



COURSE OUTLINE

ED 288

Prepared: Colleen Brady Approved: Martha Irwin

Course Code: Title	ED 288: QUAL ASSURANCE IN EARLY CHILD. SETTINGS
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
Course Description:	An examination of current issues, social and governmental policies, advocacy, professional standards and the administrator's role will provide students with an understanding of the importance of quality in Early Childhood settings. Throughout this exploration, students will be challenged to develop their own philosophy of early childhood education by gaining an insight into the relationship between quality and the evolution of early childhood education.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Substitutes:	ED 275
Vocational Learning Outcomes (VLO's):	<p>#6. Prepare and use professional written, verbal, nonverbal and electronic communications with colleagues, employers, and community partners.</p> <p>#7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Education Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on environments.</p> <p>#8. Apply a developing personal philosophy of early learning in accordance with ethical and professional childhood education practice.</p> <p>#9. Advocate for quality early learning environments and collaborate with members of the early community partners to establish and promote such settings.</p> <p>#10. Engage in reflective practice, develop learning goals and maintain an ongoing professional accordance with evidence-based practices in early learning and related fields</p>
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that full needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and inform.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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- #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
- #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
Leadership / Advocacy Project Exhibit	5%
Leadership / Advocacy Project report & reflection	25%
Projects	70%

Books and Required Resources:

Administering for Quality: Leadership and Collaboration in Canadian Early Childhood Education
 Publisher: Pearson Edition: 5th

Code of Ethics and Standards of Practice by College of Early Childhood Educators
 Publisher: College of Early Childhood Educators
 download this document for free @ www.collegeofece.ca

How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Educ
 Publisher: Queen`s Printer of Ontario
 download the document for free @ <http://www.edu.gov.on.ca/childcare/HowLearningHappens.p>

Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Government of Ontario
 Publisher: Queen`s Printer of Ontario
 download the portion of the document identified as General from : <https://www.ontario.ca/laws/r>

Occupational Standards for Child Care Administrators by Child Care Human Resources Sector
 Publisher: Child Care Human Resources Sector Council
 download the document for free @ <http://www.cpsc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/EN%20Pub%20Chart/>

Course Outcomes and Learning Objectives:

Course Outcome 1.

Describe the benefits and indicators of high quality early learning programs.

Learning Objectives 1.



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- Outline the benefits of quality early childhood programs from a variety of perspectives.
- Identify the principles that guide high quality early learning and care.
- Describe early learning using an ecological framework.
- Identify methods of achieving quality.
- Analyze a variety of philosophical theories and historical trends related to the early childhood education practice

Course Outcome 2.

Summarize current social policy for children and families and identify roles of government related to high quality early learning programs.

Learning Objectives 2.

- Introduce the functions of the three levels of government.
- Review Canadian early childhood social policy for children and families.
- Introduce comparison to international social policy directions.
- Outline the roles of provinces and territories in licensing and regulation.
- Describe Canadian policy milestones.

Course Outcome 3.

Discuss and demonstrate the role of leadership, advocacy, and professionalism within the field of early childhood best practices.

Learning Objectives 3.

- Identify a variety of leadership roles within the field of early childhood education and describe the qualities that make a successful leader.
 - Outline the roles and responsibilities of the administrative leader and introduce director occupational standards and competencies.
 - Develop an understanding of professionalism and recognize the obligations of the early childhood especially in light of the College of ECE.
 - Interpret the purpose of a code of ethics and standards of practice as a part of professionalism and consider the implications.
 - examine personal values and beliefs and how they influence a personal philosophy of early



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- identify and use evidenced-based resources to build one's own developing philosophy of early childhood learning
- ensure congruency between one's personal philosophy of early childhood education and current research and legislation
- Describe the need for public education and communicate to the public the benefits of quality early learning environments.

*Discuss the role of the EC educator in advocating for young children, families, and the profession.

- Define types of advocacy and identify personal and collective approaches to advocating for early childhood services and the EC workforce.
- identify various organizations advocating on behalf of early childhood development and early childhood educators.

Course Outcome 4.

Use a social systems framework to describe the operational components (quality assurance practice, program goals, human resources, finance) of an early childhood program.

Learning Objectives 4.

- Describe ways in which programs are organized.
- Outline the roles and responsibilities of the governing body.
- Discuss the relationship of the director to the governing body
- Examine the purpose and implications of a philosophy statement
- Identify the steps in developing a program statement and program goals.
- Understanding that the policies and procedures reflect the goals and values of program
- Examine the tools available for evaluating program quality.
- Outline steps for the creation of a supportive work environment and an effective team that maximizes staff retention, engagement, and organizational resiliency.
- Discuss the operator's financial role and the budget process

Course Outcome 5.

Demonstrate a satisfactory level of communication and critical thinking and problem solving skills.



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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 of those of others
- communicate clearly, concisely, tactfully, 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

Date:

Wednesday, August 30, 2017

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