



**SCHOOL OF  
HEALTH AND HUMAN SERVICES**

**Department of Community, Family and  
Child Studies**

**Early Learning & Care  
Diploma Program©**

**Proposed Implementation September 2017**



## Introduction

This document is a proposal to revise the Early Learning and Care Diploma Program (ELC). The proposed program reflects new trends, knowledge and attitudes that are current and relevant in the field of ELC.

The ELC Diploma program (previously the ECCE program) at Camosun College has been graduating early childhood educators to work with young children and their families since 1976. We have an excellent reputation in BC as a community college program that is up to date and rigorous.

This revision incorporates the latest developments in early childhood studies identified through the following resources:

- Current research in child development, early learning and ELC professional development
- B.C. Early Learning Framework ( Ministry of Education and Ministry of Children and Family Development, 2008)
- Understanding the B.C. Early Learning Framework: From Theory to Practice (2009)
- Occupational Standards for Early Childhood Educators (Child Care Human Resources Sector Council 2010)
- BC First Nations Early Childhood Educator Occupational Standards Report (BC Aboriginal Child Care Society, First Edition, 2014)
- Occupational Standards for Child Care Administrators (Child Care Human Resources Sector Council 2006)
- Recommendations from the Truth and Reconciliation Committee (2015)
- ELC Advisory committee members
- Community partners (employers, advocates)
- Human Services faculty
- Current students and graduates of the ELC Diploma program
- ECE Articulation Committee Provincial Transfer Matrix
- Early Childhood Registry
- Vancouver Island Health Authority Child Care Licensing Committee
- Association for Childhood Education International (ACEI Position Paper; Preparation of Early Childhood Education Teachers)

## Rationale

The major changes proposed are focused on **program content, design and delivery**. We have made a careful analysis of current research, practice and community consultations, and the most significant change is the indigenization of the program as well as redistributing the courses to better balance and coordinate the content delivery; and revision of courses to reflect current theories, approaches and practice in the ELC field.

The literature on early learning and care programs state that graduates are prepared for careers that demand the highest cognitive skills, critical thinking, problem solving, principled decision-making and an ability to analyse ethical issues. Being able to plan and reflect on one's practice and to use current theories, concepts and practices are at the heart of creating dynamic quality environments responsive to children and families.

In the 2016 revision of the ELC diploma program, pedagogical narrations continue to be a key element for reflecting on children's interests, supporting their learning and planning to extend their ideas. This current approach was introduced to BC in the Early Learning Framework which was produced in consultation with the field by the Ministry of Children and Family Development and the Ministry of Education in 2008.

In 2016 we have gone deeper with this process to recognize children's "complex identities, grounded in their individual strengths and capacities, and their unique social, linguistic and cultural heritage" in order to develop rich environments that support them. (Early Learning Framework, p. 4)

Another focus of this revision is the importance of children's relationship with the natural world which makes a significant contribution to their holistic well-being. This emphasis is supported by current research in the areas of health, environment, and education. Many local, provincial and broader Canadian ELC programs are providing part or full day programs outside in forests and natural environments. Children are more physically active, exploring and experimenting in play with natural materials and environments that promote curiosity, strength, environmental awareness and physical risk taking. Connecting to land and place supports our inclusion of an indigenous traditional perspective. We are revising courses to include this content.

Excellent interpersonal and intrapersonal skills are required to work professionally with an increasingly diverse population of children and families. Respectful, professional and culturally sensitive communication skills are required in every aspect of our work.

In response to the Truth and Reconciliation Committee recommendations, the ELC program at Camosun is committed to a process of indigenization where basic knowledge and understanding of indigenous histories and narratives are woven throughout each course and the program overall.

Research underscores the need for graduates to demonstrate a high level of professional responsibility in the increasingly complex work of the Early Childhood Educator in the twenty-first century. Professional writing skills, documentations of children, and strong leadership skills to advocate for children and families and the ELC field are increasingly important.

In the six years since our last revision, there has been wide-spread consensus nationally and internationally that a diploma should be the minimum level of education to prepare graduates to work in the field of ELC. There is also a move towards completing a degree in ECE or CYC to strengthen the professional knowledge and reflective skills of ELC graduates

The changes noted in 2010 towards Early Learning and Care becoming connected with the Ministry of Education have deepened. ELC programs are increasingly both in community and in schools or connected to schools. ECEs are employed in some kindergartens alongside teachers and play-based and nature based approaches are becoming more widely accepted as a foundational start for young children.

## **Vision**

Entering the early childhood community students are welcomed as learners who bring their own strengths and skills with them. Working collaboratively, listening carefully, and thinking deeply they develop an understanding that is respectful, caring and thoughtful. It takes an early childhood community to nurture and support positive growth and develop early childhood graduates who see themselves in a process of learning in a dynamic field that is built upon a foundation of respect for children and families.

## **Philosophy**

### **Learners and Instructors**

- Learners and instructors are active participants in the teaching and learning process, sharing knowledge and prior experiences
- Learning is done through head, heart and hands

- Learners are supported to reflect on their values and beliefs in conjunction with learning and with practice.
- Instructors are current, professional and support a co-operative learning environment.
- Instructors are innovative, respectful and model ethical principles through genuine, trusting and caring relationships.

### **ELC Graduates**

- Have the skills to develop trusting relationships with children, families and co-workers that are respectful, reciprocal and collaborative.
- Have the knowledge and understanding to work in many types of early learning programs.
- Able to use strength based perspectives and an empathetic approach.
- Able to be reflective and caring \*
- Can bring joy and integrity to their work with children and families.
- Are advocates and leaders in promoting diverse, inclusive and dynamic communities for children and families.
- Understand global perspectives of early childhood within a framework of social justice.

### **Program Purpose**

The Early Learning and Care Diploma program is designed to provide learners with the knowledge, skills and values to create responsive and nurturing early learning experiences.

The ELC program embraces the belief that children and families are competent and capable, and the program reflects this principle in our work with students and the community.

Indigenous perspectives on supporting children and families, and connections to nature, land and place, are woven throughout the learning experience as well as the impact of residential schools, on-going colonization and the skills of reconciliation.

Emphasis is placed on working collaboratively with families, within communities and with other professionals. Students learn how to support and strengthen children's unique and complex identities within their particular contexts.

The program incorporates a sociocultural perspective of early childhood education as identified by current research and contemporary discourses.

Indigenous perspectives on supporting children and families, and connections to nature, land and place, are woven throughout the learning experience.

Graduates are prepared with a strong academic and skills based foundation for many professional opportunities in the field of early learning and care. They have the specialized knowledge and skills necessary to create responsive, caring environments for all including infants, toddlers, pre-school age children and children with diverse abilities.

Graduates are prepared to provide leadership and advocacy within the community of early learning and care.

**Students who successfully complete all required courses for the Diploma are eligible for Provincial certification as an Early Childhood Educator with specialization as Infant and Toddler Educators and/or Special Needs Educators. Information on certification with the Early Childhood Provincial Registry can be found at <http://www.mcf.gov.bc.ca/childcare/index.htm>**

**Students who complete the Camosun College ELC Diploma with a B or higher are eligible to apply to and enter in third year of UVic's Child and Youth Care degree or to third year of Capilano University's Early Childhood Education Degree program.**

**Employment Opportunities include:**

- Early Years Centres (provincial hubs)
- Aboriginal Head Start Programs
- Group Childcare Centres (Pre-Schools and Day Cares)
- Family Child Care homes
- Recreation Centres
- Family Resource Programs
- School-Age Care Programs
- Child Care Resource and Referral Programs
- Supported Child Development Programs

- Infant Development Programs
- Strong-Start Programs
- Infant-Toddler Centres and Young Parent Programs

### Program Learning Outcomes

<b>ELC PROGRAM OUTCOMES: Program Learning Outcomes:</b> <b>Upon completion of the ELC Diploma, students will be able to:</b>	<b>PERFORMANCE INDICATORS</b>
<b>1) Use critical thinking skills in the ongoing, dynamic creation and reflection of democratic early learning and care practices</b>	a) Apply and critically reflect upon theory, concepts and practices that support quality programing. b) Develop and adapt environments in response to the interests, curiosities and <i>needs</i> of the children. c) Use pedagogical narrations to capture significant and multiple perspectives of children, families, and educators. d) Describe and model caring and inclusive early learning practices e) Apply a <i>community</i> , family, and child focused framework to early learning and care. f) Incorporate knowledge <i>of indigenous</i> , inclusive and diverse cultural practices into planning and evaluation processes.
<b>2) Support young children's well-being and holistic learning within the context of family, culture, and community.</b>	a) Use a social justice perspective to inform and enhance professional practice as it relates to children, family and community. b) Respect the dignity of parents, children, colleagues and others, and demonstrate anti-bias practices. c) Apply diverse, inclusive and strength based approaches that reflect social, cultural and linguistic perspectives to program planning. d) Use a variety of narrations and documentation techniques. e) Apply theory and concepts related to individual, holistic and complex identity and well-being to work with infants, toddlers, young children and families. f) Provide children with rich, play and nature based experiences to support and extend their holistic learning. g) <i>Use sustainable practices that support young children's well-being and holistic learning.</i>

<b>ELC PROGRAM OUTCOMES: Program Learning Outcomes:</b> <b>Upon completion of the ELC Diploma, students will be able to:</b>	<b>PERFORMANCE INDICATORS</b>
<b>3) Establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.</b>	<ul style="list-style-type: none"> <li>a) Promote and maintain healthy and safe environments that exceed Licensing Regulatory requirements.</li> <li>b) Ensure the well-being and the specific health and nutritional needs of children are met.</li> <li>c) <i>Model self-care and demonstrate practices that enhance own and children's health and wellness.</i></li> <li>d) Organize natural environments for play and exploration within indoor and outdoor spaces.</li> <li>e) Develop program policies that are strength based and respectful of the diversity of children, families and communities.</li> <li>f) Create opportunities for children to experience risk taking within a safe environment</li> </ul>
<b>4) Use respectful, professional interpersonal and culturally appropriate communication skills in all aspects of work as an early learning and care professional.</b>	<ul style="list-style-type: none"> <li>a) Establish and maintain an environment of mutual respect.</li> <li>b) Use professional standards for effective oral, written and non-verbal communication.</li> <li>c) Engage in inter-professional practices in partnership with families, colleagues and community members.</li> <li>d) Use effective interpersonal and culturally sensitive approaches to engage colleagues and family in problem solving and conflict resolution processes.</li> <li>e) Critically reflect upon own interpersonal strengths and identify strategies for development of interpersonal competence.</li> </ul>

<b>ELC PROGRAM OUTCOMES: Program Learning Outcomes:</b> <b>Upon completion of the ELC Diploma, students will be able to:</b>	<b>PERFORMANCE INDICATORS</b>
<b>5) Develop meaningful relationships with young children, families, and colleagues as a foundation for early learning and care practice.</b>	<ul style="list-style-type: none"> <li>a) Use a variety of respectful and responsive positive guidance strategies.</li> <li>b) Facilitate and maintain professional and trusting relationships.</li> <li>c) Enrich the well-being of young children and their families through the application of family centred, child focused practices.</li> <li>d) Use knowledge of indigenous perspectives to develop relationships with aboriginal children, families and community.</li> <li>e) Form collaborative partnerships with families, respecting cultural and social diversity.</li> </ul>
<b>6) Demonstrate basic knowledge of indigenous ways of knowing and being, the impact of residential schools and ongoing colonization and the skills of reconciliation that enable supportive early learning experiences for aboriginal children, families and community.</b>	<ul style="list-style-type: none"> <li>a) Use critical thinking skills to reflect upon own values and experiences that contribute to perceptions of an indigenous worldview.</li> <li>b) Identify and describe early childhood educator practices that support indigenous ways of knowing, learning and being</li> <li>c) Apply and model practices that foster mutually respectful relationships with aboriginal children, families and community</li> <li>d) Develop natural learning environments and experiences that incorporate a connection to the land.</li> <li>e) Work with indigenous communities and use local cultural and historical knowledge to inform practice</li> <li>f) Apply knowledge of residential schools, on-going colonization and the skills of reconciliation to the development of culturally sensitive relationships with children and families and the development of inviting and responsive environments.</li> </ul>
<b>7) Demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Educators of British Columbia</b>	<ul style="list-style-type: none"> <li>a) Assume leadership roles and responsibilities within the early childhood context.</li> <li>b) Ensure confidentiality and use an ethical decision making model to respond to issues.</li> </ul>

<b>ELC PROGRAM OUTCOMES: Program Learning Outcomes:</b> <b>Upon completion of the ELC Diploma, students will be able to:</b>	<b>PERFORMANCE INDICATORS</b>
<b>(ECEBC) Code of Ethics (principles of fairness, equity and diversity).</b>	<ul style="list-style-type: none"> <li>c) Reflect and respond to issues of personal health and wellness, and maintain an effective work/life balance.</li> <li>d) Use critical reflection to evaluate personal and professional practice</li> <li>e) Pursue, on an ongoing basis, the knowledge, skills and self-awareness needed for professional competence and currency.</li> <li>f) Apply a personal philosophy of early childhood education to your work using a framework of ethical and professional standards</li> <li>g) Demonstrate integrity in all professional relationships including those with colleagues, families, and community partners.</li> </ul>



## Curricular Threads

- ❖ Relationships
- ❖ Professionalism
- ❖ Strengths based perspectives
- ❖ The child as complex and capable
- ❖ Social Justice Perspectives
- ❖ Democratic practice
- ❖ Critical reflection/ pedagogy
- ❖ Indigenization

These threads run through each ELC course, like threads through a tapestry. We have begun a process that will deepen with time.

### Relationship

Caring relationships are the conduits and context of working with children, families and community. Nurturing, compassionate and reciprocal social interactions contribute to positive early development and learning. This is demonstrated in all aspects of early childhood learning and care.

### Strength-Based Perspective

All children and families have strengths, sometimes untapped or unrecognized. Using a language of strengths helps us see possibilities instead of problems. By articulating strengths, educators can support children and families.

### Social Justice Perspective

All persons are equally entitled to human rights and equitable access to the benefits of society regardless of race, gender, sexual orientation, age, ability, religious, social, cultural or linguistic heritage. This perspective is demonstrated by being sensitive to marginalized peoples and through anti-bias early childhood program planning.

### Democratic practice

Within each early childhood program a community develops. In order to create local democracy in our programs we can listen to children's voices and recognize their right to participate in community as active dynamic members.

### The child as complex and capable

Children are complex beings and bring their own narratives, experiences and strengths with them to an early childhood community. Within relationship we learn to appreciate their capabilities and skills.

### Family Centered and Child Focused Practice

The families are the first teachers of young children. Listening carefully to families, educators encourage them to be involved with their child's growth and well-being in the early childhood setting. Educators seek to involve families in decisions that influence the well-being of their children.

### Critical reflection/ pedagogy

Learning to reflect on one's practice encourages thinking deeply about the children in one's care and their families. Critical reflection explores the meaning of one's experience and deepens understanding of practice. By reflecting critically educators can engage in a dynamic practice responsive to the children and families in their program.

### Indigenization

In response to the Truth and Reconciliation Call to Action, 2015, all ELC students will take the Indigenous Studies 120 course which provides information about Indigenous world views and colonization and is taught by an Indigenous instructor. We have also focused on including Indigenous ways of being, knowing and learning into our courses and program. Through this process our intention is to support ELC students to work from a strength based perspective through an informed lens that creates a shared understanding and respectful inclusion of Aboriginal children and families.

### Design and Delivery Comparison

#### ELC program 2010

##### Year 1

##### Fall Semester 1 (14 weeks)

ELC 111 Supportive Relationships 1	1.5
ELC 120 Responsive Environments 1	4
ELC 150 Health Safety Nutrition	3
ELC 140 Practicum 1	2
PSYC 154 Interpersonal Skills	3
ENGL 150 Composition	3

**Total semester credits 16.5**

##### Winter semester 2 (14 weeks)

ELC 110 Developmental Perspectives 1	3
ELC 112 Supportive Relationships 2	1.5
ELC 130 Early Childhood Profession	3
ELC 121 Responsive Environments 2	4
CFCS 160 Family and Community 1	3
ELC 141 Practicum 2	3

**Total semester credits 17.5**

#### Proposed ELC Program 2017

##### Year 1

##### Fall semester 1 (14 weeks)

ELC 110 Child Growth & Development	3
ELC 130 Early Childhood Profession 1	3
ELC 150 Health & Wellness for ELC	3
ELC 170 Working with family	3
ELC 160 Community observations	2
ENG 151 Academic Writing Strategies	3

**Total Semester Credits 17**

##### Winter Semester 2 (14 weeks)

ELC 113 Guiding Relationships	3
ELC 120 Intro to Learning Environ.	3
ELC 143 Practicum1	4
IST 120 Intro to Indigenous Peoples	3
Psych 154 Interpersonal Skills	3

**Total Semester Credits 16**

Year 2Fall Semester 3 (14 weeks)

ELC 210 Developmental Perspectives 2	3
ELC 212 Supportive Relationships 3	3
ENGL 160/164/165/ Literature (FN)SP)	3
PSYC 256 Intro to Counseling	3
ELC 240 Practicum 3	4

**Total semester credits 16**

Winter Semester 4 (14 weeks)

ELC 220 Inclusive Child Care	3
ELC 230 Infant and Toddler Care	3
CFCS 220 Personal Leadership	3
CFCS 211 Professional Practice 2	2
ELC 241 Practicum 4 ITE or	
ELC 242 Practicum 4 SNE	5

**Total semester credits 16**

**Total Program Credits 66**

Year 2Fall Semester 3 (14 weeks)

ELC 216 Child Growth and Dev. 2	3
ELC 221 Designing Dynamic Environ.	3
ELC 212 Guiding Relationships 2	3
ELC 214 Leading to Build Capacity	3
ELC 240 Practicum 3	3

**Total Semester Credits 15**

Winter Semester 4 (14 weeks)

ELC 220 Inclusive Child Care	3
ELC 230 Infant and Toddler Care	3
ELC 231 Early Childhood Profession2	3
ELC 241 (Infant Toddler Practice), or, ELC 242 (Inclusive Practice)	4
PSYC 256 Intro to Counselling	3

**Total semester credits 16**

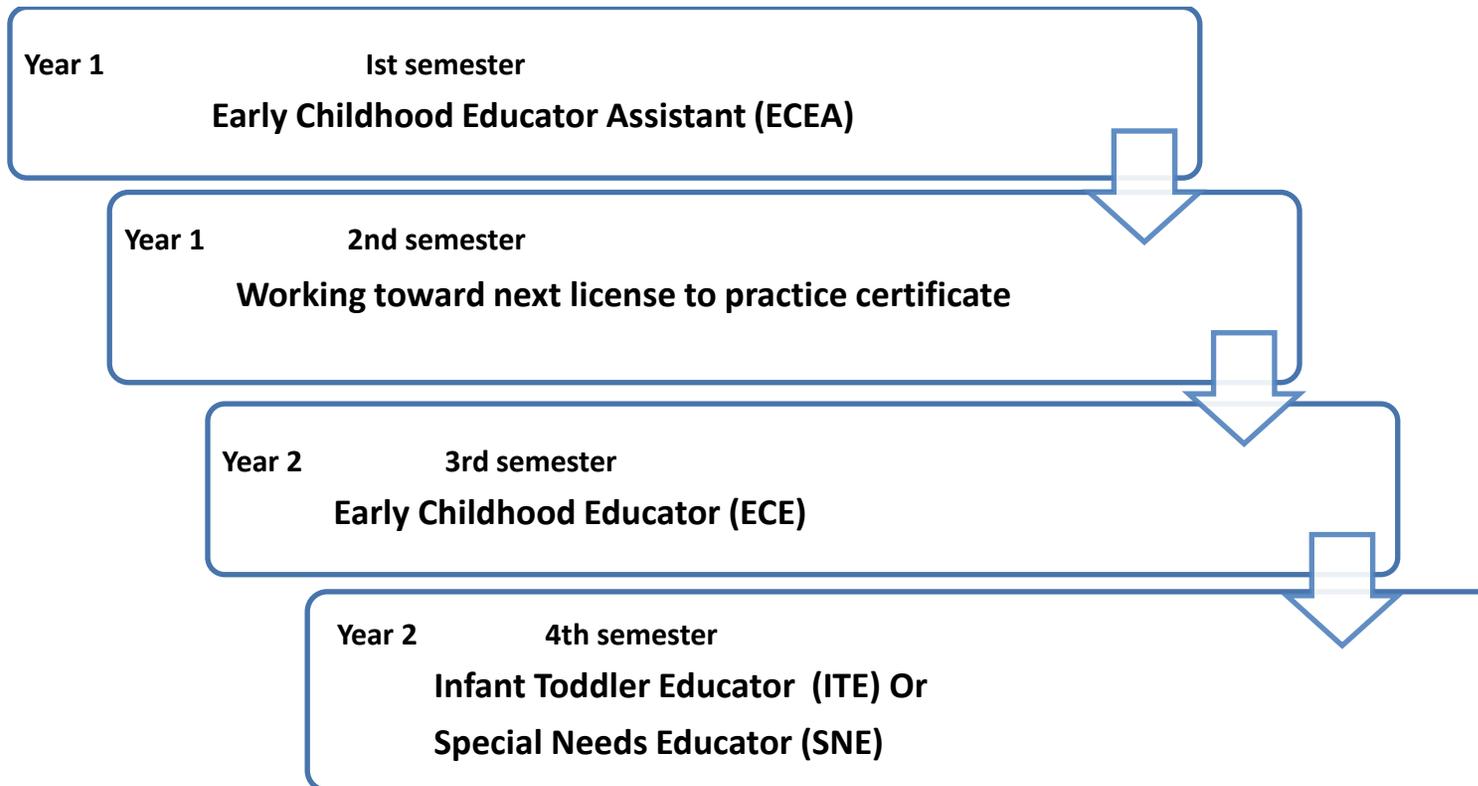
**Total Program Credits 64**

### Schematic of Program Learning Outcomes to Courses

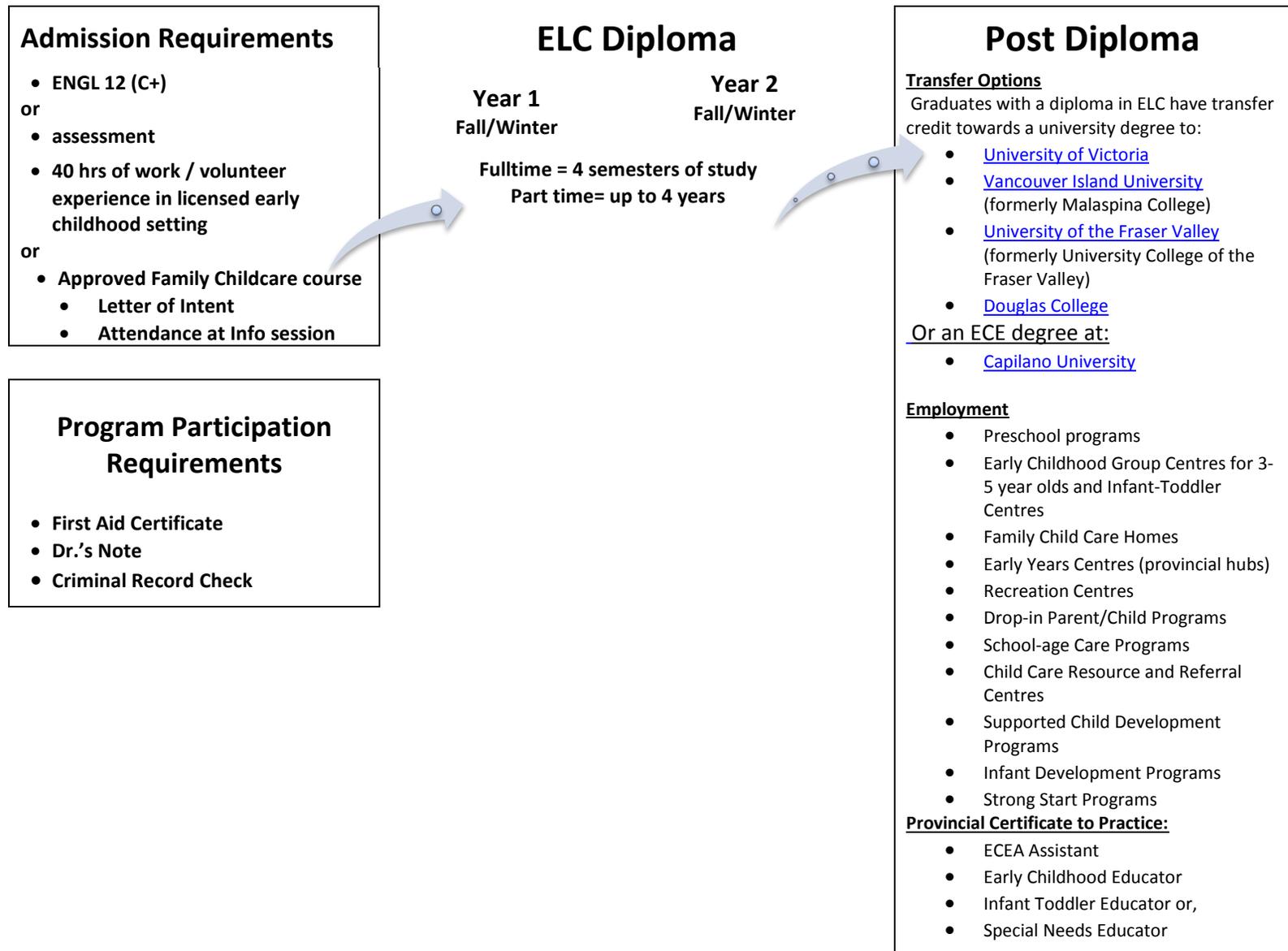
Outcomes Courses	#1 Critical thinking in planning	#2 Well-being & Holistic Learning	#3 Inclusive, safe, nurturing environments	#4 Professional & culturally appropriate communication	#5 Caring Relationships	#6 Indigenous ways of being, knowing and learning	#7 Professional Ethics & Accountability
ELC 110 Perspective on Child Growth & Development 1		*	*		*	*	
ELC 111/ 112 Supportive Relationships 1		*	*		*	*	
ELC 120 Responsive Environments 1	*		*		*	*	
ELC 221 Responsive Environments 2	*		*		*	*	
ELC 130 Early Childhood Prof				*	*	*	*
ELC 150 Health & Wellness for ELC Educators	*	*	*	*		*	
ELC 170 Collaborations Family & Comm			*	*	*	*	*
ELC 160 ELC Observations	*		*	*			*
ELC 143 Practicum 1	*	*	*	*	*	*	*
PSYC 154 Interpersonal Skills				*	*		

	#1 Critical Thinking in Planning	#2 Well-being & Holistic learning	#3 Inclusive, safe, Nurturing Environments	#4 Professional & Culturally Appropriate Communication	#5 Meaningful Relationships	#6 Indigenous Ways of being, Learning and Knowing	#7 Professional Ethics & Accountability
ENGL 151 Academic Writing Strategies				*			*
ELC 216 Perspective on Child Growth & Development 2		*	*	*	X	X	
ELC 212 Supportive Relationships 2	*	*	*	*	X	X	
ELC 240 Practicum 2	*	*	*	*	X	X	X
ELC 214 Leading to Build Capacity				*			X
PSYC 256 Intro to Counseling			*	*	X		
ELC 220 Inclusive Child Care							
ELC 230 Infant and Toddler Care	*	*	*	*	X	X	
ELC 231 Early Childhood Profession 2				*		X	X
ELC 241 Practicum 4 ITE or	*	*	*	*	X	X	X
ELC 242 Practicum 4 SNE	*	*	*	*	X	X	X
IST 120 Intro to Indigenous Peoples		*		*	X	X	

## One ELC Diploma = 3 Early Childhood Educator Certificates to Practice



## Early Learning and Care Access Requirements and Post Diploma Options



## Early Learning and Care Program Content and Courses

### ELC 110 Perspectives on Child Growth and Development 1

**3 credits**

**Prerequisites: none**

The student will examine and explore current and emerging theories and perspectives that explain human growth and development from conception to early childhood. Students will begin to reflect on their image of children and families through multiple lenses, including an introduction to Indigenous worldviews, the impact of residential schools, on-going colonization and the skills of reconciliation to broaden their thinking about children and their growth. Theoretical knowledge will be considered in connection to relationship building with children and families and early childhood practice.

#### **Learning outcomes**

Upon completion of this course, students will be able to:

- a) describe and use various theories and perspectives on children's growth and development to explain how early influences may impact children's learning and well-being.
- b) examine their own beliefs and perspectives on children's development and how that might influence their practice.
- c) develop pedagogical narrations for examining children's skills and abilities as well as their own practice.

### ELC 130 Early Childhood Profession 1

**3 credits**

#### **Course Description:**

This course examines the historical and social influences that have shaped the field of early childhood. Current legislation, social justice perspectives and personal attitudes regarding early programs are examined. Emphasis is placed on professional behavior in accordance with the ECEBC Code of Ethics.

#### **Learning Outcomes:**

Upon completion of this course, the student will be able to

- a) Describe historical and current influences that impact the field of early learning and care

- b) Describe current legislation in the context of the roles and responsibilities of an Early Childhood Educator
- c) Describe professional practice using the Early Childhood Educators of British Columbia Code of Ethics.
- d) Describe functions and tasks related to early learning and care program administration and Centre operations.

## **ELC 150 Health and Wellness for Early Learning & Care**

**3 credits**

### **Course Description**

Students will explore the role of the educator in creating healthy, sustainable programs and community. The vital connection between learning, holistic health and the environment is emphasized. Cultural, social and familial expectations related to health, safety, nutrition and wellness are discussed within the context of self, the child care setting, and the community.

### **Learning Outcomes**

Upon completion of this course, students will be able to:

- a) Explain diverse attitudes, knowledge and cultural approaches, including the impact of residential schools, on-going colonization and the skills of reconciliation related to holistic health and wellness.
- b) Describe the role and responsibility of the educator in supporting and creating with family, healthy environments for children.
- c) Apply principles of holistic health and environmental sustainability to personal and professional practice.
- d) Create strength based and meaningful policy and procedures that are respectful of the diversity of children and families.

## **ELC 160 Community Observations**

**2 credits - one hour in the classroom and 3 hours/week in the field**

**Pre or Co-Requisite: ELC 110**

### **Course Description**

Students will become familiar with and reflect upon the expectations, roles and responsibilities of the Early Learning and Care professional. Students will visit early learning and care sites and engage in a process of focused observation using a variety of narration and documentation

techniques. Students become familiar with and model the expectations, roles and responsibilities of the Early Learning and Care professional.

Upon completion of this course, students will be able to

- a) Begin to demonstrate the process of observation in a focused and reflective way.
- b) Describe and reflect upon the influence of personal experiences and perspectives on observations.
- c) Describe and reflect upon responsive and respectful practices in early learning and care settings.
- d) Demonstrate professional behavior including respectful communication with children, families, program staff, peers and instructors.
- e) Observe respectfully and maintain confidentiality of information.

### **ELC 170 Working with Family and Community**

#### **3 credits**

Students will be introduced to understanding the changing roles of families in our current society. Students study developmental tasks of families, historical and emerging themes with an emphasis on supporting families and establishing respectful, reciprocal partnerships. Students will be introduced to Indigenous worldviews, including the impact of residential schools, on-going colonization and the skills of reconciliation in order to broaden their thinking about Indigenous children and their families. Families are viewed within a strengths-based perspective and special emphasis is placed on the knowledge, skills, beliefs and values required to work in partnership with diverse families.

#### **Learning Outcomes:**

Upon completion of this course, the student will be able to

- a) Demonstrate knowledge of diverse families, changing roles and developmental transitions and how this diversity impacts our developing partnerships.
- b) Demonstrate strengths-based, empathetic and collaborative responses to the issues commonly facing modern families.
- c) Demonstrate an understanding of strategies for establishing, building and maintaining effective partnerships with families.
- d) Identify Indigenous world views, the impact of residential schools, on-going colonization and the skills of reconciliation and integrate this knowledge into positive practices with families.

## **Winter Semester 2:**

### **ELC 113 Guiding Relationships 1**

**3 credits**

**Co-Requisite: COM in ELC 143**

#### **Course Description**

Students will begin to learn the skills and dispositions, including Indigenous approaches, impacts of residential schools, on-going colonization and the skills of reconciliation, needed to work in a collaborative and a respectful manner with children and families. Emphasis is placed on acquiring positive, relationship-based, guidance practice with children.

#### **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- a) Describe culturally appropriate , positive communication strategies with children and families for establishing respectful and caring relationships
- b) Examine and identify a variety of respectful and responsive positive guidance strategies that foster children’s social and emotional growth.
- c) Interpret children’s social interactions at a beginning level, using a variety of documentation techniques.
- d) Critically analyse how their own values, beliefs and attitudes influence interactions with children and families.
- e) Examine Indigenous approaches to guiding young children and the impact of residential schools, on-going colonization and the skills of reconciliation to the guidance relationship with Indigenous children and families.

### **ELC 120 Introduction to Learning Environments**

**3 credits**

**Pre/Co-Requisite: C+ in ELC 113**

#### **Course Description**

Students examine the importance of environment to children’s growth and learning and begin to explore this in the context of Indigenous ways of being, knowing and learning, including the impact of on-going colonization and the skills of reconciliation. Emphasis is placed on using pedagogical narration to understand and respond to children’s interests and needs. A variety of

materials and learning experiences are explored that support early learning and respect for children and families.

### **Learning Outcomes:**

Upon completion of this course, the student will be able to

- a) Explain the role of the educator in creating an environment that emphasizes connection to the land.
- b) Explain the importance of play to children's learning.
- c) Use pedagogical narration at a beginning level to support children's play, well-being and learning.
- d) Explore Indigenous ways of being and knowing, the impact of on-going colonization and the skills of reconciliation in connection to creating environments that support children's growth and learning.

### **ELC 143 Practicum 1.**

#### **Pre-requisites:**

**All of: C+ in ELC 110, C+ in ELC 130, C+ in ELC 150, COM in ELC 160 ad C+ in ELC 170**

**Co-requisite: C+ in ELC 113, C+ in ELC 120, C+ in Psyc 154 and C+ in IST 120**

**4 credits**

#### **Course Description**

Students will integrate and demonstrate the skills, knowledge, attitudes and theory at an introductory level, gained throughout the program. Students will develop caring and culturally sensitive relationships and practices with children, family, colleagues and community and will begin to demonstrate the roles and responsibilities of the early childhood professional.

#### **Learning Outcomes:**

Upon completion of this course, the student will be able to:

- a) Use critical thinking skills in the ongoing, dynamic creation and reflection of Early Learning and Care practices at a beginning level.
- b) Support children's well-being and holistic learning at a beginning level in the context of family, culture and community.

- c) Recognize and assist in establishing and maintaining inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- d) Use respectful, professional and culturally sensitive interpersonal communication in their beginning work as an early learning and care professional
- e) Demonstrate basic knowledge of Indigenous ways of knowing and being including the impact of on-going colonization and the skills of reconciliation that enable supportive early learning experiences for Aboriginal children, families and community.
- f) Develop meaningful relationships with young children, families and colleagues as a foundation for early learning and care practice.
- g) Recognize and demonstrate professional responsibility and accountability as a beginning early childhood educator by adhering to the Early Childhood Code of Ethics (principles of fairness, equity and diversity).

### **IST 120 Introduction to Indigenous Peoples**

**3 credits**

#### **Course Description:**

TELFIN TFE WILNEW, a SENĆOŦEN phrase meaning “Understanding Indigenous People.” This unique, award-winning course is intended for students unfamiliar with Indigenous worldviews. Participants will learn from Indigenous people about Indigenous worldviews and colonization through video, audio interviews, radio shows and scholarly articles. The purpose of the course is to dispel stereotypes and myths, to enable learners to understand the experience of Aboriginal peoples in a Canadian context, and to equip them with the knowledge and skills to begin to interact respectfully with Aboriginal peoples in community and in the workplace. Discussions are conducted in circle format with an Aboriginal facilitator.

#### **Learning Outcomes:**

Upon completion of this course, the student will be able to:

- a) Describe colonization and the impact of this process on the Aboriginal people of BC and Canada and on the student’s experience with Aboriginal peoples.
- b) Evaluate and articulate the ways in which their values and beliefs align or conflict with indigenous ways of seeing, being, doing and relating.
- c) Identify and describe similarities and differences between and across, Indigenous worldviews and settler worldviews.
- d) Identify and build on practices/ways that foster mutually respectful relationships in community and the workplace.

## **PSYC 154 Interpersonal Communication**

**3 credits**

### **Course Description:**

Effective communication with others comes from a deep understanding of our selves and an empathic understanding of others, as well as knowing the skills and methods for dealing with interpersonal situations. In this course, the students will work at developing self-awareness, study the theory of interpersonal relationships, and practice specific skills in class and in their lives.

### **Intended Learning Outcomes**

Upon completion of this course the student will be able to:

- a) Identify key concepts describing interpersonal communication.
- b) Describe basic principles and theories of communication.
- c) Analyze personal life events using course vocabulary, concepts and theory.
- d) Demonstrate active listening in sample interviews and observations.
- e) Work collaboratively through the application of active listening skills and conflict resolution skills.
- f) Describe, evaluate and demonstrate the components of empathy.
- g) Differentiate between a person's (self or other) thoughts, feelings, and behaviours.

## **Fall Semester Three**

### **ELC 216 Perspectives on Child Growth and Development 2**

**Prerequisites: C+ in ELC 110**

**3 credits**

### **Course Description**

Students will examine theories and perspectives that explain human growth and development from early childhood to adolescence. Emphasis is placed on using critical thinking skills in examining the different approaches to understanding children's behavior, thinking and growth. The student will continue to explore Indigenous approaches and knowledge, including the impact of residential schools, on-going colonization and the skills of reconciliation. Socio-cultural theories are looked at to understand the influences of family and community.

### **Learning outcomes**

Upon completion of this course, students will be able to:

- a) Describe some of the theories and perspectives that explain children's growth from early childhood to adolescence from a critical perspective.

- b) Critically reflect on current and emerging theories and perspectives of children's growth and development in order to effectively plan for children and families.
- c) Continue to build a theoretical foundation that includes multiple narratives of children's development
- d) Have an awareness of how theoretical perspectives and personal beliefs can influence practice
- e) Use pedagogical narrations to research children's growth in abilities and skills.
- f) Examine Indigenous perspectives including the impact of residential schools, on-going colonization and the skills of reconciliation on children's holistic development.

### **ELC 212 Guiding Relationships 2**

**Pre-Requisite: C+ in ELC 113, COM in ELC 143 and one of: C+ in ELC 170, C+ in CFCS 160**

**3 credits**

#### **Course Description**

Students continue to explore positive guidance strategies with individual children and groups of children in the context of supportive relationships and respect for cultural and social diversity. Students use a variety of documentation techniques and interpret children's behaviours/patterns to plan, implement and evaluate strategies that support children's social interactions. Students incorporate knowledge of Indigenous, inclusive and culturally appropriate practices, including the impact of residential schools, on-going colonization and the skills of reconciliation into planning, implementation and evaluation processes to support children's social interactions. Students examine the role of the educator in supporting children in the context of their families and communities.

#### **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- a) Interpret children's social interactions using a variety of documentation techniques.
- b) Apply diverse, inclusive and strength-based approaches that reflect social, cultural and linguistic perspectives to support individual children, groups of children and families.
- c) Identify community resources that offer support to children and families.

**ELC 214 Leading to Build Capacity**

**Pre-requisites:** C+ in ELC 130

**3 credits**

**Course description:**

In this course, students explore the role of the early learning and care professional in leading and influencing positive change. The emphasis of the course is on building team and community capacity through positive relationships and practices that are respectful of individuals and of cultural diversity and knowledge. The impact of on-going colonization and the skills of reconciliation are considered in identifying opportunities to develop respectful relationships and build community partnerships.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- a) Examine the role and responsibility of the Early Learning and Care professional in leading and positively influencing teams.
- b) Work with and lead teams to create quality and dynamic programs that meet the needs of children and families.
- c) Build team capacity by emphasizing team member strengths and identifying opportunities for change.
- d) Use knowledge of indigenous ways of knowing and being, the impact of on-going colonization and the skills of reconciliation to develop relationships in community and strengthen team capacity.
- e) Model and motivate others to demonstrate inclusive, strength based and democratic practices with children, families and community.

**ELC 221 Designing Dynamic Environments**

**Pre-Requisite:** C+ in ELC 120, COM in ELC 143

**Pre/Co-Requisite:** COM in ELC 240

**3 credits**

**Course Description**

Students deeply examine the importance of environments that are inclusive and responsive to diverse children, families and community. Students will practice planning learning environments for the individual child and for groups of children with emphasis on Indigenous connection to the land, the impact of on-going colonization and the skills of reconciliation.

## Learning Outcomes

Upon completion of this course students will be able to:

- a) Analyze and design indoor/outdoor inclusive early childhood environments that support diverse children, families, and community.
- b) Develop natural learning environments and experiences that incorporate a connection to the land and the impact of on-going colonization and the skills of reconciliation.
- c) Implement layered opportunities to extend and evaluate specific materials and learning experiences that support children's intentions, learning and growth.

## ELC 240 Practicum 2

**Pre-Requisites: COM in ELC 143**

**Pre/Co-Requisites: All of: C+ in ELC 216, C+ in ELC 212, C+ in ELC 214 and C+ in ELC 221**

## 3 Credits

### Course Description:

Students consolidate the skills, knowledge, attitudes and theory gained through the Early Learning and Care program. Students will demonstrate the roles and responsibilities of a professional Early Childhood Educator, using knowledge of ethical and professional expectations to inform their practice. Students will respond to the needs of children through the planning of rich, culturally appropriate and responsive learning experiences developed in collaboration with the child, the family and early childhood educators.

### Learning Outcomes:

Upon successful completion of this course, students will be able to:

- a) Use critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices.
- b) Support young children's well-being and holistic learning within the context of family and community.
- c) Establish and maintain, evaluate and adapt inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- d) Use respectful, professional and culturally sensitive interpersonal communication skills in all aspects of work as an early learning and care professional.
- e) Develop caring relationships with young children, families and colleagues as a foundation for early learning and care practice.

- f) Demonstrate knowledge of Indigenous ways of being and knowing, the impact of on-going colonization and the skills of reconciliation that enable supportive early learning experiences for Aboriginal children, families and community.
- g) Demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Code of Ethics (principles of fairness, equity and diversity).

## Winter Semester Four

### ELC 220 Inclusive childcare

Pre:Requisite: C+ in ELC 216, C+ in ELC 212, C+ in ELC 214, C+ in ELC 221 and COM in ELC 240

3 Credits

#### Course Description

Students will critically examine all aspects of creating an inclusive caring and learning environment for children with diverse abilities. Students explore working collaboratively with diverse families and interdisciplinary teams. Indigenous and culturally diverse approaches including the impact of residential schools, on-going colonization and the skills of reconciliation are explored. Advanced skills in observation and program planning using a strengths-based perspective are emphasized.

#### Learning Outcomes

Upon completion of this course, the student will be able to:

- a) Identify historical perspectives, personal attitudes, values and biases towards people with diverse abilities.
- b) Use strengths and interests to plan inclusive opportunities that meet children's individual needs within the early learning and care settings.
- c) Demonstrate how the inclusive, caring and learning environment supports and promotes the growth and development of all young children.
- d) Work with diverse families to identify priorities and culturally respectful approaches with children.
- e) Identify how the impact of residential schools, on-going colonization and the skills of reconciliation can support the Indigenous family and their children.
- f) Reflectively critique own learning

**ELC 230 Infant and Toddler Care****3 credits****Pre-Requisites – All of: C+ in ELC 216, C+ in ELC 212, C+ in ELC 214, C+ in ELC 221 and COM in ELC 240****Pre/Co-Requisites – C+ in ELC 220, C+ in ELC 231****Course Description**

Students will apply the principles of responsive and respectful relationship-based care to nurturing children and their families by planning rich environments, developing program plans based on children's growing interests and abilities and establishing sensitive routines. Students use a critical lens to demonstrate their understanding of young children's emerging, multiple identities. Students apply their understanding of Indigenous approaches, the impact of residential schools, on-going colonization, the skills of reconciliation and cultural respect and sensitivity through appreciation of the growing identify of young families.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- a) Examine the history and the philosophical approaches of caring for children under age three.
- b) Articulate and apply the principles and practices of respectful and responsive care relationships with infants, toddlers and their families
- c) Analyse and implement culturally sensitive caring and learning environments that support infants/toddlers and their families.
- d) Apply communication strategies that promote connections and communication with families and communities.

**ELC 231 Early Childhood Profession 2****Pre-requisite: C+ in ELC 130, C+ in ELC 214****3 credits****Course Description:**

Students will continue to examine professional knowledge, skills and leadership in early learning and care, with an emphasis on ethical and reflective professional practice, program evaluation and accountability. Students will focus on strategies to develop and maintain collaborative partnerships within the staff team and broader professional community. Administrative skills of recruitment, staff supervision and evaluation are explored. Diverse program models are examined and presented and lifelong professional development is emphasized to continually enhance quality of current knowledge and skills.

**Intended Learning Outcomes**

Upon successful completion of this course a student will be able to:

- a) Apply knowledge of current legislation/policy related to Early Childhood Education
- b) Apply knowledge of ethics, standards and professionalism to practical situations and contexts.
- c) Engage in program assessment/evaluation
- d) Identify ongoing professional development needs for Early Childhood Educators
- e) Use Administrative processes that contribute to effective administration/leadership of child care services.

### **ELC 241 Infant Toddler Practice**

**Pre-requisites: COM in ELC 240**

**Pre/Co-requisites: C+ in ELC 220, C+ in ELC 230, C+ in ELC 231, C+ in PSYC 256**

**4 credits**

#### **Course Description:**

Students will consolidate theory and practice and demonstrate early childhood practice with children under age three and their families in this specialty practicum. Students will use critical thinking skills in the ongoing, dynamic creation of nurturing and culturally appropriate early learning and care environments, including awareness of the impact of residential schools, on-going colonization and the skills of reconciliation. This practicum provides students with eligibility to apply for an Infant Toddler Educator (ITE) credential.

#### **Intended Learning Outcomes:**

Upon successful completion of this course a student will be able to:

- a) Inform relationships and practice using a social justice perspective and concepts of democratic practice that include children's voices.
- b) Plan and evaluate components of early learning, caring and inclusive programs that support children's well-being and holistic learning in the context of family and community.
- c) Establish and maintain inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- d) Demonstrate culturally appropriate interpersonal communication skills that contribute to caring, nurturing and responsive relationships with children, families, colleagues and other professionals in the community.
- e) Develop caring relationships with young children and families.
- f) Demonstrate professional responsibility and accountability as an early childhood educator.

## ELC 242 Inclusive Practice

Pre-requisites: COM in ELC 240

Pre/Co-requisites: **C+ in ELC 220, C+ in ELC 230, C+ in ELC 231, C+ in PSYC 256**

**4 credits**

### **Course Description**

Students consolidate theory and practice and demonstrate inclusive early childhood practices with children with diverse abilities and their families in this specialty practicum. Students will use critical thinking skills in the ongoing, dynamic creation of inclusive early learning and care environments. This practicum allows students with eligibility to apply for their credential as a Special Needs Educator.

### **Intended Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- a) Inform relationships and practice using a social justice perspective and concepts of democratic practice that include children's voices.
- b)** Plan and evaluate components of early learning, caring and inclusive programs that support children's well-being and holistic learning in the context of family and community.
- c) Establish and maintain inclusive, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- d) Demonstrate culturally sensitive interpersonal communication skills that contribute to caring, nurturing and responsive relationships with children, families, colleagues and other professionals in the community.
- e) Identify how the impact of residential schools, ongoing colonization and the skills of reconciliation are important in responding effectively to Indigenous families and children.
- f) Develop caring relationships with young children and their families.
- g) Demonstrate professional responsibility and accountability as an Early Childhood Educator.