



COURSE OUTLINE: ED 288 - QUALITY ASSURANCE

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

Course Code: Title	ED 288: QUAL ASSURANCE IN EARLY CHILD. SETTINGS	
Program Number: Name	1030: EARLY CHILDHOOD ED	
Department:	EARLY CHILDHOOD EDUCATION	
Semesters/Terms:	20W	
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	
Prerequisites:	There are no pre-requisites for this course.	
Corequisites:	There are no co-requisites for this course.	
Substitutes:	ED 275	
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED	
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 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.	
	VLO 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.	
	VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.	
	VLO 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 guidelines, and interpret their impact on a variety of early learning environments.	
	VLO 8 Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.	
	VLO 9 Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.	
	VLO 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	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form



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Skills (EES) addressed in this course:

- that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
 - EES 4 Apply a systematic approach to solve problems.
 - EES 5 Use a variety of thinking skills to anticipate and solve problems.
 - EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
 - EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
 - EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
 - EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
 - EES 10 Manage the use of time and other resources to complete projects.
 - EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Books and Required Resources:

Administering for Quality: Leadership and Collaboration in Canadian Early Childhood Education
Chandler
Publisher: Pearson Edition: 6th

Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators
Publisher: College of Early Childhood Educators
download this document for free @ https://www.college-ece.ca/en/Documents/Code_and_Standards_of_Ethics_and_Standards_of_Practice

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

Child Care Licensing Manual by Government of Ontario
Publisher: Queen`s Printer of Ontario
download this document for free @ [http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/GetFileAttach/3002E~1/\\$File/3002E~1.pdf](http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/GetFileAttach/3002E~1/$File/3002E~1.pdf)

Growing Together: Ontario`s Early Years and Child Care Workforce Strategy (2018) by Ontario
Publisher: Queen`s Printer for Ontario
download the document for free @ <http://edu.gov.on.ca/childcare/growing-together-eycc-workforce-strategy>

Early Childhood Educators Act (2007) by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario
download this document for free @ <https://www.ontario.ca/laws/statute/07e07>

Ontario`s Renewed Early Years and Child Care Policy Framework (2017) by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario
download the document for free @ http://www.edu.gov.on.ca/childcare/renewed_early_years_child_care_policy_framework_en.pdf

Ontario Towards Universally Accessible Child Care: Ontario`s Five Year Action Plan (2017) by Ontario
Education
Publisher: Queen`s Printer for Ontario.
download the document for free @ http://www.edu.gov.on.ca/childcare/eycc_action_plan_en.pdf

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

Indigenous Early Learning and Child Care Framework (2018) by Government of Canada and In
 Publisher: Government of Canada

download the document for free @

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning>.

Metis Nation Early Learning and Child Care Accord (2019) by Government of Canada

download the document for free @

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning>.

The Journey Together: Ontario`s Commitment to Reconciliation with Indigenous Peoples (2016),
 Ontario

download the document for free

@<https://www.ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indigenous->

Journey Together Community Strategic Plan Early Years Services for Indigenous Children and I
 Sault Ste. Marie Social Services Board

download the document for free @

<http://www.socialservices-ssmd.ca/index.cfm?fuseaction=content&menuid=35&pageid=1036>

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Analyze various frameworks in place related early childhood education in Canada and internationally, and discuss the factors that contribute to quality and the tools used to measure quality in the early learning sector.	1.1. Outline and describe multiple rationales for early childhood programs. 1.2. Identify the principles that guide a quality framework for early childhood education and care, as well as explain the potential barriers. 1.3. Distinguish the contextual factors within the ecological framework theory for early childhood environments. 1.4. Identify the factors contributing to effective early childhood programs and explain the methods of achieving quality.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Compare the role of each level of government within the early learning sector and analyze various social policies that influence the quality of early childhood programs.	2.1. Summarize the functions of the three levels of government related to the early years and child care setting. 2.2. Review Canadian early childhood social policy for children and families and compare with international social policy directions. 2.3. Summarize the government`s approach to Indigenous early childhood development and care and explain the impact of the 2018 Indigenous Early Learning and Child Care Framework. 2.4. Outline the roles of provinces and territories in licensing and regulation.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Apply a social systems model to illustrate the organization of early childhood programs and explain the characteristics of a managing a dynamic workforce.	3.1. Identify the components of the social systems model. 3.2. Discuss the role of a learning community in achieving motivation and commitment within the early childhood workforce. 3.4. Describe the elements necessary to facilitate teamwork and collaborative work environments. 3.5. Describe ways in which early childhood programs are organized and outline the roles and responsibilities of the governing body and committees.



Course Outcome 4	Learning Objectives for Course Outcome 4
4.Explain the rationale for cultivating leadership within the early childhood profession, and describe the leadership essentials and attributes that are necessary for a competent leader to fulfill the scope of a leader’s roles and responsibilities.	4.1. Identify a variety of leadership roles in the early learning sector. 4.2. Explain the scope of the program leader’s roles and responsibilities. 4.3. Describe the attributes that make a successful leader and impact on the early childhood programs and educators. 4.4. Discuss the features of leadership competencies, knowledge, and practices in settings with children. 4.5. Engage in self-reflective practice to examine personal attributes and potential leadership development.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Discuss and illustrate the components of early childhood professionalism and the role of continuous learning and development to sustaining standards of quality care in the early learning sector.	5.1. Outline the characteristics that contribute to a competent early childhood professional. 5.2. Discuss and illustrate the early childhood educator cornerstones of professional practice: self-awareness, reflective practice, and continuous learning. 5.3. Explain the elements of professionalism and describe the obligations of an early childhood professional to interpret the College of ECE Code of Ethics and Standards of Practice within the early childhood professional practice. 5.4. Summarize the developmental stages of an early childhood professional. 5.5. Defend the importance of a continuous learning to creating safe, competent and professional practice in the early learning field. 5.6. Discuss the value of participating in a professional network within the early years sector.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Discuss the professional responsibility to engage in various forms of advocacy in the early learning sector, as well as, research, plan, and implement in partnership with others an advocacy agenda related to the early years child care sector	6.1. Outline why advocacy in the early learning sector is important and define types of advocacy, as well as, discuss the social justice approach to advocacy. 6.2. Explain the need for public education and convey the value of increased awareness of media portrayals of early childhood. 6.3. Identify personal and collective approaches to advocating for early childhood services and the early childhood workforce, as well as, discuss the benefits of collaborating with organizations in addressing issues of quality, compensation, and accessibility. 6.4. In partnership with others, demonstrate the ability to be an advocate by researching, planning and implementing an advocacy agenda on a topic that is related to the early learning sector.
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Explain the role and responsibility of the program leader to hold themselves and the performance of their programs accountable and discuss the organizational methods that this is	7.1. Describe how the program vision informs practice and discuss the purpose and implications of a program statement 7.2. Identify the steps in developing a program statement and goals. 7.3. Discuss how policies and procedures reflect the goals and values of the program. 7.4 Explain how to interpret regulations, quality standards, and



	accomplished including program policies, procedures and manuals.	principles when developing policies and practices. 7.5 Discuss the purpose, content, and effectiveness of various policies, procedures and manuals 7.6. Identify tools for evaluating program quality and summarize the local program quality assurance approach. 7.7. Summarize the program leader’s financial role. 7.8. Explain the elements of the iron triangle and describe the budget process. 7.9. Explain the relationship between parent fees, staff compensation, and the quality of the program.
	Course Outcome 8	Learning Objectives for Course Outcome 8
	8. Describe characteristics of effective policies and, analyze program policy and procedure manuals based on best practices,	8.1. Outline the considerations of high-quality, safe, and healthy early childhood environments. 8.2. Interpret regulations, quality standards, and principles when developing policies and practices. 8.3. Discuss the purpose and identify the contents of the family handbook and the staff manual. 8.4. Evaluate program policies and manuals using appropriate criteria and make recommendations.
	Course Outcome 9	Learning Objectives for Course Outcome 9
	9. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice while demonstrating critical thinking skills.	9.1 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. 9.2 Correctly cite the sources of information within written submissions following APA format. 9.3 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 9.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. 9.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 9.6. Analyze, evaluate, and apply relevant information from a variety of sources. 9.7. Manage the use of time and resources to complete projects in a timely manner.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Content Quizzes	20%
Projects	25%
Reflections on Learning	55%

Date: June 20, 2019

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