field Practice II and the co-requisite course, Teaching Methods II and Seminar II.
- A **minimum of an overall 2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>
CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

ECE Program Manual:

Students are expected to be familiar with and adhere to the policies and practices outlined in the ECE Program manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.