



School of Health, Education & Human Services
EL 121
Perspectives on Children's Growth & Development
Term: FALL 2026
Number of Credits: 3

Course Outline

INSTRUCTOR: Jeanelle Julien

E-MAIL: jjulien@yukonu.ca

Office Hours: Please use Calendly link –
<https://calendly.com/jjulien-yukonu/el-121-student-check-in>

Acknowledging that we live and work in the traditional territory of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

This course invites co-inquiry between students with the instructor both during and outside of class time. Both students and the instructor have a responsibility to engage with the learning process. Students can expect involvement in class, weekly readings, and reflection to support their exploration of provocations and development of competencies. The amount of time spent on this course will vary among students and fluctuate throughout the term.

COURSE INVITATION

Through guided discovery, students build a foundation for understanding development theories and their practical applications. Students are invited to consider how relationships and pedagogical decisions are shaped in early learning settings. Through a process of structured inquiry, we explore how different theories explain children's learning and development from the prenatal stage through middle childhood.

COURSE REQUIREMENTS

Prerequisite(s): none

COURSE PROVOCATIONS

Collectively, these provocations guide your learning journey:

- In what ways do beliefs and theoretical approaches about growth and development shape what is expected from children and the role of educators?
- How can child growth be influenced by the social and cultural considerations within local and global contexts?

DOCUMENTATIONS OF LEARNING

Throughout the course students respond to the course provocations and provide documentation to evidence their progress with the following identified competencies:

- Foundational Knowledges
- Creative & Critical Thinking
- Professional Identity
- Reflective Practice & Self Awareness
- Personal and Cultural Identity

Evidence of progress will be documented through:

Assignment 1: Reflections of practice (oral and written)
Assignment 2: Quizzes
Assignment 3: Theoretical Debate Podcast

To successfully pass this course, the student will need to obtain a pass valuation for each documentation of learning.

COURSE FORMAT

This course invites co-inquiry between students with the instructor both during and outside of class time. Both students and the instructor have a responsibility to engage with the learning process. Students can expect involvement in class, weekly readings, and reflection to support their exploration of provocations and development of competencies. The amount of time spent on this course will vary among students and fluctuate throughout the term.

GUIDING DOCUMENTS

BC Early Learning Framework

Ontario Early Learning Framework

Smidt, S. (2013). *The Developing Child in the 21st Century* (2nd ed.). Routledge.

<https://doi.org/10.4324/9780203483640>

Students will need to have access to a functional computer or other device with word processing capabilities as well as access to reliable internet to complete this course successfully.

TOPIC OUTLINE

- Worldviews and development
- Indigenous & other traditional ways of knowing
- Theories and perspectives of child growth & development
 - Socio cultural
 - Socio behavioural
 - Developmental
 - Stages/phases of growth & development
- Domains of development & related skills
- Early brain development

COURSE WITHDRAWAL INFORMATION

Final day to add, drop or change courses: **Friday September 11, 2026**

Please also refer to the YukonU website for other important dates.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment

for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations.

access@yukonu.ca