



COURSE OUTLINE

ELCC 100

CULTURAL COMPETENCY IN EARLY LEARNING AND CHILD CARE

45 HOURS

3 CREDITS

PREPARED BY: Brooke Alsbury, Instructor DATE: March 16, 2015

APPROVED BY: Andrew Richardson, Dean DATE:

APPROVED BY ACADEMIC COUNCIL: October 29, 2015

RENEWED BY ACADEMIC COUNCIL: (date)

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Yukon College
P.O. Box 2799
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APPLIED ARTS DIVISION
Cultural Competency in Early Learning and Child Care
3 Credit Course
Fall, 2016

CULTURAL COMPETENCY IN EARLY LEARNING AND CHILD CARE

| | | | |
|-------------------------|----------------------------|----------------------|--------------------------|
| INSTRUCTOR: | Brooke Alsbury | OFFICE HOURS: | TBA |
| OFFICE LOCATION: | A2208 | CLASSROOM: | TBA |
| E-MAIL: | balsbuy@yukoncollege.yk.ca | TIME: | Tuesdays, 6:30 - 9:30 PM |
| TELEPHONE: | (867) 668-8845 | DATES: | Sept 13 - Dec 13, 2016 |
| FAX: | (867) 668-8805 | | |

COURSE DESCRIPTION

This course will provide students 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 approaches to inclusive and diverse communities within early child learning and child care environments and developing positive relationships with children, families and communities. Students will learn about the complex, dynamic nature of child care environments and evaluate their own beliefs and practices to ensure cultural competency. Students will be encouraged to evaluate their own beliefs and practices to ensure culturally competent practices. The course will focus on Yukon history, First Nations and current cultural contexts for early childhood learning and care environments.

PREREQUISITES

None

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/eccd> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- explain social location, critically analyze and examine personal beliefs related to cultural practices and describe how these affect practices in early learning and child care.
- 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.
- demonstrate an understanding of 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.

DELIVERY METHODS/FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. Special guests and resource people will support the delivery of the course information.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Students' personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. If a class should be missed, the student will communicate with their instructor ahead of time.

Note: If a student is absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional

circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.). **ALL** assignments must also be submitted punctually. **Five percent will be deducted** for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

EVALUATION

| Assignment Number | Topic | Grade |
|-------------------|----------------------------|-------|
| Assignment #1 | Social Location Paper | 30% |
| Assignment #2 | Yukon Cultural Awareness | 30% |
| Assignment #3 | Research Paper | 25% |
| Assignment #4 | Social Location Reflection | 15% |

REQUIRED TEXTBOOKS AND MATERIALS

Readings Package

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Regulations web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr. **ELCC 100 Cultural Competencies in ELCC** meets the Yukon First Nations Core Competency requirement.

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 College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

TOPIC OUTLINE

| CLASS | TOPIC | READINGS/SPEAKERS |
|-------|--|---|
| 1 | Introductions to Instructor and Course | Attached Readings Package |
| 2 | Introduction: Understanding Social Location Definition and Principles | Attached Readings Package |
| 3 | Understanding Social Location: You and Others | Attached Readings Package |
| 4 | Creating Cultural Competency in the Early Learning and Child Care Environments | Attached Readings Package |
| 5 | Creating Cultural Safety in the Early Learning and Child Care Environments | Attached Readings Package |
| 6 | Cultural Nature of Human Development: Development in Context Values, Beliefs and Practices across Cultures | Attached Readings Package |
| 7 | Differences across Early Learning and Child Care Environments: Issues of Socioeconomic Status, History and Culture | Attached Readings Package |
| 8 | Differences across Early Learning and Child Care Environments: Issues of Socioeconomic Status, History and Culture | Attached Readings Package |
| 9 | Yukon History and Early Learning and Child Care: Impacts and Influences. | Yukon History and Residential School Guest Speaker |
| 10 | Yukon First Nations Culture, Traditions, Language and Early Learning and Child Care Environments. | Elder as a Guest to speak about language, land, traditions and children. |
| 11 | Yukon First Nations Culture, Traditions, Language and Early Learning and Child Care Environments. | Speaker on First Nations Heritage, Culture and Beliefs as they relate to ELCC |
| 12 | The Cultural Context of Yukon Today: Implications for Practice across Yukon. | Representative from another cultural community in Yukon |
| 13 | The Cultural Context of Yukon Today: Implications for Practice across Yukon. | Representative from FN ELCC program |
| 14 | An Ending and a Beginning. What you have learned...What you have yet to learn...What have you changed...What will you change...? | |