

**COURSE NAME:** ECE145 Guidance and Self-Regulation

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Credit Value: 3  
Total Course Hours: 42  
Prerequisite Course(s): None  
Corequisite Course(s): None

## COURSE DESCRIPTION

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This course will utilize a strong foundation of child development knowledge and recognize its influence on children's developmentally appropriate behaviours. Students will learn both indirect and direct guidance approaches to enhance children's development of self esteem and the moral self. This course will address stress in childhood and underscore the role of the sensitive and nurturing educator in building resiliency in children. Students will also examine the concept of self-regulation and its influence in teaching practices and its influence on children's overall well-being.

## 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 Recognize challenging behaviours</p> <ul style="list-style-type: none"><li>1.1 Define challenging behaviour</li><li>1.2 Identify developmentally appropriate practices and connections to building positive relationships within the classroom</li><li>1.3 Identify risk factors for challenging behaviours</li><li>1.4 Understand biological risk factors</li><li>1.5 Understand environmental risk factors</li><li>1.6 Define a variety of effective guidance techniques and strategies for various age groups</li><li>1.7 Describe cultural and social influence on behaviour</li></ul> | <p>3.0 Demonstrate knowledge of environmental influences on behaviour</p> <ul style="list-style-type: none"><li>3.1 Identify developmentally appropriate environments for infants and toddlers</li><li>3.2 Identify developmentally appropriate environments for preschool and school aged children</li><li>3.3 Define how schedules, curriculum, activities and materials play an important role in positively guiding behaviour</li><li>3.4 Recognize the importance of planning transitions to support positive guidance</li><li>3.5 Examine a respectful environment that supports individual, cultural and diverse needs</li></ul> |
| <p>2.0 Understand child development in order to successfully guide children with age appropriate strategies</p> <ul style="list-style-type: none"><li>2.1 Identify the role of the educator in building a positive relationship with children and families to support behaviour</li><li>2.2 Recognize social / emotional development and its impact on behaviour</li><li>2.3 Examine a respectful environment that supports individual, cultural and diverse needs</li><li>2.4 Explore the unintended developmental consequences of punishment practices</li></ul>                                | <p>4.0 Identify Positive Guidance Strategies</p> <ul style="list-style-type: none"><li>4.1 Define terms associated with positive guidance and young learners</li><li>4.2 Define the difference between discipline and punishment</li><li>4.3 Analyse the needs of various age groups and how to guide them successfully with various strategies</li><li>4.4 Explore the various Indirect and Direct positive guidance strategies</li></ul>  |
|   | <p>5.0 Analyze components of emotional &amp; social</p>   |

**influences on learning**

- 5.1 Identify contemporary practices in contributing to healthy self-esteem in children
- 5.2 Identify components of resilience and stress in childhood
- 5.3 Define how stress affects children
- 5.4 Identify how to successfully respond to children's stress
- 5.5 Demonstrate how children can use strategies to effectively cope with stress
- 5.6 Identify with biological, cognitive, social, emotional and pro-social connections to Self Regulation
- 5.7 Recognize how self regulation plays an essential role in children's behaviour
- 5.8 Identify the nature, forms and purpose of childhood aggression and how to intervene & prevent negative social interactions

**6.0 Acknowledge how to build a caring community within the classroom**

- 6.1 Identify how to build meaningful connections with children
- 6.2 Explore unique traditions in the classroom
- 6.3 Explore the fundamentals of guidance when planning for routines and transitions
- 6.4 Identify the power of positive relationships and strategies on building these relationships
- 6.5 Identify the influence of adult responsiveness and children's behaviour
- 6.6 Demonstrate respect in our beliefs,

**attitudes, words and actions****7.0 Identify how to successfully build relationships with families.**

- 7.1 Identify the different strategies used to make positive connections with families
- 7.2 Articulate how to support different family types and potential family stressors
- 7.3 Identify the role that families play in their child's learning and development

**8.0 Demonstrate the ability to meet course requirements and display professional skills required within the field of Early Childhood Education**

- 8.1 Consistently and punctually attend all classes as scheduled
- 8.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined
- 8.3 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times
- 8.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies
- 8.5 Display the ability to work collaboratively and effectively with peer groups and professors
- 8.6 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting

**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.
3. 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.

4. establish and maintain responsive relationships with individual children, groups of children and 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

3. Execute mathematical operations accurately

4. Apply a systematic approach to solve problems

5. Use a variety of thinking skills to anticipate and solve problems

6. Locate, select, organize, and document information using appropriate technology and information systems.

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 50%

Midterm Exam - 25%

Final Exam - 25%

### 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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Recommended:

Calm, Alert and Learning

Stuart Shanker

101 Principles for Positive Guidance with Young Children

Katharine C. Kersey, Marie L. Masterson

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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In class discussion supported by practical application activities

## DELIVERY MODE

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Lecture/Lab

## 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.