

ECED 250: Adapting Early Childhood Settings

Course Description

In this course the students examine a variety of approaches for planning, implementing, and adapting safe nurturing and inclusive environments for children with diverse abilities. The role of the caregiver within an inclusive environment is explored, specifically in relation to child development and relationships with early childhood settings.

Course Hours: 60

Course Credits: 4

Course Prerequisites: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

Child, Youth and Family Studies Program: Early Childhood Education Specialty Certificate or a Certificate in Early Childhood Education from an accredited college.

Co-requisites: None

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated ECE Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for ECED 250 (below) by providing a minimum of four examples for each outcome. The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

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Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Explain the connections between historical and cultural perspectives on typical and atypical development that underline early childhood philosophies and program models of practice, including Supported Child Care.				
Use observation skills to plan, create and adapt inclusive environments.				
Analyze a variety of strategies that enhance children's communication skills.				
Examine early childhood environments that encompass inclusive practice.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Develop a care plan that reflects each child's skills, abilities and areas requiring support.				
Seek guidance and incorporate Indigenous perspectives, knowledge, cultural values, and practices related to working with children who have diverse abilities.				
Built connections to the Early Learning Framework.				
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		