



COURSE OUTLINE

ED 213

Prepared: Lorna Connolly Approved: Martha Irwin

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| Course Code: Title | ED 213: INFANT TODDLER CARE |
| Program Number: Name | 1030: EARLY CHILDHOOD ED |
| Department: | EARLY CHILDHOOD EDUCATION |
| Semester/Term: | 18W |
| Course Description: | This course provides an introduction to the area of infant and toddler care. The young child's developmental changes during the infant and the toddler periods are significant. Infants and toddlers are seen as individuals with strengths and needs which are to be interpreted and responded to by the sensitive caregiver. The synchronicity of this relationship is emphasized. Consequently, the student will develop an appreciation of the importance of ensuring quality caregiving and of the need for a good learning environment in both the home and group care settings. |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 45 |
| Prerequisites: | HSC104 |
| Vocational Learning Outcomes (VLO's): | <p>#1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.</p> <p>#2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.</p> <p>#3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.</p> <p>#4. Establish and maintain responsive relationships with individual children, groups of children and families.</p> <p>#5. Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.</p> <p>#6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.</p> <p>#7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice</p> |
| Please refer to program web page for a complete listing of program outcomes where applicable. | |



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guidelines, and interpret their impact on a variety of early learning environments.
#8. Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
#10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields

Essential Employability Skills (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.
- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|-------------------------|-------------------|
| Content Integration | 20% |
| Infant/Toddler Projects | 65% |
| Reading Assignments | 15% |

Books and Required Resources:

Being with Infants and Toddlers: A Curriculum that Works for Caregivers by Kovach, B.A., Patrick, S. (2012)
Publisher: LBK Publishing
ISBN: 978-0-615635-16-3

The science of early childhood development (online resource) by Jamieson, J., Bertrand, J., Effenbaum, M. & Koshyk, J. (Eds). (2012)
Publisher: Winnipeg, MB: Red River Press Edition: 3rd edition

ASQ-3 Learning Activities by Twombly, E., Fink, G. (2015)
Publisher: Paul H. Brookes



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ISBN: 1-59857-246-9

Excerpts from ELECT by Ontario Ministry of Education (2014)
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Ontario Regulation 137/15 Child Care and Early Years Act 2014 by Ontario Ministry of Education (2015)
<http://www.ontario.ca/laws/regulation/r1514#top>

How Does Learning Happen? Ontario's Pedagogy for the Early Years by Ontario Ministry of Education (2014)
<http://www.ontario.ca/edu>

Course Outcomes and Learning Objectives:

Course Outcome 1.

plan and implement curriculum activities for an infant/toddler based on observations and collaborations with parent(s)/educators, analyse its relevance and its success, and formulate new experiences for the child

Learning Objectives 1.

- choose an infant/toddler and interact regularly with him/her.
- complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches.
 - analyze the child's developmental progress.
 - create developmental objectives to provide the child with experiences that are developmentally appropriate and match the child's interests
 - provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches.
 - evaluate the success of the activities and formulate further suggestions for appropriate developmental experiences
 - establish respectful partnerships with families which promote involvement in their child's learning
 - identify the valuable input that families contribute as experts in their child's abilities, interests and ideas
 - share observations of the child's abilities, interests and ideas with families and other professionals



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Course Outcome 2.

determine the child's cognitive, physical and emotional needs during the infancy and toddler period, examine the role of a responsive educator

Learning Objectives 2.

- determine the essential components of quality infant and toddler care
- describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant/toddler programming
- examine the qualities of, and roles of the competent educator
- determine appropriate ways of promoting physical, cognitive and emotional well-being
- propose ways of fostering positive social interaction

Course Outcome 3.

assess the features of a positive infant/toddler environment

Learning Objectives 3.

- outline the characteristics of a supportive/responsive environment that promote a high quality infant/toddler environment
- outline the factors which provide an appropriate balance between over- & under- stimulation
- complete an Infant Toddler Environmental Rating Scale (ITERS)
- demonstrate a working knowledge of the requirements related to infants and toddler programs as set out by the Child Care and Early Years Act
 - arrange and equip the environment for active learning for infants and toddlers

Course Outcome 4.

determine appropriate curriculum for individual infants/toddlers in group care settings

Learning Objectives 4.

- recognize that relationships with children and families are the foundation of infant-toddler



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curriculum

- establish schedules and routines which support the developmental needs of infants and toddlers
- evaluate curriculum activities/experiences
- create infant/toddler play materials

Course Outcome 5.

act in a professional manner

Learning Objectives 5.

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- 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 Confidentiality Policy and CECE Code of Ethics and Standards of Practice

Date:

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.