ECED 200 - Programming 1: Introduction to Early Childhood Education

Description

This introductory course examines the fundamentals of early childhood education. Students will explore the importance of healthy and safe environments for children and their families while considering pertinent legislation, regulations, standards and best practices. Students will develop a personal philosophy of early childhood education based on their understanding and evaluation of the course topics.

3 Credits

Time Guidelines

The standard instructional time for this course is 45 hours.

Required Student Materials and Technology
Required Publications:

Dietze, B. & Kashin, D. (2015). *Empowering Pedagogy for Early Childhood Education* (1st ed.). Pearson.

Optional Publications:

None.

Required Materials:

None.

Course Assessment

Assignments	50%
Tests	50%
Total:	100%

Other Course Information

The School of Health and Public Safety (HPS) expects that students familiarize themselves with policies, procedures, and guidelines that are applicable to SAIT, HPS, and their program of study. All students should explore institutional, school, and program-specific information on sait.ca in order to ensure they are informed with regards to relevant policies, procedures, and guidelines.

School of Health and Public Safety Attendance Guideline:

The School of Health and Public Safety (HPS) has expectations, consequences, and processes for excused and unexcused

absences. The entire Attendance Guideline may be found on the HPS program orientation requirements resources website. This document is located under the General Resources section found on your Program page. **Students are expected to review the entire Attendance Guideline.** Students should also take note of the attendance expectations shown below.

Attendance Expectations:

Students in the School of Health and Public Safety are expected to achieve 100% attendance for scheduled classes, and to participate in all learning activities. There is a positive correlation between attendance, participation, and grades. Attendance is required to achieve the necessary knowledge, skills, and abilities while attending both SAIT and workplace-integrated learning experiences, in order to become a successful, well-rounded, and job-ready Allied Health graduate. Failure to keep up with course work and/or repetitive and cumulative absences will result in a formal review of a student's progress.

Course Learning Outcomes

1. Explain the role of an early childhood educator in Alberta.

> Objectives:

>> 1.1 Discuss child care legislation and regulations used in Alberta.

>> 1.2 Explain how standards and best practices are used in child care settings in Alberta.

>> 1.3 Explain how co-learning influences professional practice.

>> 1.4 Explain the importance of culturally diverse programming.

>> 1.5 Explain the potential barriers families may face when accessing early childhood learning for their children.

2. Explain early childhood curriculum and education approaches used in Alberta.

> Objectives:

>> 2.1 Discuss the purpose of curriculum frameworks.

>> 2.2 Discuss the various approaches and theories used in early childhood education.

>> 2.3 Describe how curriculum frameworks and approaches inform practice.

>> 2.4 Review the curriculum frameworks used in Alberta.

>> 2.5 Discuss the alignment between an educator's programming and educational approaches and models.

3. Explain the importance of relationships and building rapport when working with children.

> Objectives:

>> 3.1 Describe self-regulation and how it influences children's behaviour.

>> 3.2 Explain how learning environments impact play, relationships and behaviour.

>> 3.3 Discuss the ethics involved in early learning.

>> 3.4 Discuss healthy communication strategies with families.

>> 3.5 Discuss the impact of the child, parent and educator's relationship on the family's well-being.

4. Explain how the educator's programming fosters and responds to a child's curiosity.

> Objectives:

>> 4.1 Discuss curiosity in children's play and learning.

>> 4.2 Explain the importance of open-ended materials in early learning programming.

4.3 Explain how environmental design promotes risk-taking and self-regulation.

4.4 Explain play-based program planning.

5. Explain how pedagogical documentation can be used to showcase a children's learning.

Objectives:

5.1 Discuss examples of pedagogical documentation.

5.2 Discuss how pedagogical documentation guides planning.

5.3 Describe how pedagogical documentation is used as a communication tool with families.

5.4 Explain the relationship between pedagogical documentation and research.

SAIT Policies and Procedures:
For information on the SAIT Grading Scale, please visit policy AC 3.1.1 Grading Progression Procedure, found on the SAIT Academic Policies and Procedures page: https://www.sait.ca/about-sait/administration/policies-and-procedures
For information on SAIT Academic Policies, please visit: www.sait.ca/about-sait/administration/policies-and-procedures/academic-student