

Course Outline

Course Title:	Pedagogical Foundations to Learning		
Course Number:	EDUC130	Approval Date:	2025/8/28
Course Hours:	45 hours	Academic Year:	2025
Academic School:	Health and Community Services		
Program Co-ordinator or Equivalent:	Tanya Pye - Tanya.Pye@flemingcollege.ca		
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.ca		

Course Description

This course will introduce students to the changing nature of Early Childhood Education in the 21st century, and will review the various approaches to learning used by practitioners to meet children's early learning needs. Using a Constructivist approach, the student will examine the attitudes, roles and responsibilities of a professional early childhood educator. Applying a reflective practice lens, students will begin to connect their understanding of the ECE Standards of Practice and document their learning through the preparation of a professional e-portfolio.

Prerequisites: None.

Corequisites: None.

Course Delivery Type

Face to face.

All course hours are delivered in person at the delivery location specified on the academic timetable.

Learning Outcomes

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

1. Summarize, and live into, the accountability and responsibilities that a registered early childhood educator has towards children, families, community partners, the public, colleagues and to the profession.
2. Discuss the role and mandate of the College of Early Childhood Educators as regulator of the early childhood education profession in the province of Ontario.
3. Analyze a variety of philosophical theories, historical trends, guiding documents and current elements of practice related to early childhood education in order to inform one's own professional practice.

4. Reflect upon early learning programs based on observation and analysis of children's engagement and level of participation with learning materials, environment, self and others.
5. Demonstrate professional conduct that adheres to the College of Early Childhood Educators Code of Ethics and Standards of practice.
6. Communicate professionally verbally, and in written documentation including vocabulary, grammar, spelling.

Learning Resources

Dietze, B. & Kashin D., (2016), *Empowering pedagogy for early childhood education*, Don Mills, ON., Pearson Canada Inc. *This textbook is only available in e-book format. You can purchase it through the Bookstore by buying a code to redeem or via VitalSource directly: <https://www.vitalsource.com/educators/products/empowering-pedagogy-for-early-childhood-education-beverlie-dietze-v9780134568751>

College of Early Childhood Educators. (2017). *Code of ethics and standards of practice for early childhood educators in Ontario*. Retrieved from https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf (paper copy can also be purchased from Bookstore)

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
In-class activities	20%
Assignments	35%
Applied Learning	15%
Tests	30%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)

- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term: 2025 Fall

Program Co-ordinator or Equivalent: Tanya Pye - Tanya.Pye@flemingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	What is Early Childhood Education and why is it so important? Course Outline & Assessment Review	5,6,	In Class Activity
Week 2	Power of Play in Early Learning and the Triad of Players: Children, Families, Early Learning Professionals Chapter 2	1,2,5,6	In Class Activity
Week 3	Early Childhood Education as a Profession: Introduction to the College of Early Childhood Educators and our Professional Foundational Documents: Code of Ethics, CCEYA, How Does Learning Happen? The Kindergarten Document, Chapter 1	1,2,3,5,6	In Class Activity Assignment #1: Introduction to the Profession to the Dropbox
Week 4	Politics, Ethics and Advocacy in the Early Learning Profession, including a Visit from the Association of Early Childhood Educators of Ontario (AECEO) Chapter 7	1,3,5,6	In Class Activity
Week 5	Examining Different Program Models/Approaches in our Early Learning Community and Building a Professional Philosophy Chapter 4	1,3,4,5,6	In Class Activity
Week 6	Examining Curriculum Frameworks and Mid Term Test Preparation Chapter 5	1,3,4,5,6	In Class Activity Virtual Toolbox, Part A submitted to the Dropbox
Week 7	Mid Term Test In Class: Assessing content taught and reinforced from Weeks 1-6	1, 2, 3, 5,	In Class Mid Term Test
Week 8	Independent Study Week		
Week 9	Building Rapport with Children, Families and our Colleagues Chapter 6	1,3,5,6	In Class Activity
Week 10	The Early Learning Environment: Examining aspects of the physical space that support, or detract from, engagement in play. Chapter 8	1,3,5,6	In Class Activity
Week 11	Materials That Spark Children's Curiosity and Play Chapter 9	1,3,4,5,6	In Class Activity

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 12	The Programming Process Chapter 10	1,3,4, 5,6	In Class Activity Assignment #2: The Environment is the Third Teacher
Week 13	Connections with Community, Culture and Diversity in the Early Learning Environment Chapter 3	1,3,4, 5,6	In Class Activity
Week 14	The importance of reflection in the early learning professional's practice Chapters 11 & 12	1,4, 5,6	Virtual Toolbox, Part B submitted to the Dropbox In Class Activity
Week 15	Final Test (In Class) : Assessing content taught and reinforced from Week 9-15	1, 2, 3,5	In Class Final Test

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
In Class Activities - Top 10/12 Grades Kept: 2% each,	Weeks 1,2,3,4,5,6,9,10,11,12,13,14	1,2,3,4,5,6	20%
Assignment #1: Introduction to the Profession, submitted to the Dropbox (15%)	Week 3	1,2, 6	15%
In Class Mid Term Test (Week 7:15%) & In Class Final Test (Week 15: 15%)	Week 7 & Week 15	1,2,3,4,5	30%
Assignment #2: The Environment is the Third Teacher	Week 12	3,4,6	15%
Assignment #2: Tool Box, submitted to the Dropbox Part A Week 6 (10%), Part B Week 14 (10%)	Week 6 & 14	1,3,4,5,6	20%

While there are no specific grades for attendance in this class, it should be noted that the 50% of the assessments in this class are acquired in class via In Class Engagement Activities, Presentations, Tests thus attendance is strongly recommended to achieve academic success. As per the Class Operating Procedures, there are no 'make up assignments' or 'credit recovery' options for students who are not present for the assessment unless documentation is provided and approved by faculty in advance.

*Assignment #2: The Environment is the Third Teacher is an assessment designed to support students with practically understanding the how the design of the environment can either enhance learning or detract from it. Efforts will be made to provide an opportunity for students to visit an early learning program this semester. Visits are

subject to commitments/schedules of community stakeholders and thus are a) not a guarantee and b) may occur outside of scheduled class time. A minimum of two weeks notice will be provided to students of the visit day/time.

1. Assignments must be submitted in D2L drop boxes. Any alternate method of submission **MUST** be negotiated with the professor.
2. Late assignments are subject to the Fleming College policy.
3. No 'bonus' assignments or 'extra' assignments are available for extra credit in this course

Artificial Intelligence (AI) Statement

NO USE. Use of generative AI tools (like ChatGPT) is not permitted in this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201F](https://department.flemingcollege.ca/hr/attachment/10233/download)
(<https://department.flemingcollege.ca/hr/attachment/10233/download>)

Exemption Contact

Tanya Pye, ECE Program Coordinator
(tanya.pye@flemingcollege.ca)

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more

information please click on the following link: <http://flamingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flamingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

*Please note that the topics on the learning sequence are subject to change. Students will be notified of any changes via D2L course page. Regardless of any potential changes on the Learning Sequence, due dates for assessments will remain as indicated on this Course Outline.

*ASSESSMENTS:

All assessments will be marked and grades recorded in Desire2Learn's gradebook within two weeks of writing. If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

2. LATE POLICIES

DUE DATES: All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-

up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days, after which time a grade of 0 will be awarded.