

COURSE NAME: ECE156 Developmentally Appropriate Practices I: Infant Toddler

Credit Value: 1
Total Course Hours: 20
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will examine the development of infants and toddlers. Physical, cognitive, and social/emotional development will be emphasized. The student will identify the developmental needs of these children in order to design and implement an age-appropriate learning environment for infants and toddlers.

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:

1.0 Identify the characteristics of infant and toddler development.

- 1.1 Specify the stages of social and emotional development in infants and toddlers
- 1.2 Differentiate developmental theories in relation to infants and toddlers
- 1.3 Examine how infants understand themselves and others
- 1.4 Specify the stages of physical development in infants and toddlers
- 1.5 Examine the use of sensory motor skills and locomotion milestones in infants and toddlers
- 1.6 Specify the stages of cognitive development in infants and toddlers
- 1.7 Examine thinking and learning processes of infants and toddlers
- 1.8 Recognize the importance of language rich environments that build vocabulary

2.0 Examine characteristics of secure relationships and attachment

- 2.1 Define attachment theories and classifications within the child/adult relationship
- 2.2 Examine connections between high quality care programs and secure relationships
- 2.3 Recognize the strong correlation between children's secure attachment and emotional well-being and mental health

2.4 Examine strategies that support secure attachment relationships with primary caregivers and parental figures

2.5 Examine the importance of communicating and building partnerships with families

3.0 Explain strategies that support belonging and well-being in an infant and toddler environment.

3.1 Examine the effects of routines, schedules, transitions and the environments on children's behaviour, temperament and self-regulatory behaviours

3.2 Understand the need to redesign learning environments to meet the children's changing interests and needs

3.3 Describe caregiving skills involved in feeding, toileting, diapering, proper hygiene and sleep routines

3.4 Examine proper nutrition and meal time planning for infants and toddlers

3.5 Examine environments that support the positive development of autonomy

3.6 Facilitate the physical, cognitive, and emotional development of the child based on child initiated experiences

3.7 Examine the role of environmental design to support children and families

- 3.8 Promote a healthy and safe environment for all children
- 3.9 Demonstrate positive guidance techniques for infants and toddlers
- 4.0 Understand developmentally appropriate infant and toddler curriculum.
 - 4.1 Define infant and toddler curriculum.
 - 4.2 Explore acceptance, respect and the positive image of the child.
 - 4.3 Examine various strategies, approaches and techniques that support learning and development
 - 4.4 Plan curriculum based upon the unique needs and interests of the infant and toddler
 - 4.5 Understand how to observe infants and toddlers and adapt teaching strategies to their needs
 - 4.6 Relate floor plan design and learning tools to how independence, learning and social relationships can be encouraged
- 5.0 Apply infant and toddler development and theories to learning experiences
 - 5.1 Differentiate between the importance of play-based, emergent and individualized learning experiences
 - 5.2 Identify experiences, both spontaneous and planned, that foster learning
 - 5.3 Identify play experiences based on continuous documented observation and reflection
- 5.4 Research learning materials and equipment to create a learning environment conducive to meeting the unique needs of infants and toddlers
- 5.5 Recognize that play is essential for learning and growth
- 5.6 Acknowledge how to support children's natural curiosity as they explore and experiment with the world around them
- 6.0 Demonstrate the ability to meet course requirements and display professional skills required within the field of Early Childhood Education
 - 6.1 Consistently and punctually attend all classes as scheduled
 - 6.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined
 - 6.3 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times
 - 6.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies
 - 6.5 Display the ability to work collaboratively and effectively with peer groups and professors
 - 6.6 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

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.
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.
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.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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
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

COURSE EVALUATION

Assignment 25%
 Assignment 25%
 Midterm Exam 25%
 Final Exam 25%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

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

Required:

Recommended: Textbook: based on Infant Development and Curriculum

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

In class discussion, role play, scenario analysis

DELIVERY MODE

Lecture

ACADEMIC POLICIES

- 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

- 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!

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

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.