



COURSE OUTLINE

ELCC 220

PHILOSOPHY OF EARLY LEARNING AND CHILD CARE

**45 HOURS
3 CREDITS**

PREPARED BY: _____ DATE: _____
Brooke Alsbury, Instructor

APPROVED BY: _____ DATE: _____
Dr Andrew Richardson, Dean

APPROVED BY ACADEMIC COUNCIL: October 2015

RENEWED BY ACADEMIC COUNCIL: _____

YUKON COLLEGE

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Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

PHILOSOPHY OF EARLY LEARNING AND CHILD CARE

INSTRUCTOR: Kate Swales

OFFICE HOURS: TBA

OFFICE LOCATION: TBA

CLASSROOM: TBA

E-MAIL: kswales@yukoncollege.yk.ca

TIME: Wednesdays, 6:30 - 9:30 PM

TELEPHONE: 668-8845 (HEHS office)

DATES: Sept 6 - Dec 6, 2017

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.

PREREQUISITES

Completion of ELCC Certificate or permission from the ELCC Coordinator.

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Learning and Child Care courses.

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

- Analyse 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

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers.

This course is offered as a combination of three-hour classes and one weekend institute. Classes will include a variety of teaching/learning strategies. These strategies may include: lecture, discussion groups, in-class projects/experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, field trips, students' individual projects and assignments.

COURSE REQUIREMENTS/EVALUATION

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion. Therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." (section 4.01). It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. If a class will be missed, the student will communicate with their instructor ahead of time.

Note: If a student is absent for more than Ten % of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

ASSIGNMENTS

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. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc). **ALL** assignments are expected to be submitted punctually. **Five % will be deducted** for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

EVALUATION

Assignment Number	Topic	Grade
Assignment #1	Observational Exercise	15%
Assignment #2	Philosophical Awareness	15%
Assignment #3	Short Research Paper	30%
Assignment #4	Oral Presentation	15%
Assignment #5	Written Review	25%
Total		100%

REQUIRED TEXTBOOKS AND MATERIALS

Dietze, B. (2006). *Foundations of Early Childhood Education*. Canada: Pearson Education

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services / Admissions & Regulations web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr. ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre

ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills.

The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre

TOPIC OUTLINE

Week	TOPIC	READINGS
1	Course introduction	
2	<p>What is philosophy and why is it important in ELCC?</p> <p>Children’s Fundamental Needs: Who am I, Who are You, & Who is the Preschool Child?</p> <p>How is observation connected to philosophy?</p>	<p>Chapter 2</p> <p>Chapter 3 pages 69-71</p> <p>Chapter 4 pages 94-96</p> <p>Chapter 9</p>
3	Thinking about children and care: Roots of ELCC and historical philosophical perspectives	Chapter 1
4	Child development theory as foundation for approaches to ELCC	Chapter 4
5	Play Theory & Developing the Whole Child	<p>Chapter 5</p> <p>https://www.youtube.com/watch?v=mli1WkFhGvc</p>
6	Contemporary Childhood Centre Models Aboriginal Head Start	Guest Speaker Erin Pauls
7	Contemporary Childhood Centre Models Abecedarian North Carolina Model	Guest Speaker Joe Sparling
8	Environmentalists Montessori	<p>Chapter 4</p> <p>Guest Speaker Laurie Parker</p>
9	Current & Contemporary Thinking Part 1	<p>Chapter 1</p> <p>Guest Speaker Kathleen Kummen</p>
10	Environmentalists Reggio Emilia	<p>Chapter 4</p> <p>Guest Speaker Karyn Callaghan</p>
11	Social justice in ELCC Paulo Freire and Critical Education	Chapter 10
12	Current & Contemporary Thinking Part 2 Oral Presentations Part 1	
13	Oral Presentations Part 2	
14	Written Review	