

We acknowledge and respect that we are gathered on the traditional lands of the Anishnaabe People of Turtle Island and proudly recognize our local host Atikameksheng Anishnawbek. We also recognize the contributions of Wahnapiatae First Nation and the Metis Nation of Ontario.

Course Title	Creative Environments				
Course Code:	ECE1140	Credit Value:	3	Credit Hours:	42
Programs:	ECAD Early Childhood Education - Alternate Delivery ECDC Early Childhood Education - Dual Credit ECEP Early Childhood Education				
Equivalencies		Prerequisites		Corequisites	

This course may be delivered in a variety of different formats: 100% in-class, 100% online (or a blend of both), videoconferencing, distributed learning or off-campus. Please confirm with your faculty member which format will be used for your section of this course.

General Education Course: Eligible for PLAR:

Degree Breadth Course: Experiential Learning:

Research Intensive Course Designation:

COURSE DESCRIPTION

In this course, students will examine the principles of creating indoor and outdoor learning environments. Students will examine the historical perspective of play and stages of play in detail. Students will demonstrate an understanding of how to foster children's joy of learning through child-centered and play-based pedagogy. Students will use their knowledge of child development coupled with the concepts of play-based, inquiry led curriculum as a framework for planning and implementing a developmentally appropriate curriculum.

Date: June 07, 2024

Approved by: _____

SHERRY MONGEAU
 Chair, Schools Of Community Services,
 Interdisciplinary Studies, And Public Safety

Effective: Fall 2024, Winter 2025, Spring 2025

RELATIONSHIP TO PROGRAM VOCATIONAL LEARNING OUTCOMES

PROGRAM LEVEL	
This course contributes to your program by allowing you to demonstrate the following vocational learning outcomes:	
Program(s)	Vocational Learning Outcomes
Early Childhood Education- Alternate Delivery	<p>Ministry Standards</p> <ol style="list-style-type: none"> 1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples’ worldviews and Francophone identity. 2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children’s learning, holistic development and well-being following children’s capabilities, interests, ideas and experiences. 3. Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings. 4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being. 5. Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service agencies to meet legal and ethical standards of the early years sector. 6. Create and engage in partnerships with families, communities, colleagues, inter- disciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services. 7. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.
Early Childhood Education	<p>Ministry Standards</p> <ol style="list-style-type: none"> 1. Create learning contexts to enable, build and maintain caring, responsive relationships* in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples’ worldviews and Francophone identity. 2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children’s learning, holistic development and well-being following children’s capabilities, interests, ideas and experiences.

Program(s)	Vocational Learning Outcomes
	<ol style="list-style-type: none"> 3. Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings. 4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being. 5. Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service agencies to meet legal and ethical standards of the early years sector. 6. Create and engage in partnerships with families, communities, colleagues, inter- disciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services. 7. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

COURSE CURRICULUM

Topics/Concepts Covered in This Course

- Play: historical perspectives, stages, & purpose to curriculum in ECE
- Best practices in designing indoor and outdoor ECE play spaces.
- Creating interest Areas as it relates to play based curriculum in ECE
- Create developmentally appropriate learning areas through the selection of materials and learning objects.
- Emergent Curriculum: describes the concept and provides practical applications to guide the educator in setting up and implementing appropriate learning activities, spaces and materials.
- Create invitations and provocations to play where children learn through exploration
- Develop open-ended questions in relation to invitations and provocations that promote inquiry
- Describe the concept & practical application of emergent curriculum

COURSE LEVEL: Learning Outcomes and Objectives	
To earn credit for this course, you must reliably demonstrate your ability to:	
Learning Outcome	Objectives
1. Identify and define concepts of play in the life of young children	<ol style="list-style-type: none"> 1.1 define play 1.2 describe play-based learning and its affect on the developing young child 1.3 examine the historical perspectives of children's play

Learning Outcome	Objectives
	<ul style="list-style-type: none"> 1.4 identify and describe psychosocial and cognitive stages of play 1.5 recognize the purpose and importance of the stages of play 1.6 describe how the physical set-up, inclusive of sensorial experiences, affects children's development and their play
<p>2. Identify opportunities to support children's interactions between the indoor and outdoor environment</p>	<ul style="list-style-type: none"> 2.1 explain how the inquiry-based pedagogical approach is used when setting up and maintaining an early learning environment 2.2 describe strategies for evaluating early learning spaces 2.3 discuss the importance of children's emerging interests when creating invitations and provocations
<p>3. Identify strategies to be used in the creation of indoor and outdoor learning environments that respect and value all members of the community</p>	<ul style="list-style-type: none"> 3.1 recognize and utilize legislative guidelines in the creation of indoor and outdoor ECE spaces 3.2 demonstrate sustainable connections with the natural environment in the context of planning and implementing indoor and outdoor activities 3.3 embed in the learning spaces supports that represent diverse perspectives, cultures and backgrounds that provide all children with a sense of belonging
<p>4. Explore design concepts for the indoor and outdoor environment</p>	<ul style="list-style-type: none"> 4.1 for each area in an early learning environment identify <ul style="list-style-type: none"> a) why the area is important. b) how to set up the area. c) what materials and activities should be available. d) how to support children's learning
<p>5. Begin to evaluate indoor and outdoor learning environments</p>	<ul style="list-style-type: none"> 5.1 discuss tools useful in the evaluation of learning environments 5.2 begin to evaluate learning environments 5.3 utilize the Early Childhood Environment Rating Scale (ECERS) inclusive of culturally sensitive indicators to critique an early learning space
<p>6. Discuss the importance of inquiry in the curriculum planning process</p>	<ul style="list-style-type: none"> 6.1 define inquiry 6.2 identify communication that supports inquiry and play-based learning in a culture of inquiry 6.3 practice developing and using open-ended questions that will encourage children to think creatively and promote thoughtful engagements 6.4 plan learning opportunities that support investigations, creativity and problem solving

Learning Outcome	Objectives
	6.5 explain the value of incorporating opportunities for risky play
7. Apply an awareness of the Code of Ethics & Standards of Practice to the creation of indoor and outdoor early learning environments that contribute to a sense of belonging and overall well-being	7.1 articulate professional responsibilities in supporting a play-based inquire led environment 7.2 incorporate practices in the early learning environment that respects and responds to a child's home culture 7.3 engage in reflective practice in relation to an ECE's responsibility to design developmentally appropriate environments that provide children with opportunities for engagement, exploration and expression

Essential Employability Skills

Communication

- communicate clearly in written, spoken, and visual form that fulfills purpose/ needs of audience.
- respond to written, spoken, or visual messages in a manner that ensures effective communication.

Numeracy

- execute mathematical operations accurately.

Critical Thinking and Problem Solving

- apply a systematic approach to solve problems.
- use a variety of thinking skills to anticipate and solve problems.

Information Management

- locate, select, organize, and document information using appropriate technology and info systems.
- analyze, evaluate, and apply relevant information from a variety of sources.

Interpersonal

- show respect for the diverse opinions, values, belief systems, and contributions of others.
- interact with others in groups in ways that contribute to effective working relationships.

Personal

- manage the use of time and other resources to complete projects.
- take responsibility for one's own actions, decisions, and consequences.

Delivery Method

- Classroom: Course is delivered through scheduled synchronous teaching that may be face-to-face and/or virtual.
- Hybrid: Course combines scheduled synchronous and unscheduled asynchronous teaching.

Learning Activities

- Lectures
- Class Discussions
- Group Work
- Research
- Presentations
- Guest Speaker(s)

Resources Required

Books

Ingrid Crowther, *Creating Effective Learning Environments*, 4th, Nelson
 ISBN: 978-0-17-653176-8

Additional Supplies

ECERS

Early Childhood Environment Rating Scale

Materials

You may be required to purchase necessary materials/resources to complete assignments for this course. Refer to the assignment file for further information.

Think, Feel, Act

Hard copy/Electronic version available.

Child Care and Early Years Act (CCEYA)

The Ontario Ministry of Education

Code of Ethics & Standards of Practice

College of Early Childhood Educators (2017)

Best Start Expert Panel on Early Learning

Early Learning for Every Child, The Ontario Ministry of Education.

Evaluation Plan

Grading Scheme

A	80% - 100%
B	70% - 79%
C	60% - 69%
F	0% - 59%

Evaluation Method	Value (%)
Test/Exam	50%
Test # 1 - 25%	
Test # 2 - 25%	
Assignments	40%
There will be two assignments in this evaluation each valued at 20%.	
Applied Activities (G)	10%
There will be two graded applications used in this evaluation valued at 5% each	

ADDITIONAL INFORMATION

A course outline is the College's commitment to the students. It supports educators, students, employers and other external stakeholders in determining the depth of knowledge and level of performance that a student will be able to demonstrate upon successful completion of a course. Both instructor and student are obligated to follow the content of the course outline. It is your responsibility to meet these outcomes as assigned.

Note: You should maintain a copy of this course outline for your records. You may require this course outline if you seek transfer credits or further studies at other institutions.

Cambrian Email Addresses

All email correspondence with currently registered students must be via the students' College-issued email, as per the College's [IT Acceptable Use Policy](#). Students must familiarize themselves with the IT Acceptable Use Policy, as it outlines the acceptable use of College information systems and technology, and mitigates risks to the College's IT infrastructure.

Bring Your Own Device (BYOD) and Apps Anywhere

Cambrian College is a BYOD institution, which means that students bring the device of their choice that meets program-specific minimum requirements. Program-specific requirements can be viewed in the "Plan Your Future" section on program web pages. AppsAnywhere is an easy-to-use app store-like platform providing students a way to access their College apps and software on demand, anywhere, anytime both on and off campus.

These both enrich the student learning experience in and out of the classroom, while providing maximum flexibility.

Policies

It is the student's responsibility to be aware of the College's [Academic Policies](#). The Academic Policies apply to all applicants to Cambrian and all current students enrolled in any program or course offered by Cambrian, in any location. Academic policies, procedures, and forms can be found on the Cambrian website.

Academic and Student Services

Cambrian has a variety of student and academic services to support students during their academic journey at the College.

- [Academic Success Centre](#)
- [Bookstore and Campus Store](#)
- [International Student Support Services](#)
- [KPMG Pride Centre](#)
- [Career Centre](#)
- [Registrar's Office \(Enrolment Centre\)](#)
- [First Step Centre](#)
- [Accessibility Services](#)
- [Library](#)
- [Pathways](#)
- [Available Scholarships and Bursaries](#)
- [Cambrian Student Council \(CSC\)](#)
- [Cambrian Indigenous Student Circle \(CISC\)](#)
- [Cambrian Athletic Association \(CAA\)](#)
- [Student Life Centre](#)
- [Test Centre](#)
- [The Learning Centre \[Tutoring Services\]](#)
- [Wabnode Centre for Indigenous Services](#)
- [Women's Resource Centre](#)

Copyright

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell, or distribute his/her work. All members of the Cambrian community are required to comply with Canadian copyright law, which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, are subject to

certain limits and restrictions. For example, photocopying or scanning an entire textbook is prohibited, nor is uploading class materials to course sharing sites.

See the [Cambrian Library website](#) for additional information regarding copyright and for details on allowable limits.

Audio/Visual Capture

Sounds and images from this class, and contributions made by a participant, virtually or in-person, are recorded under the authority of the Ontario Colleges of Applied Arts and Technology Act, 2002. The main purpose of these recordings is to allow students enrolled in the course to review content and engage in activities, whether they attend any given class in person, virtually, or at all. Class recordings are for personal use only and shall not be shared or transferred. Faculty may also review these recordings to prepare for future classes, evaluate students, collaborate in program reviews, or provide feedback to faculty and/or students. Any questions about the use of multimedia recordings may be addressed to your respective Dean.

Equity, Diversity, and Inclusivity

Cambrian is committed to building and preserving an equitable, diverse, and inclusive learning community where students, faculty, and staff may achieve their full potential in an environment characterized by equality of respect and opportunity. All students and employees have the right to live and work in an environment that is free from discrimination and harassment. Therefore, Cambrian College will not tolerate any form of discrimination or harassment in its employment, education, accommodation, or business dealings. For more information, please visit: [Equity, Human Rights, and Accessibility](#).

Prior Learning Assessment and Recognition (PLAR)

Students wishing to have work or life experience that meets course learning outcomes considered for credit through Prior Learning Assessment and Recognition should contact the [Pathways Office](#).

Transfer Credit

Students wishing to have courses from other programs or institutions assessed for equivalency and/or transfer credit should visit the [Transfer Credits page](#) on the Cambrian website. The student should maintain a copy of this course outline for their records. Students may require this course outline if seeking transfer credits or further studies at other institutions.

Test Proctoring at Cambrian

Many courses include major tests and/or final exams. The practice at Cambrian requires that these types of test situations involve proctoring to ensure academic integrity. Online tests/exams may employ a proctoring services to enable you to take your exam from a location of your choosing within a period specified by your instructor. When you are taking an online test/exam, the proctoring service may capture your video, screen, audio, and web surfing data to protect academic integrity. Cambrian College collects, uses, discloses, and retains personal information in compliance with the Freedom of Information and Protection of Privacy Act (FIPPA). Your personal information is being collected under the authority of the Ontario Colleges of Applied Arts and Technology Act S.O. 2002, c.8, Sched. F. This information will be used for the purpose of administering a test/exam through an online proctoring service acting as an authorized agent of the College. Please refer to Cambrian's [Official Student Records Policy](#) for more details. If you have any questions regarding the collection of your personal information, please contact Vice President Academic, Cambrian College, 1400 Barry Downe Rd., Sudbury ON P3A 3V8, 1-705-566-8101 ext. 6245.