CANADORE
college

COURSE NAME:	ECE236 Kindergarten Curriculum

Credit Value: 1
Total Course Hours: 18
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will introduce students to the framework of the Kindergarten Program in Ontario. Students will be exposed to recent research and theories of early learning curriculum with regards to current trends and practices.

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 Demonstrate an understanding of the development of the Kindergarten Program.

1.1 Explain Dr. Charles Pascal's involvement with the Kindergarten program.

1.2 Identify the fundamental principles guiding the Kindergarten Program

1.3 Justify the importance of early learning.

1.4 Identify components of early child development in kindergarten students

1.5 Describe the vision, purpose and goals of the Kindergarten Program.

2.0 Comprehend the importance of team building in implementing a learning community

2.1 Acknowledge the child as an active learner.

2.2 Identify the partnership between teachers and early childhood educators in the classroom.

2.3 Gain understanding of the importance of parents as active participants in the Kindergarten Program.

2.4 Examine the involvement of community partners.

3.0 Examine concepts of teaching and learning approaches in the Kindergarten Program.

3.1 Recognize the role of play as an important learning component in Kindergarten Program.

3.2 Rationalize the significance of play-based learning through inquiry and real-life contexts.

3.3 Comprehend the learning approaches to the four frames of the Kindergarten Program.

4.0 Develop an understanding of the learning program.

4.1 Examine how to Judge and interpret the evidence of learning to determine children's growth and learning

4.2 Establish an understanding of the learning expectations

4.3 Differentiate expectations and conceptual understandings

4.4 Describe ways in which children may demonstrate their own learning.

4.5 Gain knowledge of "key learning", 'growth in learning" & "next steps in learning"

5.0 Analyze the assessment, evaluation and reporting processes in relation to the Kindergarten Program.

5.1 Demonstrate an understanding of the Communication of Learning

5.2 Explain how observation & documentation play a key role in the Communication of Learning

5.3 Understand how to communicate children's growth with clear, concise language & with vocabulary that is easily understood by parents

5.4 Ensure that communcation is personalized,

referring to child's learning preferences and interests

5.5 Ensure an understanding of appropriate Kindergarten reporting templates are properly completed

5.6 Gain knowledge in assessment practices: to improve learning and to help children become self-regulating, autonomous learners.

6.0 Examine considerations for planning the Kindergarten Program.

6.1 Identify and describe the key components of the learning environment.

6.2 Recognize considerations for english language learners and special education needs.

6.3 Advocate equity and inclusive education.

6.4 Examine the importance of health and safety.

6.5 Express the relevance of environmental education to the Kindergarten Program

6.6 Affirm the significance of healthy relationships.

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

7.1 Consistently and punctually attend all classes as scheduled

7.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined

7.3 Demonstrate professional and presentable conduct condusive to working with those of a vulnerable sector, at all times

7.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies

7.5 Display the ability to work collaboratively and effectively with peer groups and professors

7.6 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.

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.

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.

9. advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.

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

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

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

COURSE EVALUATION

Assignments 75%
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

The Kindergarten Program 2016

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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, hands-on learning

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.