

THE CONTEXT OF INSTITUTIONAL LEARNING OUTCOMES ALIGNMENT FOR CYC

While aligning with the UFV ILOs, it's important to consider that our Professional Programs have additional sources of accountability.

This graphic sets the context by showing how our programs work with external bodies to establish quality and rigor throughout learning outcomes mainly at provincial

Systems

Developing

ECE 100

Moderate

ECE 223 In Class Exercise

ECE 260 / 269 ²In Class Exercise ²Bronfenbrenner

ECE 281 / 282 ²Reading / Discussion / Lecture

Competent

ECE 213 ²Presentations / Discussion / Reading

ECE 224 ²Assignment - Family Cycle Analysis / Guest Lectures
/ Readings

Inclusive Practice

Competent

ECE 260 / 269 Assignments / Discussion / Readings / Debate

ECE 281 / 282 - Discussion

ECE 213 ²Presentations

Analyze Critically and Imaginatively

Developing

ECE 101

- o Assignments ²analyze historical influences on contemporary practices
- o In-Class Assignments ²analyze ethical responses to difficult scenarios

ECE 102

- o In Class Discussion ²Exploring Ethical Dilemmas
- o Exams

ECE 122 / 133 Self Reflective Journals

ECE 130 ²Assignment ² (Y D O X D W L R Q R I W K H Y D U L H G J H Q U H R I)
Literature

ECE 132

- o In Class Discussion ²Reviewing Nutrition Ethical Dilemmas

Moderate

ECE 125 -

- o Programme Planning Manual ² assessing the various components of early childhood settings

ECE 242 / 243

- o

- o Assignment ²
 - „ Develop a newsletter that highlights the benefits of music for young children
 - „ Create a file of age -appropriate music plans which involve the above-mentioned components
 - „ In -class demonstration of an age -appropriate music circle
- ECE 130 Prepare, implement, and evaluate age -appropriate literature and literacy experiences.
- o In -Class Project ² identify age -appropriate experiences that will enhance the pre -literacy skills of the preschool child in the key areas of the purpose and function of print, the relationship of print to speech, the comprehension of text structures, phonological awareness and letter awareness.
 - o Assignment / In Class Demonstrations ² plan and implement literature circles involving felt boards, books, story baskets, and puppets.

ECE 132

- o Assignment
 - o Design a Health / Safety Activity ² implement and evaluate
 - o Plan a Parent Information Presentation on Health, Safety or Nutrition
- ECE 135 Prepare, implement, and evaluate age -appropriate hands -on experiences focusing on math, science and social studies.
- o In -class demonstration of activities
 - o Assignments: creating activity files for each focus area

Competent

ECE 133 ² Application of theory and demonstration of practical skills ² guiding, implementing music and art activities, using communication skills effectively

ECE 132 ²

- o Assignment:
 - o Design a well-balanced menu based on the Canada Food Guide

ECE 242 / 243 ²demonstrate skill acquisition and integration of theory for infant and toddler caregiving and inclusive caregiving practice in the field

- o Experiential

Initiate Inquiries and Develop Solutions to Problems

Developing

ECE 102 ² H[SORULQJ FKLOGUHQ·V W\SLFDO DnQpldW\SLFDO E
wide range of guidance strategies

- o Exams
- o In-Class Project: Review Case Studies to develop potential guidance strategies

ECE 103 ²developing observational techniques that inform solutions

ECE 132 ²

- o Discussion ²reviewing nutrition, health and safety scenarios and brainstorming solutions

Competent

ECE 224 Assess and resolve potential conflicts between centre stakeholders

- o Assignment
 - Conflict Resolution Paper
 - Family Interviews
 - Family Cycle Inquiry

ECE 281 / 282 utilizing documentation and observation to design specific guiding and caring techniques with infants, toddlers and children with special needs

- o Assignments
 - f Using varied observational tools to define areas requiring support and creating goals, objectives and activities that will facilitate positive growth in the major developmental domains

Communicate Effectively

Communicate Effectively

Developing

ECE 100

- o Presentation ²Topics related to human development

ECE 101

- o Presentation ²Philosophy of an early childhood setting ²providing rationale

ECE 122 / 133

- o Journal
- o Seminar Discussion
- o Parent Info Board

ECE 132

- o Parent Information Presentation ²clarify how the information would be shared with a family / families

Competent

ECE 242 / 243

- o Introspective Journal
- o Communication with parents and professionals in the field
- o Practicum Self Assessment pertaining to cultural competency

Pursue Self -Motivated and Self -Reflective Learning

Developing

ECE 101

- o Assignment ²Defining personal approach to early childhood education

ECE 102

- o In class project: examining personal values and beliefs and how that influences their approach to early childhood learning

ECE 103 ²identify and examine own bias as an observer

- o Discussion
- o Reflective Journal entry on bias
- o In Class Assignment ²visually represent your frame of reference

ECE 123 ²reflecting on yourself as a creative being

- o Experiential
- o Assignments:
 - o Studio Pages ²reflective
 - o Defining a personal philosophy of art education
 - o Define a personal image of the child

ECE 125 ²reflecting on personal beliefs about the major components of a early learning centre

- o Assignment ²compare personal observations of these component in the practicum sites with personal vision and developmental theory

ECE 132

- o In class Project: Define a personal goal to improve their own health, safety or nutrition
- o In class Project: Worksheets

Competent:

ECE 260 / 269

- o Assignments
 - o Define personal philosophy of infant / toddler caregiving or a philosophy for supporting young children with exceptionalities

ECE 281 / 282

- o Designing Individual Education Plans that mesh with existing plans for children in preschool settings or in elementary school settings ²plans include activities that will promote positive growth in the developmental domains

ECE 223

- o Create vision, mission, and philosophy statements that reflect personal beliefs while presenting a positive image for an early learning program
- o Create an Operational Policy and Procedure manual that reflects personal vision of a quality early learning setting.

Engage in Collaborative Leadership

Competent

ECE 223

- o Lecture ²Leadership Styles
- o In -Class Project: Leadership Style Assessment Tool ²Discussion
- o Assignment: Job Descriptions

Engage in Respectful and Professional Practice

Developing

ECE 101

- o In Class Project: Ethics Worksheet and group discussion
- o Video & Lecture: *Early Learning Framework*

ECE 102

- o Lecture ²foundational concepts of respectful care

ECE 103

- o Assignments: Observation using professional practice and confidentiality

ECE 122 / 133

- o Journals
- o Seminar Discussion
- o Experiential: Engage in respectful and professional practice in practicum

ECE 125

- o In Class Project: Review one section of the *Early Learning Framework* in detail

Competent

ECE 213

- o Developing a Family Support Plan

ECE 281 / 282

- o Assignments: working collaboratively with parents and support staff to design strategies of support

ECE 223

- o In-Class Projects
- o Lecture
- o Assignments:
 - o designing administrative policies and procedures that reflect responsive, respectful and professional practice
 - o design job descriptions that outline respectful and professional practice

Contribute Regionally and Globally

Developing

ECE 101

- o 9 LGHR 3 DXO . HUVKDZ GLVFXVVLQJ WKH SRVLWLR learning in comparison to world models
- o In Class Discussion
- o Introduction to community committees that influence practice in the field

Moderate

ECE 223

- o In Class Project: Advocacy Plan
- o In Class Project: Reviewing current advocacy plans in B.C. and developing strategies they can take back to their workplace situations

ECE 242 / 243

- o Seminar Discussion ²identifying personal advocacy strategies