

**URBAN CIRCLE TRAINING CENTRE INC.
RED RIVER COLLEGE POLYTECH
DIPLOMA
EARLY CHILDHOOD EDUCATION PROGRAM**

October 2, 2024

PROGRAM DESCRIPTION

Overview

This training program is delivered by Urban Circle Training Centre Inc. in a culturally relevant context. The 2 Year Early Childhood Education (ECE) Program is certified by Red River College Polytech and is being delivered in partnership with local childcare center's who are committed to provide practicum placements and learning support for potential ECE's. This program prepares you to provide quality childcare in the community. You will study practice based on:

- A child-centred focus
- Play-based curriculum
- Child development
- Guidance techniques
- Communication skills
- Family and community relations
- Professionalism

An emergent curriculum approach building on the interests of children, and working closely with families and communities is emphasized. Additionally, the program is based on the study of child development within a developmental health perspective. You will learn about current, exciting research in a number of interesting areas.

Upon successful completion of the program you will be able to competently plan learning experiences that stimulate the intellectual, physical, emotional, and social development of young children.

This program provides you with practical experience working with young children at a variety of children's centres.

NOTE: Due to the uncertainty surrounding the Covid-19 Pandemic situation:

- This program could be offered through blended learning, a combination of in-class, on-line, and off-site learning opportunities and
- All students enrolled in the program must have access to desktop computer with a camera/microphone, laptop, cell phone and Wi-Fi
- This program is offered this academic year from January 2025 to December 2026

Life Skills/Cultural Component

Urban Circle utilizes the philosophy of the Medicine Wheel in all aspects of training delivery. This is a holistic approach which encompasses the mental, physical, emotional and spiritual aspects of human experience. The Medicine Wheel teaches us the interconnectedness of these four aspects and the ways in which they can bring about balance and wellness.

We follow a holistic model of adult learning. This is based on many cultural components and the Life Skills components. Depending on COVID 19 restrictions, learners will have the opportunity to participate and build our learning community through:

- Sharing Circles
- Elder traditional teachings and support
- Naming ceremony
- Medicine picking
- Feast
- Other teachings

The Life Skills Curriculum enhances students' personal and professional goals, assists them to become effective problem solvers, empowers them to set realistic obtainable goals and to gain the confidence required to become effective members of their family, workplace and community. Through lessons and exercises students learn effective communication skills, conflict resolution, anger management, stress, time management and the importance of teamwork. Taking responsibility and being accountable for the self is the basic goal of the life skills curriculum.

Course #	Name of Course	Credit Hours
YEAR 1	TERM 1	
COMM-1173	Communication Strategies	3
COMM-1174	Academic Writing	3
ECED-1085	Guiding 1	3
ECED-1086	Introduction to Play, Environments and Curriculum	3
YEAR 1	TERM 2	
ECED-1088	Explore the Early Childhood Education Profession	3
ECED-1089	Introduction to Science of Early Child Development	3
ECED-1090	Health and Well Being	3
ECED-2012	Curriculum Planning 1	3
ECED-2085	Guiding 2	3
YEAR 1	TERM 3	
PRAC-2091	Practicum 1	10
YEAR 2	TERM 4	
ECED-1030	Diversity and Inclusion	3
ECED-2087	Child Development 2	3
ECED-2091	Partnerships in Early Childhood Education	3
ECED-3012	Curriculum Planning 2	3
ECED-3085	Guiding 3	3
YEAR 2	TERM 5	
ECED-2031	Mentorship, Advocacy and Community	3
ECED-2093	Professional Behaviour in Early Childhood Education	3
ECED-3011	Topics in Child Development	3
ECED-4001	Reflecting on Play Based Curriculum	3
HUMA-1004	A Context for Practice With Indigenous Peoples	3
YEAR 2	TERM 6	
PRAC-3091	Practicum 2	6

COURSE DESCRIPTIONS:

YEAR 1	TERM 1
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Life Skills/Cultural Component

Urban Circle utilizes the philosophy of the Medicine Wheel in all aspects of learning. This is a holistic approach which includes the mental, physical, emotional and spiritual elements of human experience. The Life Skills Curriculum helps develop personal and professional goals, assists students to become effective problem solvers, and empowers them to become effective members of their family, workplace and community. Through innovative lessons, students learn effective communication, conflict resolution, anger management, stress, time management and teamwork skills. Taking responsibility and being accountable for oneself is a basic goal of the life skills curriculum.

Communication Strategies COMM-1173

Everyone communicates, but are they doing it well? Communicative competence takes practice and self-awareness. In this foundational course, students will learn through discovery and project-based activities to practice approaching situations critically and collaboratively. By developing their communication skills, students will improve their interpersonal ability, intercultural competence, and digital fluency to prepare for success in the workplace and beyond. The strategies students will gain in this course will be useful throughout their program and in their chosen industry.

Academic Writing COMM-1174

This course explores reading for comprehension, written and presentation communication skills. Students practice academic and objective writing. Students examine the research process for academic and practical purposes, proper referencing methods, and literature review techniques.

Guiding 1 ECED-1085

This is the first of a series of guiding courses. Guiding techniques and strategies support children's emotional and social development. In this course, students examine how to interact and communicate with children in a nurturing and respectful manner, and why it is important to do so. Students examine and apply positive guidance techniques and communication strategies that foster children's independence and self-regulation.

Introduction to Play, Environments and Curriculum ECED-1086

This is the first course in a series of courses on children's curriculum. The course promotes the power of play in children's learning and development. It introduces the value and characteristics of play, environments and curriculum in early childhood education. Students investigate play materials, equipment and supplies in early childhood environments with a specific focus on loose parts, blocks and nature. Students begin to explore a curriculum approach using observation to plan curriculum.

YEAR 1	TERM 2
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Explore the Early Childhood Education Profession ECED-1088

This course examines topics in the Early Childhood Education system, including quality care, professionalism and the evolution of the system. Students also review the different sectors that make up the early childhood education system.

Introduction to Science of Early Child Development ECED-1089

In this course, students explore information from the resource, *The Science of Early Child Development – Introductory Edition*. Readings, videos, links, interactive games and discussions are utilized by students to gain basic knowledge of child development and links to practice in early childhood education.

Health and Well Being ECED-1090

In this course, students learn ways to keep themselves and children safe and healthy. Early Childhood Educators (ECEs) must be able to identify, manage and promote health for children and for themselves in everyday

experiences. Students learn about nutritional needs, fostering healthy eating habits and promoting physical activity. ECEs also have the responsibility to ensure that children in their care are safe. Students learn to promote children's safety by preventing injuries, identifying strategies to provide a safe yet challenging environment, being prepared for emergencies, as well as protecting children from child maltreatment.

Prerequisites: [COMM-1174](#)

Curriculum Planning 1 ECED-2012

This course builds on the first curriculum course. Curriculum for young children is play-based and focuses on interactions, environments and experiences. The course promotes the power of planning in a play-based program. Students use observations of children's play to determine their interests and developmental abilities which are used for planning interactions, environments and experiences. Students examine specific curriculum areas to support children's learning and development in an early childhood education setting.

Prerequisites: [ECED-1086](#) [COMM-1174](#)

Guiding 2 ECED-2085

This course builds on the previous guiding course. In this course, students examine strategies that support children's sense of self and interactions with peers. They learn how to promote children's abilities to express emotions, use prosocial skills, problem solve and make decisions. Students learn techniques for guiding children in groups and explore the concept of resiliency.

Prerequisites: [ECED-1085](#)

YEAR 1	TERM 3
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Practicum 1 PRAC-2091

Working directly with children in an early learning and child care setting, students gain the opportunity to develop, practice, and improve skills learned in courses taken. They apply basic early childhood education knowledge and practical skills with individual children and groups. Students use a play-based curriculum, focusing on the power of play and the power of planning.

Prerequisites: [ECED-1087](#) [ECED-1088](#) [ECED-1090](#) [ECED-2012](#) [ECED-2085](#)

YEAR 2	TERM 4
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Diversity and Inclusion ECED-1030

This course provides an overview of the meaning and practice of diversity and inclusion in early childhood environments. Students discuss inclusion in contemporary and historical perspectives and consider the challenges and barriers to inclusion. Students explore the cultural dimensions of families and the importance of recognizing, respecting and reinforcing cultures within the early childhood education setting.

Prerequisites: [ECED-1030](#) and [ECED-2091](#) are corequisites

Child Development 2 CED-2087

This course builds on previous development courses. It continues to examine fundamental theories of child development between the ages of 6 and 12 years. Students explore development and processes that are characteristic of this age group. They learn strategies and practices to prepare them for working with school aged children.

Prerequisites: [ECED-1087](#)

Partnerships in Early Childhood Education ECED-2091

Early Childhood Educators (ECEs) must communicate effectively to develop collaborative partnerships in many aspects of their work with families and other professionals. Recognizing a child's primary relationship is with the family, students gain a greater understanding of the role families play in all parts of a child's life. Students also learn the importance of being an active member of the community and become knowledgeable about the community resources important for ECEs to support children and families.

Prerequisites: [COMM-1173](#) [ECED-1030](#) and [ECED-2091](#) are corequisites

Curriculum Planning 2 ECED-3012

This course builds on previous curriculum courses. It continues to promote the power of planning. Students review a variety of curriculum areas building on previous curriculum courses. Students continue to practice data collection. They analyze and share documentation that illustrates children's learning and development. Additional processes and tools in the curriculum planning process is also examined.

Prerequisites: [ECED-2012](#)

Guiding 3 ECED-3085

This course is the final guiding course. It builds on and revisits fundamental guiding concepts from previous guiding courses. The course considers how children develop healthy relationships. Students learn to encourage positive behaviour. Specific needs of children and factors that may contribute to children's behaviour are reviewed. Students respectfully respond to children's behaviour by considering relationships with families and colleagues, collaboration with others and appropriate strategies.

Prerequisites: [COMM-1174](#) [ECED-2085](#)

YEAR 2	TERM 5	
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Mentorship, Advocacy and Community ECED-2031

This course provides students with knowledge and skills to help them grow as members of the early childhood education profession and engage with a community where children and families live. Students explore the concepts of mentorship, advocacy, and community. They will examine the mentorship relationship and reflect on their role as a mentee in this relationship. Students explore advocacy for children, families, and communities. They have an opportunity to contribute to a specific community related to an area of their interest.

Professional Behaviour in Early Childhood Education ECED-2093

This course builds on previous early childhood education (ECE) courses. It covers both the concept of professionalism in ECE and the early childhood educator's role as a professional. Students practice professional communication skills as individuals and members of a team and reflect on the professional scope of the ECE profession. They also consider their personal philosophy as an early childhood educator, analyze their current skills as educators, and create a plan to enhance these skills over their career.

Prerequisites: ECE students should enrol in [COMM-1174](#) > [COMM-1174](#) and [PRAC-2091](#). ECE Workplace students should enrol in [COMM-1174](#) > [COMM-1174](#), [PRAC-1107](#), [PRAC-2107](#) and [PRAC-3107](#).

Context for Practice With Indigenous Peoples HUMA-1004A

This course is intended to familiarize students with some of the current issues facing Indigenous children, youth and families in Manitoba. The themes of historical context and cultural humility in helping skills are the foundational theories. We will work toward embracing an Indigenous worldview in our practice and develop culturally respectful anti-oppressive child and youth care practice. Topics in the course include the impact of colonization and residential schools, the child welfare system, past and present, racism and prejudice and individual practitioner self-awareness.

Topics in Child Development ECED-3011

This course builds on previous development courses. Students explore and analyze current research and study of early development and its impact on later life outcomes. This knowledge increases students' ability to understand and support children's development and consider their practices within the early childhood education system. **Prerequisites:** [COMM-1174](#) [ECED-2087](#)

Reflecting on Play Based Curriculum ECED-4001

This course is the capstone of the curriculum series of courses. Students review the remaining curriculum areas from previous play courses. They explore the role of a co-researcher and co-constructor of curriculum. Students have an opportunity to compare and contrast pedagogical approaches to develop their own approach to curriculum planning.

Prerequisites: [ECED-3012](#)

YEAR 2	TERM 6
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Practicum 2 PRAC-3091

Working directly with children in an early learning and child care setting, students gain the opportunity to develop, practice, and improve skills using knowledge gained in courses and prior work experience. Students continue to apply early childhood education knowledge and explore the power of planning. Students work cooperatively with children, colleagues, families and community and practice using their own pedagogical approach to curriculum development. At this last practicum, students experience the power of putting it all together.

Prerequisites: [COMM-1173](#) [ECED-1085](#) [ECED-1086](#) [ECED-1087](#) [COMM-1174](#) [ECED-1089](#) [ECED-2085](#) [ECED-2012](#) [ECED-1088](#) [ECED-1090](#) [PRAC-2091](#) [ECED-2087](#) [ECED-3085](#) [ECED-3012](#) [ECED-2091](#) [ECED-1030](#) [ECED-3011](#) [ECED-4001](#) [ECED-2093](#) [ECED-2031](#) [HUMA-1004](#)