

**COURSE NAME:** ECE115 Developmentally Appropriate Practices II: Preschool

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Credit Value: 2  
 Total Course Hours: 30  
 Prerequisite Course(s): ECE 111  
 Corequisite Course(s): None

**COURSE DESCRIPTION**

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This course will explore the development of the child, specifically focusing on children of preschool age (2.5-4 years). Students will gain an understanding of how to facilitate growth in each of the developmental domains and support the foundations for learning through self-exploration and creating an environment that encourages play. The role of the educator, importance of the environment and their impact on the developing child will also be examined.

**PLAR INFORMATION**

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

**COURSE LEARNING OUTCOMES**

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

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| <p>1.0 Evaluate the importance of developmentally appropriate practices with preschool children</p> <ul style="list-style-type: none"> <li>1.1 Explain what it means to be developmentally appropriate</li> <li>1.2 Support practices associated with developmental appropriateness</li> <li>1.3 Defend the need for developmental appropriate practices</li> <li>1.4 Assess how to incorporate developmentally appropriate practices across the program and curriculum models</li> </ul> <p>2.0 Explain how to support preschool children's development across the various domains (physical, cognitive, social, emotional, language)</p> <ul style="list-style-type: none"> <li>2.1 Describe holistic development in relation to the child</li> <li>2.2 Explain how children's development follows an orderly sequence</li> <li>2.3 Demonstrate an understanding that children develop at different rates</li> <li>2.4 Support the idea of children as active learners</li> <li>2.5 Describe the importance of play in relation to child's development</li> <li>2.6 Demonstrate an understanding of the ELECT document and How Does Learning Happen as</li> </ul> | <p>valued educational tools</p> <p>3.0 Articulate an understanding of the design and the impact of the environment on child development</p> <ul style="list-style-type: none"> <li>3.1 Analyze effect of the environment on the child's ability to learn</li> <li>3.2 Examine inquiry based learning</li> <li>3.3 Describe how the physical environment functions as an educational tool</li> <li>3.4 Explain how to effectively set up an early learning environment to promote optimal development</li> <li>3.5 Identify various learning centers and how they support the holistic needs of the developing child</li> <li>3.6 Evaluate the importance of a positive emotional environment and how to support one</li> </ul> <p>4.0 Describe the role of the Educator in supporting child development</p> <ul style="list-style-type: none"> <li>4.1 Describe what it means to be an intentional teacher</li> <li>4.2 Discuss the importance of scaffolding to enhance learning</li> <li>4.3 Assess the importance of inclusion and differentiated learning</li> <li>4.4 Defend the value in allowing children to co-</li> </ul> |
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- construct learning amongst peers
- 4.5 Support healthy responsive relationships with children, parents and colleagues
- 4.6 Demonstrate an understanding of observation, documentation and what it means to "make learning visible"
- 4.7 Describe how to plan activities and create experiences that support development of the preschool child, in each domain
- 4.8 Articulate the importance of physical development in preschool
- 4.9 Examine how to establish routines that balance both exploration and structure
- 4.10 Differentiate between large group and small group experiences
- 4.11 Demonstrate comprehension of the Child

- Care and Early Years Act in relation to implementing a preschool program
- 5.0 Demonstrate the ability to meet course requirements while displaying professional skills required within the field
- 5.1 Participate in course activities
- 5.2 Complete all tasks assigned in the course, according to the deadlines as outlined
- 5.3 Consistently and punctually attend classes as scheduled
- 5.4 Demonstrates and understanding of professional and presentable conduct conducive to working with those of a vulnerable sector
- 5.5 Demonstrate the capabilities of safely and competently engaging with young children and their perspective agencies

## GENERAL EDUCATION

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This is not a General Education course.

## PROGRAM VOCATIONAL OUTCOMES

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This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

### Early Childhood Education

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.
2. establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
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.
6. prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
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.
8. apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
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 SKILLS OUTCOMES

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This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

## EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

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## COURSE EVALUATION

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Assignments 45%

Midterms or quizzes (at the discretion of faculty) 20%

Exam 35%

## PROGRAM SPECIFIC GRADING

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Per College Grading System

## 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

\*For a complete detailed description please refer to the College website.

## LEARNING RESOURCES

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Ministry of Education

Child Care and Early Years Act

Early Learning for Every Child Today

How Does Learning Happen?

Additional resources may be utilized at the discretion of the faculty member teaching the course

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.

## LEARNING ACTIVITIES

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Hands-on learning for planning for children's socio/emotional, cognitive, creative, and physical development

## DELIVERY MODE

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Lecture

Hands-on application

## ACADEMIC POLICIES

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- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

## COLLEGE POLICIES

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- 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

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### YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically,

in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

### FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

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

### WAIVER OF RESPONSIBILITY

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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

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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.