

COURSE NAME: CDP125 Foundations of Early Learning Environment

Credit Value: 3

Total Course Hours: 42

Prerequisite Course(s): None

Corequisite Course(s): CDP140 Foundations of Early Learning Environments Placement

COURSE DESCRIPTION

Upon successful completion, the Apprentice is able to assess environments that incorporate best practices that support early learning.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Describe the elements of an early learning environment.</p> <ul style="list-style-type: none">1.1 Define the environmental factors including physical design and social dynamics.1.2 Describe the role of play in learning and development.1.3 Explain the role of social policy, regulation and legislation in environments that support learning.1.4 Examine how values and beliefs influence the environment.1.5 Identify a variety of early learning settings. <p>2.0 Explain the impact of social and physical environment on healthy child development and learning.</p> <ul style="list-style-type: none">2.1 Examine physical environment such as natural environment, physical design and organization: explain the use of space, furniture and materials; arrangement of materials, equipment and play centres to support learning (indirect guidance).2.2 Examine social environment such as child guidance, self-regulation, resiliency and autonomy: describe positive guidance strategies | <p>to child/adult interactions and teaching styles; describe the impact of positive guidance strategies on the child/adult relationship</p> <ul style="list-style-type: none">2.3 Examine how time is used for the purpose of routines, schedules and transitions. <p>3.0 Examine the role of play and inquiry in learning and development.</p> <ul style="list-style-type: none">3.1 Identify the principles of play and inquiry based learning.3.2 Define the stages of play and inquiry.3.3 Explain the importance of play and inquiry in child development.3.4 Identify learning and developmental opportunities that can occur through play.3.5 Define the role of the Child Development Practitioner in supporting play and inquiry.3.6 Define the characteristics of child-initiated and teacher-initiated learning.3.7 Examine strategies that support learning through inquiry and play based experiences. <p>4.0 Develop play opportunities and learning experiences.</p> <ul style="list-style-type: none">4.1 Document children's play and inquiry using a variety of observational techniques. |
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- 4.2 Describe children's strengths, needs and interests.
- 4.3 Assess a child's level of play and inquiry.
- 4.4 Design learning experiences based on observation.
- 5.0 Explain concepts of reflective practice.
 - 5.1 Describe theories of reflective practice such as Kolb's learning cycle and Gibb's reflective cycle using case studies and workplace situations.
 - 5.2 Provide examples of application to practice.

GENERAL EDUCATION

This is not a General Education course.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

CDP Apprenticeship Reportable S3063

COURSE EVALUATION

Theory Testing 35%
 Application Exercises 40%
 Final Assessment 25%

PROGRAM SPECIFIC GRADING

Per College policy.

GRADING SYSTEM

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|-----|---------|-----|--------|-----|--------|----|--------|---|
| A+: | 90-100% | B+: | 77-79% | C+: | 65-69% | D: | 50-54% | S - Satisfactory |
| A: | 85-89% | B: | 73-76% | C: | 60-64% | F: | 0-49% | I - Incomplete |
| A-: | 80-84% | B-: | 70-72% | D+: | 55-59% | | | F- Repeat Course, included in GPA |
| | | | | | | | | FS- Failure Supplemental |
| | | | | | | | | FR- Repeat course, excluded from GPA |

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Bullard, J. Creating environments for learning: Birth to age eight, 3rd ed. Toronto: Pearson. ISBN: 978-0-13-401455-5.

Shipley, D. Empowering children: Play-Based Curriculum for lifelong learning. 5th ed. Toronto: Nelson. ISBN: 978-0-17-650223-2.

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Discussions, assignments, self-assessment.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere

to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:
<https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.