

COURSE NAME: ECE245 Anti-Bias Curriculum

Credit Value: 1
Total Course Hours: 18
Prerequisite Course(s): ECE111
Corequisite Course(s): None

COURSE DESCRIPTION

Students will identify common areas of bias and will understand ways in which to enhance the learning environment to ensure support of all children. Recognizing the value in diversity and obtaining the tools necessary to creating an inclusive environment that promotes acceptance, will facilitate the student in gaining an understanding of an Anti-bias and inclusive classroom.

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 Understand the concepts of an Anti-bias curriculum and its impact on early learning.</p> <ul style="list-style-type: none">1.1 Know the term bias, and understand what it means to promote an anti-bias curriculum.1.2 Define the common areas of bias.1.3 Identify ways in which bias' can form.1.4 Respect the value of children as individuals and as those belonging to a group.1.5 Recognize the differences between promoting tolerance and acceptance.1.6 Understand how to facilitate learning of acceptance for various age levels <p>2.0 Recognize and understand own value system.</p> <ul style="list-style-type: none">2.1 Recognize own biases and prejudice.2.2 Predict how own values may influence own behaviour in a multicultural program/anti-bias program.2.3 Understand own role in creating an accepting environment2.4 Recognize learning styles of young children of varying needs <p>3.0 Distinguish between the various terms and their relation to and anti-bias curriculum.</p> <ul style="list-style-type: none">3.1 Discrimination and Opression3.2 Ethnocentrism3.3 Prejudice and Bigotry | <ul style="list-style-type: none">3.4 Colourblindness and Minimilization3.5 Acceptance and Tolerance3.6 Race and Culture3.7 Gender, Sex and Sexual Orientation <p>4.0 Recognize specific areas of bias and how to promote an environment of acceptance to children in these specific areas.</p> <ul style="list-style-type: none">4.1 Prepare a program recognizing various religions and cultures and have an understanding of the differences between the two.4.2 Understand the meanings of race and racism and how it is fostered4.3 Recognize the diversity within family structures and the value within each unit4.4 Know the differences between sex and gender, and the existence of prejudice based on sexual orientation4.5 Recognize the stigmas surrounding economic class, and ways to support children of varying classes4.6 Value a classroom of diverse abilities and physical characteristics <p>5.0 Analyze unstated assumptions (i.e., racism, stereotypes, sexism, etc.).</p> <ul style="list-style-type: none">5.1 Relate cultural concepts to self-awareness5.2 Point out assumptions regarding bias |
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- 5.3 Interpret reasons underlying assumptions
- 6.0 Understanding the integration of a holistic approach to develop an inclusive program.
- 6.1 Understand how to create, facilitate and assess an anti-bias environment
- 6.2 Analyze literature for bias content or promotion of acceptance
- 6.3 Engage in anti-bias, developmentally appropriate activities
- 6.4 Discuss guidelines for challenging oppression
- 6.5 Explore classroom strategies for an anti-bias approach
- 6.6 Discuss scenarios for responding to various bias'
- 6.7 Understand the family as a valuable resource in creating an anti-bias program
- 7.0 Evaluate the relevancy of an anti-bias curriculum.
- 7.1 Maintain an understanding of current needs within society as relates to anti-bias content in early childhood settings
- 7.2 Justify an anti-bias approach to education.
- 7.3 Review children's materials for bias content
- 8.0 Consistently demonstrate the ability to meet course requirements and display professional skills required within the field
- 8.1 Consistently and punctually attend all classes as scheduled
- 8.2 Actively participate in course activities
- 8.3 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined
- 8.4 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times
- 8.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting
- 8.6 Display the ability to work collaboratively and effectively with peer groups and professors

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.
8. apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
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
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 70%

Exam - 30%

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: none

Recommended: none

Resources Used: Valuing Diversity in Early Childhood Education by Lissanna Follari,

Start Seeing Diversity; The Basic Guide to an Anti-bias Classroom by Ellen Wolpert

DVD: We Were Children by Tim Wolochatiuk

Additional resources may be provided in class or online

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

Class discussion/debate, Hands-on experience related to creating a quality, video clips, supportive anti-bias learning atmosphere

DELIVERY MODE

2 hours In class lecture, class discussion, hands on activities

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.