



School of School of Health, Education and Human Services

ELCC 124

Integration Seminar 2

Term: Winter 2022

Number of Credits: 1

Course Outline

INSTRUCTOR: Laurie Parker

OFFICE HOURS: By Appointment and on Zoom

OFFICE LOCATION: A 2105

CLASSROOM: C 1442

E-MAIL: laurie.parker@yukonu.ca

TIME: 1 – 4 p.m.

TELEPHONE: 867-668-8714

DATES: Fridays March 11 – April 29, 2022

COURSE DESCRIPTION

This seminar provides opportunities for students to discuss field placement experiences with the instructor and other students. The focus of the seminars is to integrate early childhood development theories with practice using a reflective process. This integration seminar will have a specific focus on learning through relationships.

COURSE REQUIREMENTS

Prerequisite(s): ELCC 113, ELCC 114 and ELCC 122

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

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

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- demonstrate the ability to plan and implement play experiences based on the observed developmental needs and interests of children in an early learning and child care setting
- identify and plan culturally diverse play experiences in an early learning and child care program
- demonstrate the ability to use child guidance theories supported by best practice literature with a specific focus on play-based environments
- demonstrate the ability to access and use relevant resources that support play based programming and activities in early learning and child care environments

- demonstrate professional and ethical behaviour and communication in early learning and child care practice
- demonstrate understanding of relevant regulations and legislation, with a specific focus on application to learning through play, and apply these in an early learning and child care setting

COURSE FORMAT

Weekly breakdown of instructional hours

During this 24-hour seminar (weekly classes of 3 hours each), participants will discuss and reflect on field placement experiences. Students' experiences in their respective field placements will provide a significant component of the material for discussion. The instructor will present additional material as appropriate, and will encourage connection to course readings. Emphasis will be placed on personal reflection on professional experiences and connecting theory to practice.

Delivery format

The weekly seminars are intended to be face-to-face sessions on campus unless the ELCC student is placed in a centre that is in a Yukon community. In that case the student will join the seminars online.

EVALUATION

Assessment	Percentage of Final Grade
Daily Documentation Discussion Forum	35%
Engagement in a Community of Practice	35%
Narrations of Thinking and Growth	30%
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

- Government of British Columbia (2019). *Early Learning Framework of British Columbia*. PDF Retrieved from <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework> Paperback Copy Available in Yukon University Bookstore.
- Early Childhood Educators of British Columbia (2008). *ECEBC Code of Ethics*. PDF Retrieved from https://www.ecebc.ca/application/files/1515/8862/8235/ecebc_codeofethics_web.pdf
- Yukon Child Care Act <https://laws.yukon.ca/cms/images/LEGISLATION/acts/chca.pdf>

- Yukon Regulatory Guidelines for Child Care and Family Day Home Programs

<https://yukon.ca/sites/yukon.ca/files/hss/hss-regulatory-guidelines-child-care-programs.pdf>

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.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Key topics in this course will include:

- How relationships guide the practice of an early childhood educator
- The image of the child in early learning relationships
- The image of the educator in early learning relationships
- How educators build relationships that are both human and nonhuman
- Ways in which relationships uphold rights, voice and agency for all shareholders in the child's life
- Bias - What educators bring to their practice that may impact their relationships