

# EARLY CHILDHOOD EDUCATION

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## Program Outline

<b>Major:</b>	ECED
<b>Length:</b>	2 Years
<b>Delivery:</b>	4 Semesters
<b>Credential:</b>	Ontario College Diploma
<b>Effective:</b>	2018-2019
<b>Location:</b>	Orillia, Owen Sound
<b>Start:</b>	Fall (Orillia, Owen Sound), Winter (Orillia)

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### Description

In this program, students learn to facilitate the development of children from birth to 12 years while encouraging their feelings of self-worth and social-emotional resiliency. Students design and implement play-based experiences, focusing on children's interests through indoor and outdoor play opportunities. Students learn the importance of being responsive caregivers while respecting diversity, identity and the rights of children and families. Partnerships with families, other professionals, and community programs form the foundation of working in the field of early learning and care. Field placements provide students with the opportunity to practice the knowledge and skills as they engage with children and adults. Students are offered a unique balance between theoretical knowledge and practical experience.

### Career Opportunities

Graduates are qualified to apply to become a Registered Early Childhood Educator (RECE) with the College of Early Childhood Educators. Graduates may work in a variety of early learning settings, including licensed childcare programs, before-and-after school care, family home child care, early years resource centers, children's mental health agencies, private home childcare, kindergarten programs, and recreation programs, as well as school readiness and early intervention programs. Growth is also occurring in the area of contractual employment and self-employment.

## **Program Learning Outcomes**

The graduate has reliably demonstrated the ability to:

- 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;
- establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families;
- 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;
- establish and maintain responsive relationships with individual children, groups of children and families;
- 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;
- prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners;
- 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;
- apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice;
- 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;
- 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;
- employ environmentally sustainable practices within the profession;
- apply basic entrepreneurial strategies to realize social environmental and/or financial rewards;
- apply knowledge of indigenous culture and traditions in the promotion of an inclusive community;
- apply cultural and internationalization awareness in the planning and implementation of services and supports.

**External Recognition:**

Graduates of the program meet the educational requirements to apply for professional registration with the College of Early Childhood Educators.

**The Program Progression:**

Fall Intake - Orillia, Owen Sound

Sem 1 | Sem 2 | Sem 3 | Sem 4

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Fall | Winter | Fall | Winter  
2018 | 2019 | 2019 | 2020

Winter Intake - Orillia

Sem 1 | Sem 2 | Sem 3 | Sem 4

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Winter | Summer | Fall | Winter  
2019 | 2019 | 2019 | 2020

**Articulation:**

A number of articulation agreements have been negotiated with universities and other institutions across Canada, North America and internationally. These agreements are assessed, revised and updated on a regular basis. Please contact the program co-ordinator for specific details if you are interested in pursuing such an option. Additional information can be found on our website at <http://www.georgiancollege.ca/admissions/credit-transfer/>

**Admission Requirements:**

OSSD or equivalent with  
- Grade 12 English (C or U)

Mature students, non-secondary school applicants (19 years or older), and home school applicants may also be considered for admission. Eligibility may be met by applicants who have taken equivalent courses, upgrading, completed their GED, and equivalency testing. For complete details refer to: [www.georgiancollege.ca/admissions/policies-procedures/](http://www.georgiancollege.ca/admissions/policies-procedures/)

Applicants who have taken courses from a recognized and accredited post-secondary institution and/or have relevant life/learning experience may also be considered for admission; refer to the Credit Transfer Centre website for details: [www.georgiancollege.ca/admissions/credit-transfer/](http://www.georgiancollege.ca/admissions/credit-transfer/)

**Criminal Reference/Vulnerable Sector Check:**

Placement agencies require an up-to-date clear criminal reference check and vulnerable sector check prior to going out on placement. Students should obtain their criminal reference three months prior to placement; checks conducted earlier may not be considered current. As some jurisdictions require longer lead-time for processing, please check with the program coordinator to ensure you allow for sufficient turn-around time. It is the student's responsibility to provide the completed document prior to placement start.

NOTE: A record of criminal offences, for which a pardon has not been granted, may prevent students from completing their placements, thereby affecting their ability to graduate.

**Additional Information:**

Applicants must have an up-to-date immunization record and a valid Standard First Aid and CPR level C or HCP certificate before proceeding on field placement. It is recommended that First Aid training be completed prior to program entry. These documents must be completed before enrollment in second semester courses.

It is strongly recommended that students accepted into the ECE program have volunteer or past work experience in a licensed childcare setting. This experience orients and prepares the student for their academic work in the ECE program.

**Graduation Requirements:**

- 21 Mandatory Courses
- 2 Communications Courses
- 3 General Education Courses
- 2 Field Placements

**Graduation Eligibility:**

To graduate from this program, the passing weighted average for promotion through each semester, from year to year, and to graduate is 60%. Additionally, a student must attain a minimum of 50% or a letter grade of P (Pass) or S (Satisfactory) in each course in each semester unless otherwise stated on the course outline.

**Mandatory Courses**

- ECED1012 Child Development: Conception to 6 years
- ECED1013 Experiences in Language Arts
- ECED1014 Nurturing Infants and Toddlers

ECED1018 Foundations in ECE  
ECED1021 Math, Science and Creative Art  
ECED1025 Children's Health and Wellness  
ECED1029 Observation and Documentation  
ECED1030 Music and Movement  
ECED1031 Field Placement Seminar 1  
ECED1033 Supporting Play Experiences  
ECED1034 School Age Development and Programming  
ECED1035 Preparation for Field Placement  
ECED2011 Social/Emotional Health and Behaviour  
ECED2012 Administration and Governance  
ECED2014 Partnerships with Families  
ECED2021 Best Practices in Early Intervention  
ECED2023 Field Placement Seminar 2  
ECED2025 Ethics and Advocacy for the Field of ECE  
ECED2027 Adapting Play and Learning Strategies  
ECED2031 Curriculum and Practice  
ENTR1004 Social Entrepreneurship

#### Communications Courses

To be selected at time of registration from the College list, as determined by testing.

#### General Education Courses

To be selected from College list

#### Field Placements

ECED1036 Field Placement: Early Learning 1- Childcare  
ECED2030 Field Placement: Early Learning 2 Kindergarten and Unique

#### **Course Descriptions:**

ECED1012 Child Development: Conception to 6 years 42.0 Hours

Students are provided with a theoretical knowledge of developmental principles from conception to six years of age. Students explore the sequence of major milestones and related theories as they apply to development. Developmental markers are identified and categorized within the areas of physical, social, emotional, cognitive and language development.

ECED1013 Experiences in Language Arts 42.0 Hours

In this course, students are provided with both the theory and practical skills to promote the value of early literacy, through play experiences. The foundational knowledge of

language development is discussed and reinforced as a key principle for choosing age-appropriate literature and experiences for children from birth to eight years of age. Students explore and practice the skills to promote the link between drama and literacy, as well as demonstrate their own story-telling abilities.

**ECED1014 Nurturing Infants and Toddlers 42.0 Hours**

Students focus on group care of children from infancy to 30 months of age, as well as on meeting the infant's individual needs within this age group. Students learn how to design a safe, inclusive, and developmentally appropriate environment. Students gain an awareness of being a responsive caregiver while meeting the early mental health needs of infants. The importance of having an ongoing relationship with families and caregivers is emphasized.

**ECED1018 Foundations in ECE 42.0 Hours**

In this course, students gain a foundation for the field of early childhood education with an emphasis on pedagogy and quality childcare. Students examine influences, theories of curriculum, and the Child Care and Early Years Act. The roles of an early childhood educator, employment opportunities, early childhood services, professional organizations and regulatory bodies are also part of this introductory course.

**ECED1021 Math, Science and Creative Art 42.0 Hours**

In this course, students develop an appreciation of children's curiosity and sense of wonder in the curriculum areas of math, science and creative art. Students learn the importance of following the child's interests, while designing and implementing experiences for children from birth to eight years of age. In relation to the early childhood education philosophy, curriculum ideas center on the importance of Inquiry based learning while developing process-oriented experiences based on emerging skills.

**ECED1025 Children's Health and Wellness 42.0 Hours**

Students explore holistic health and the dimensions of wellness to support children's development from birth to 12 years. Emphasis is placed on modelling a healthy lifestyle and promoting children's understanding of childhood health and nutrition. Students examine the legislative requirements of group care which are necessary to plan safe, inclusive and developmentally appropriate environments.

**ECED1029 Observation and Documentation 42.0 Hours**

In this course, students are given opportunities to identify, select and document objective observations using a variety of techniques. The information gathered through observation is categorized into the developmental domains: physical, cognitive, language, emotional and social. Results are interpreted for the purpose of individual and group programming for children. The relationship between observation and the child's environment is explored to affect positive change in education and care settings.

**ECED1030 Music and Movement 28.0 Hours**

In this course, students actively engage in singing, creative movement, and physical activities that can be implemented with a variety of age groups from birth to eight years of age. Results of evidence-based research are used to plan developmentally appropriate and inclusive learning experiences. The value of music and movement is explored in terms of creativity, emotional release and skill development.

#### ECED1031 Field Placement Seminar 1 14.0 Hours

This course is designed to support and reinforce students learning while experiencing their field placement. Discussions focus on the importance of the student role in a childcare setting and building relationships with colleagues and families. Opportunities are provided to discuss, problem-solve and reflect on their work in becoming responsive caregivers.

C- ECED1036 Field Placement: Early Learning 1- Childcare or C- ECED1032 Field Placement: Early Learning 1

#### ECED1033 Supporting Play Experiences 42.0 Hours

In this course, students focus on group care of children from two to six years of age. Students develop skills to meet the individual needs within this age group. The importance of play and building relationships through responsive interactions is emphasized. Students apply knowledge of planning tools and relevant legislation to prepare developmentally appropriate programs to support learning both indoors and outdoors.

#### ECED1034 School Age Development and Programming 42.0 Hours

In this course, students are provided with a comprehensive understanding and application of theories of development and learning, age appropriate activities, and issues facing school age children between 6 -12 years. Emphasis is placed upon creating a co-planned curriculum and environment, developing a sense of community, and supporting a child directed program. Strategies are explored to promote independence for children who are learning to guide and modify their own behaviour. Students apply best practices to prepare for their role as facilitator in school age environments.

#### ECED1035 Preparation for Field Placement 42.0 Hours

This course is designed to prepare students for workplace expectations and employability skills that are needed to succeed in field placement experiences. Discussion focuses on developing a work-life balance and self-awareness in order to develop personal and professional goals. Students discuss their roles as representatives of Georgian College and members of the early learning team while on placements.

#### ECED1036 Field Placement: Early Learning 1- Childcare 280.0 Hours

Students complete their placement in a licensed childcare program with a variety of age groups. Opportunities to practice effective communication skills occur through professional interaction with children, parents, and Registered Early Childhood

Educators. The community placement partner and Georgian College jointly provide supervision to students.

P- ECED1012 Child Development: Conception to 6 years and P- ECED1013 Experiences in Language Arts and P- ECED1033 Supporting Play Experiences and P- ECED1035 Preparation for Field Placement and C- ECED1031 Field Placement Seminar 1 and P- AID1 First Aid - ECED program and P- IMM1 Immunization - ECED and P- HSC Health and Safety Certificate and P- VUL Vulnerable Sector Police check

ECED2011 Social/Emotional Health and Behaviour 42.0 Hours

In this course, students focus on promoting the social and emotional health of children from birth to 12 years. Students gain an understanding of what contributes to children's feelings of self-worth and how experiences influence their behaviours and relationships. Students examine behavioural challenges and develop positive responses while encouraging children to develop self-regulatory actions. Discussion focuses on using strategies that facilitate children's abilities to build social-emotional resilience.

ECED2012 Administration and Governance 42.0 Hours

Students examine the connection between government policies, funding mechanisms and relevant legislation as they relate to early childhood programs. Through coaching and performance management techniques students gain an in-depth knowledge of the roles and responsibilities of all team members in a variety of early learning environments. Students also gain an understanding of the College of Early Childhood Educators and their role of governance to the field.

ECED2014 Partnerships with Families 42.0 Hours

Students focus on developing the skills needed to establish authentic and caring relationships with families from a strength-based perspective. Students explore ways to create a sense of belonging for all family members and develop cultural competence in a variety of early learning environments. Interpersonal communication strategies for building relationships, problem-solving and engagement are practiced. The use of technology and other methods for supporting the parenting role is discussed.

ECED2021 Best Practices in Early Intervention 42.0 Hours

Students build on the foundations of child development and planning and adapting curriculum. Students gain awareness of varied developmental patterns to support early identification. Within their scope of practice, students develop strategies to address the needs of the individual child within an inclusive environment.

ECED2023 Field Placement Seminar 2 14.0 Hours

In this course, students are provided with the necessary support to reinforce their practical work experience in their field placements. Students analyze their effectiveness as team members through a variety of reflective practices. Students are provided an opportunity to consolidate their knowledge, skills and interests as a foundation for future professional development in the field of early learning and care.



C- ECED2024 Field Placement: Early Learning 2 or C- ECED2030 Field Placement: Early Learning 2 Kindergarten and Unique

ECED2025 Ethics and Advocacy for the Field of ECE 42.0 Hours

In this course, students gain an understanding of professional ethics in the field of early childhood education. Students review the roles of federal, provincial and municipal governments as they relate to the field of early childhood education, and examine the development of social policy in Canada with a particular focus on the advocating for their future profession.

ECED2027 Adapting Play and Learning Strategies 42.0 Hours

Students focus on the development of adapted play strategies to support children's interactions and learning within their environment, with an emphasis on identification of individual needs to determine next steps and plan adapted strategies. Students utilize various media to select and design appropriate tools to enhance learning through play, social interactions, and communication.

ECED2030 Field Placement: Early Learning 2 Kindergarten and Unique 280.0 Hours

Students plan and adapt activities for individuals and groups of children while on placement in a Full Day Early Learning Kindergarten program. As another component to this placement, students engage in a separate unique learning experience with community partners while offering services to children and families. Student practice effective communication strategies when interacting with parents and other professionals. The community placement partner and Georgian College provide supervision to the student jointly.

P- ECED1029 Observation and Documentation and P- ECED1036 Field Placement: Early Learning 1- Childcare and P- ECED2011 Social/Emotional Health and Behaviour and P- ECED2021 Best Practices in Early Intervention and C- ECED2023 Field Placement Seminar 2 and P- AID1 First Aid - ECED program and P- IMM1 Immunization - ECED and P- HSC Health and Safety Certificate and P- VUL Vulnerable Sector Police check

ECED2031 Curriculum and Practice 42.0 Hours

In this course, students are provided with an opportunity to deepen their understanding of curriculum models in the field of early childhood education. Students select and research a specific curriculum model, which reflects their philosophical interests and teaching style. Following this, students develop a variety of learning experiences based on a range of educational approaches.

ENTR1004 Social Entrepreneurship 42.0 Hours

Students identify social issues and develop innovative strategies and solutions aimed at building sustainable communities. Students are exposed to the "hybrid space" between the commercial and the social economy, and examine a range of enterprises from revenue generating non-profits to innovative businesses built to achieve public benefit.

The challenges unique to the social enterprise are examined, including management and governance structures, performance measurement, and financing.

**Course Description Legend**

P = Prerequisite; C = Concurrent prerequisite; CO= Corequisite

*Information contained in College documents respecting programs is correct at the time of publication. Academic content of programs and courses is revised on an ongoing basis to ensure relevance to changing educational objectives and employment market needs. The college reserves the right to add or delete programs, options, courses, timetables or campus locations subject to sufficient enrolment, and the availability of courses.*