

HUMBEHV 2TL3 – C01
Infant & Toddler Learning Environments
Fall 2016

Professor: Erin Cameron

Camere6@mcmaster.ca

Office Hours: Thursday, 11:30 am – 4:30 pm or by appointment.

Lecture: Thursday, 8:30 – 11:30 am, ABB 162

Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Description: Explore positive, respectful, and responsive communication in working with infants and toddlers. Examine the characteristics of infant and toddler development and explore the processes of secure attachment. By relating concepts and principles of child development to an infant and toddler curriculum, students will be able to explain strategies that support, encourage, and extend learning in an infant and toddler environment. While learning how to present experiences and stimulate development in infants and toddlers, students will be able to design an appropriate infant and toddler environment and develop curriculum to support developmentally appropriate practice.

Course Learning Outcomes/Elements of Performance: When you have earned credit for this course, you will have demonstrated the ability to:

1.) Explain the key elements of providing sensitive and responsive care to Infants and Toddlers

- 1.1.) Describe licensing requirements for Infant and Toddler environments
- 1.2.) Examine the effects of schedules and routines on Infant and Toddler development
- 1.3.) Define techniques to promote the development of pro-social skills
- 1.4.) Describe the collaborative relationship between Early Childhood Educators and families

2.) Design a developmentally appropriate Infant and Toddler Learning Environment

- 2.1.) Examine the key principles unique to Infant and Toddler settings
- 2.2.) Research learning materials and equipment for Infants and Toddlers
- 2.3.) Draft a floor plan for an Infant and Toddler environment
- 2.4.) Demonstrate an understanding of Infant and Toddler learning experiences
- 2.5.) Reference current legislation, agency policies, and evidence-based practices in the planning and implementation of curriculum
- 2.6.) Evaluate the quality of the learning environment

3.) Plan curriculum based on identified interests and emerging skills of Infants and Toddlers.

- 3.1.) Examine theoretical perspectives of an Infant and Toddler curriculum
- 3.2.) Apply the principles of anti-oppressive practice
- 3.3.) Reference current legislation, agency policies, and evidence-based practices in the planning and implementation of curriculum
- 3.4.) Observe Infant and Toddler development

Relationship to Vocational Learning Outcomes: This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

Early Childhood Education

VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.

VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.

VLO 4 Establish and maintain responsive relationships with individual children, groups of children and families.

VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.

VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment.

VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

Required Texts: These are available at the university bookstore.

Barbre, J. (2013). *Activities for responsive caregiving: Infants, toddlers, and twos*. St. Paul, MN: Redleaf Press.

Barbre, J. (2013). *Foundations of responsive caregiving: Infants, toddlers, and twos*. St. Paul, MN: Redleaf Press.

Required Resources: These are available on-line.

Best Start Expert Panel on Early Learning. (2007). *Early learning for every child today: A framework for Ontario's early learning settings*. Retrieved from:
<http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>

Clinton, J., Callaghan, K., Baird, L., Coughlin, A.M., Shanker, S., Wien, C.A., & Underwood, K. (2013). *Think, feel, act: Lessons from research about young children*. Toronto, ON: Queen's Printer for Ontario. Retrieved from: <https://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf>

College of Early Childhood Educators. (n.d.). *Home*. Retrieved from:
<https://www.college-ece.ca/en>

Government of Ontario. Ministry of Education. (2014). *How does learning happen? Ontario's pedagogy for the early years*. Toronto, ON: Queen's Printer for Ontario. Retrieved From:
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

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Course Evaluation: **See individual assignment outlines for details and rubrics**

Student Regulated Learning (SRL) Activities - 10%

“Student regulated learning (SRL) is the conscious planning, monitoring and evaluation of one’s own learning in order to maximize it” (L. Nilson, 2016).

This method of teaching and assessing is evidence based and increases your retention of material and is proven to increase success. As such, this course will have a series of SRL in-class and at home activities/assignments. Although there are length requirements and questions to be answered, there are no rubrics and the grade is either provided or not.

1. Pre-Assessment Reflection- Value: 2%
Answer three short reflection questions on your knowledge of infants and toddlers. There are no wrong answers- this is a pre-assessment of your knowledge/understanding/views of the child. Minimum 200 words, maximum 400 words. Due to Drop Box: **Sept. 15 by 11:59 pm** of the day of class.
2. Reading and Video Wrappers- Value: 4%
Answer three short questions on the readings and videos. There is no rubric. All questions must be answered and a minimum length of 300 words is required. Maximum 600 words. Due to Drop Box: **Oct. 20 by 11:59 pm** of the day of class.
3. In-Class “One Minute Paper” –Value: 2%
(*must attend class to complete this assignment) You will be given two or three questions at the end of the class. You will choose one question to answer and hand in before you leave. There is no rubric but the question must be answered with a minimum of 100 words. You must be present in class to participate in this assignment. Due at the end of class: **Nov. 3 by end of class.**
4. Post Assessment Reflection- Value 2%
Answer three short reflection questions on your knowledge of infants and toddlers. There are no wrong answers- this is a pre-assessment of your knowledge/understanding/views of the child. Minimum 200 words, maximum 400 words. Due to Drop Box: **Nov. 24 by 11:59 pm** of the day of class

Materials Assessment Assignment - 15%

There are two parts to this assignment.

PART 1- (10%) Materials Assessment- In groups of 2 – 3 students and using the provided assessment tool, assess toys and materials in an infant/toddler learning environment.

PART 2 – (5%) Individual written reflection- Using the required textbooks, eLearn content, and recommended resources, students will discuss components of the indoor and outdoor learning environment.

Minimum 200 words, maximum 400 words.

Due to Drop Box: **Oct. 6 by 11:59 pm** of the day of class

In-Class Floor Plan Assignment- 10%

During class time, you will form groups and design an appropriate Infant/Toddler setting for 10 infants **or** 10 toddlers.

(*you must attend class to complete this assignment). Each small group will design an indoor environment using an original floor plan drawing or digital format.

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Your floor plan must include learning centres (at least 5), flooring type, tables for activities and meal time, diapering area, washroom area, doors, windows and any other elements that you feel are necessary to include.

Due in class: Oct. 27 by end of class.

Schedules and Routines Individual Reflection Assignment– 15%

For this assignment, you will examine the effects of schedules and routines for an Infant and Toddler learning environment. This assignment involves providing a written reflection on schedules and routines in an Infant and Toddler program. The reflection must be no less than 4 and no more than 8 word processed pages, double-spaced, Arial or Times New Roman, 12 point font. Refer to the assignment rubric on eLearn.

Due to Drop Box: **Nov. 17 by 11:59 pm** of the day of class

Planning Infant and Toddler Experiences /Presentation- 25%

Group Presentation - 20%

Based on the field trip observation at a community site, students will work in groups of 2 - 3 to **observe** infants or toddlers and identify children's interests. **Create an interest web** and **activity plan** that will build on the interests and development observed. Using the activity plan format, students will create an activity plan for one small group experience. Each group member is responsible for brainstorming ideas, co-planning activities/experiences, and submitting relevant forms in a word-processed format. Each group member will play a role in the class presentation of the activity.

Due in class presentation (and to drop box day of presentation): Dec. 1 in class.

Individual- Value 5%

A brief personal reflection submitted one day after the presentation. Minimum 200 words, maximum 400 words.

Due to Drop Box: **Dec. 1 by 11:59 pm.**

Final Exam – 25%

A comprehensive final exam including multiple –choice and short-answer questions will be given during exam week. Date and time TBD.

Written Work and Late Submissions:

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre's other services, visit the Centre's website: <http://csd.mcmaster.ca>

All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification

that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

Grading Policy:

The instructors reserve the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

Academic Integrity:

Attention is drawn to [Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty](#) as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidentally, or on purpose, to do very similar topics (e.g., visual contributions to speech, haptic influences on flavour, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the (personal communication) citation. It is perfectly acceptable and encouraged to discuss your project with other students, just be sure that what you are submitting is your own work.

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

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MCMASTER UNIVERSITY GRADING SCALE

Grade	Points	Equivalent Percentages
A+	12	90 – 100
A	11	85 – 89
A-	10	80 – 84
B+	9	77 – 79
B	8	73 – 76
B-	7	70 – 72
C+	6	67 – 69
C	5	63 – 66
C-	4	60 – 62
D+	3	57 – 59
D	2	53 – 56
D-	1	50 – 52
F	0	0-49

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

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Week	Activity Details	Resources (Read before class)
Week 1 Sept 8	Orientation & Overview of Course <ul style="list-style-type: none"> • Introductions • Course Syllabus • Assignment overview • History and current trends of Infant & Toddler Education & Care 	<i>Foundations</i> Text: pp. 1-6 <i>Activities</i> Text: Introduction, pp. 1-11
Week 2 Sept 15	Supportive Adult-Child Interactions <ul style="list-style-type: none"> • Meeting Children’s Basic Needs (Maslow’s Hierarchy) • Characteristics of a Responsive Caregiver • Responsive Caregiving & Creating a Climate of Trust • Forming Partnerships & Attachment with Children • <i>How Does Learning Happen?</i>- Exploring the 4 Foundations <p style="color: red;">SRL Activity: Pre-Assessment Due 2%</p>	<i>Foundations</i> Text: Chapters 1, 2, 3 <i>How Does Learning Happen?:</i> pp. 4 – 23 <i>Activities:</i> pp. 14; 32; 86; 92; 204
Week 3 Sept 22	Establishing Schedules & Routines <ul style="list-style-type: none"> • The Importance of Play • Guidelines for Organizing Daily Schedule and Routines • Arrival & Departure • Feeding & Mealtimes • Diapering & Toileting • Nap & Sleep Time • Free Play 	<i>Foundations</i> Text: Chapters 4 & 5 <i>How Does Learning Happen?:</i> pp. 24-25, 29-31, 35-36, 41-42 <i>Activities</i> Text: pp. 12; 16; 32; 70; 84
Week 4 Sept 29	Room Arrangement -The Indoor Environment <ul style="list-style-type: none"> • Active Learning Environments for Infants & Toddlers • How and What Infants & Toddlers Learn • How Adults Support Growth and Development • CCEYA Requirements • Setting Up the Indoor Environment • Materials and Equipment • Evaluation of environment 	<i>Foundations</i> Text: Chapter 4 <i>Activities</i> Text: Introduction, pp. 1-11; 20; 120
Week 5 Oct 6	Small Group Experiences <ul style="list-style-type: none"> • Creative Art • Moulding and Manipulative • Blocks • Music and Movement 	<i>Foundations</i> Text: Chapter 6, 7,8

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	<ul style="list-style-type: none"> • Sensory (Wet/Dry) <p>Visit to McMaster Children’s Centre Materials Assessment Assignment - 15%</p>	<i>Activities Text: pp. 22; 28; 36; 44; 46; 58; 62; 88; 90; 94; 122; 156</i>
Oct 13	<p>Thanksgiving & Recess week No Classes</p>	
Week 6 Oct 20	<p>The Outdoor Environment:</p> <ul style="list-style-type: none"> • Evaluations for the Outdoor Learning Environments • Outdoor Play Arrangement for Infants & Toddlers • Materials and Equipment • CCEYA Requirements • Safety Checklists <p>SRL Activity: Reading & Video Wrappers Due 4%</p>	<p><i>Foundations Text: pp. 53-54; 76</i></p> <p><i>Activities Text: pp. 148; 168; 192; 204</i></p>
Week 7 Oct 27	<p>Outdoor Environment Critical Considerations</p> <p>Celebrating Language and Literacy for Infants, Toddlers and Twos</p> <ul style="list-style-type: none"> • Language and Literacy • Stories and Books <p>Working in Groups</p> <ul style="list-style-type: none"> • Why group work? • Elements of Group Work • Group formation for final assignment • Expectations and group contracts <p>In-Class Floor Plan Assignment- Value: 10%</p>	<p><i>Foundations Text: Chapter 9</i></p> <p><i>Activities Text: See list on p. 216</i></p>
Week 8 Nov 3	<p>Principles Unique to Infants and Toddlers</p> <ul style="list-style-type: none"> • Quality care • Time with Toddlers • General Modifications • Food or Art • Influences of Society • Home base versus Centre base • Best Start/ Healthy Mums/Healthy Babies <p>SRL Activity: In-Class “One Minute Paper” – Value: 2%</p>	<p><i>Notes posted to Avenue to Learn</i></p>

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Week 9 Nov 10	<p>Developmentally Appropriate Practice Meeting the developmental needs in planning and activities</p> <ul style="list-style-type: none"> • Exploring PCCES <p>Group Presentation Meetings- During Blended Time</p> <p>Field Visit to McMaster Children’s Centre</p>	<p><i>Foundations Text:</i> pp. 112-116</p> <p><i>ELECT:</i> pp. 3 - 23</p> <p>Group Assignment Details</p>
Week 10 Nov 17	<p>Developmentally Appropriate Practice Meeting the developmental needs in planning and activities</p> <ul style="list-style-type: none"> • Exploring PCCES <p>Group Presentation Meetings- During Blended Time</p> <p>Schedules & Routines Assignment Due-25%</p>	<p><i>Foundations Text:</i> pp. 112-116</p> <p><i>ELECT:</i> pp. 3 - 23</p>
Week 11 Nov 24	<p>Partnerships with Parents</p> <ul style="list-style-type: none"> • Communication with Families • Role of the Educator • Guidelines for Effective Partnerships • Strategies for Engaging Parents & Families <p>** Preparation for Assignment 3 **</p> <ul style="list-style-type: none"> • In-Class Group Presentation Meetings • Activity Plan Review <p>SRL Activity: Post-Assessment Due 2%</p>	<p><i>Foundations Text:</i> Chapter 3 & pp. 113-114</p>
Week 12 Dec 1	<p>Assignment #3 – Group Presentations – 25%</p> <p>Mandatory Attendance</p> <p>Exam Review</p>	
Exam Week	<p>Final Exam to be announced</p>	