



School of Applied Arts
ELCC 220
PHILOSOPHY OF EARLY LEARNING AND CHILD CARE
Term: Winter 2022
Number of Credits: 3

Course Outline

INSTRUCTOR: Jennifer Bugg
E-MAIL: jennifer.bugg@yukonu.ca
OFFICE HOURS: by appointment
CLASSROOM: Hybrid on-campus (Room TBD) and online via Zoom
TIME: Wednesdays 6:30-9:30 p.m.
DATES: January 5 – April 6, 2022

COURSE DESCRIPTION

This course focuses on both the historical and current philosophical, social and psychological influences that shape early childhood theory and practice. Contemporary models of early learning and child care programs, including Montessori and home-based programs, are examined from this perspective. Particular focus is given to Yukon and First Nations context.

Throughout the course, students spend time developing a working set of goals and formulating a personal philosophy for working with young children. Professional and educational resources are presented to encourage further study and learning.

COURSE REQUIREMENTS

Prerequisite(s): Completion of first year of ELCC Program or permission of the instructor.

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:

- identify and explain issues in the field of early learning and child care and relate them to their professional work with families in Northern communities
- analyze and adopt well supported positions on current issues in early learning and child care
- define personal values and describe the influence of these values on their own work with children and families

- describe the ideas and changes advocated by philosophers and theorists who have had the most influence on the early childhood field, including indigenous theories and values about childcare
- describe, with a Northern focus, the major contemporary program models in early learning and child care.

COURSE FORMAT

Weekly breakdown of instructional hours

It is expected that this course will require 3 hours per week of face to face class time (rotating in-person and zoom) and approximately 9 hours a week of individual homework, additional reading and asynchronous learning. It is important to note that the time required will vary by individual.

Delivery format

This 45-hour course will be delivered through a blend of synchronous web-conferencing via Zoom and on-campus learning and asynchronous learning via Moodle. The presentation of information will be delivered primarily by the instructor and occasionally by a guest speaker. Each lesson will include a variety of teaching/learning experiences. The strategies may include communities of practice, large group discussion, emergent in-class projects, simulations, role plays, observations, readings, audio-visual aids, guest speakers, instructor-guided learning, co-created learning and student-led learning. The learning will be designed to fit the instructional format. Live attendance at in-person classes will be expected.

EVALUATION

Student performance will be evaluated through participation in class learning opportunities, reading responses, assignments and class discussions.

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time.

All assignments are expected to be submitted punctually. Five percent will be deducted for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

Assignment #1	Participation with weekly assignments	50%
Assignment #2	The Where: Traditional knowledge and worldviews in ELCC (Co-constructed)	15%
Assignment #3	Emergent	15%
Assignment #4	My Philosophy of ELCC (with reflection and self-evaluation)	20%
Total		100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Early Years Education and Child Care A Historical and Philosophical Overview edited by Susan Jagger (2019)

Assigned readings on Moodle

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

This course will explore:

- What is Philosophy of Early Learning and Childcare?
- Why study philosophy?
- Approaches to studying philosophy
- Values and Images of child, educator and family
- Historical philosophies including Indigenous, European and non-westernized worldviews
- Philosophy in practice in the Yukon context
- Reflection on personal philosophies