



School of Health, Education and Human Services

ELCC 100

Cultural Competency in ELCC

Winter 2022

3 Credits

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## Course Outline

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**INSTRUCTORS:** Brooke Alsbury and Lyndsay Amato

**E-MAIL:** balsbury@yukonu.ca

**CLASSROOM:** A2103

**TIME:** Wednesday 6:30-9:30 pm

**DATES:** January 5 – April 13, 2022

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### COURSE DESCRIPTION

This course will provide students with the opportunity to examine their own social location and how it has shaped their beliefs and values for practice in the field of early learning and child care. Grounded in personal awareness, students will have the opportunity to reconsider their own approaches and beliefs regarding early childhood learning, and developing positive relationships with children, families and communities. Students will learn about the complex, dynamic nature of child care environments in the north and evaluate their own beliefs, values and practices including how to ensure cultural understanding in childcare environments. A focus on Yukon history, First Nations and current cultural contexts for early childhood learning and care environments will be used.

### COURSE REQUIREMENTS

Prerequisite(s): *None*

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### LEARNING OUTCOMES

Upon successful completion of the course, students will:

- describe socioeconomic, historical, traditional, cultural and linguistic realities, with specific focus on Yukon, and explain how these influence access to quality early learning and child care.
- understand the importance of cultural awareness with specific focus on why cultural expressions including oral histories, songs and stories, dancing and drumming, clothing, and the role and use of traditional knowledge are important to Yukon First Nations and will be able to describe how to use cultural understanding to engage all children, families and communities in early learning and child care environments.
- discuss Yukon history, including the historical significance of contact, colonialism and Residential schools for Yukon First Nations and how this history has shaped the cultural context of Yukon children, families and communities.

- identify territorial, First Nation, national and international resources that support diversity and culture with particular focus on cultural relevance for Yukon First Nations children and families in early learning and child care environments.
- describe quality early learning and child care within relevant cultural contexts with specific focus on recognition of aboriginal worldviews and the enduring significance of history, culture and the land to Yukon First Nations.

## **COURSE FORMAT**

### **Weekly breakdown of instructional hours**

This course will support student inquiry and exploration, both during and outside of class time. Students can expect weekly readings and reflection to support their exploration of topics and compelling questions. Work on individual and group assignments will also be required outside of class time. The amount of time spent on this course will vary among students and fluctuate throughout the term.

### **Delivery format**

This 45-hour course will be delivered in both the classroom setting and via web-conferencing. The course will invite co-inquiry between students with the instructors. Both students and the instructors have a responsibility to co-constructing the learning process. Ideas and topics will be explored through presentation of information, discussion and experiential activities.

## **ASSESSMENT**

Documenting Learning	Grade
Social Location of an Educator	25%
Working with Stories	25%
Land Journal	25%
Social Location Reflection	25%

Assessment in ELCC courses is considered as a process that supports students to continue to grow as reflective educators. In this course assessment will be explored in process with instructors and peers. Students will also have responsibility for assessing your own learning and professional growth.

## **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

## **TEXTBOOKS & LEARNING MATERIALS**

Readings Package available on course Moodle site.

Please note you will also need a reliable computer and internet access to support web conferencing.

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **TOPIC OUTLINE**

Key topics in this course will include:

- Land
- Story
- Social location
- Cultural safety
- Yukon First Nations history and worldviews
- Reconciliation