**Curriculum Renewal:**

**Analysis and Action Plan Template 2013/14**

| **Program Coordinator:**  | **Cheryl Herder** | **School:** | **SCDH** |
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| **Program Code:** | **EC** | **Date Completed:** | **Nov. 2013** |
| **Program Name:**  | **Early Childhood Education** |

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| **A. Analysis of Indicators**Note: data is **not** recorded in this section of the template.**Reflect on, and discuss, the following indicators in the context of the curriculum and program:**   |
| 1. **Industry / Sector Trends (see bullets for some discussion stemming from the questions)**
	1. Are there new or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program?
* **Early Years/Ministry of Education in Ontario is moving towards the accreditation process**
* **The CECE has marked accreditation as a priority by 2015**
	1. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program?
* **the standards of practice**
* **excellent skills in communication/English are a necessity for the field**
	1. What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field?
* **Supervisor's network reports a moderate disconnect with resource teachers**
* **restructuring of funding for resource teachers impacting childcare**
* **unrest in community due to modernization of childcare and direct operating grants**
* **complete restructuring of the mechanisms of funding models and funding mechanisms**
	1. Are there new or changing employment trends in the industry or sector?
* **implementation FDELK creating a broader job market**
* **creation of more school age programs, and toddler programs**
* **home day care and the private sector**
	1. What are the curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness?
* **issues in regards to professionalism in the workplace, lack of organization and communication skills**
* **strengths in observation skills, planning and strategies in curriculum implementation**
* **application of current best practices in ECE**
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| **2. Curriculum Development*** 1. Have there been any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, assessment practices, applied learning experiences, e-learning / blended learning? If yes, please provide details. **YES**
* **Toddler Program: change of location and partnership with Seeds of Change community outreach, group work and shared e-learning through social media (Toddler Program Facebook page)**
* **Fleming ECE Pinterest site implementation**
* **Foundations Course: expanding on innovative delivery approaches**
* **Child Development 2: delivery of program through Prezi, implementation of FDELK, more peer evaluation and e-networking research through sharing sites such as Pinterest**
* **Early Child Development : delivery of program through Prezi, expanding on Virtual Child e-learning**
* **FLPL 58/59, 123: not implemented yet but working towards better communication with host sites and host educators for field placement via the possibility of an external website**
	1. Does the current curriculum align with the college’s e-learning strategy which strives to have all Fleming graduates experience e-learning in each semester of their program? **YES**
* **Virtual Child**
* **e-learning through social media and sharing sites**
* **online course for the administration of Preschool Programs**
	1. Are there any recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?
* **N/A at this time. We're open to the discussion of continuing education, online courses and accelerated ECE programs**
	1. Are there any new competitor programs and/or re-positioning of existing programs?
* **N/A**
	1. Are there any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?
* **mandatory professional development for RECE coming in 2014**
* **changes in standards with the Ministry of Education**
	1. What is the progress made from the last curriculum renewal initiative?
* **seminar based programs and more "hands on learning"**
* **flipped classroom approach, continues to be refined**
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| **3. Applied Learning*** 1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?

 **X** Field Work (Indirect Supervision) **X** Field Work (Direct Supervision)....**Toddler Program**\_\_\_ Co-op\_\_\_ Applied Project / Applied Research Project* 1. In the 2013/14 academic year, Fleming College will ask all programs with Applied Learning opportunities to align to an agreed upon framework. To confirm program alignment, please complete the appropriate Applied Learning Framework Checklist and attach it to this document. After completing the checklist, please answer the following: Is the program in alignment with the Applied Learning Framework? If no, what are the strategies in place to bring the program into alignment? **YES**

 * 1. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not?
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| **3. Student and Graduate Satisfaction**3.1 **Key performance indicators # 4, 8, 9, and 11 (see Appendix of Curriculum Guide for a description of these).*** **#4 topics relevant to future success (KPI % DIFF MCIU -1.3)**
* **#8 develops ability to solve problems using math techniques (KPI % DIFF MCIU -26.8)**
* **#9 develops ability to work with others (KPI % DIFF MCIU 3.0)**
* **#11 develops computers skills (KPI % DIFF MCIU -14.5)**

3.2 Review and discuss student retention on a semester by semester basis over the past year.* **Student retention numbers have been up. The faculty team sees this challenge as a direct correlation between the % of remedial students lacking the communication skills that are demanded and required to maintain program standards in the field of ECE**
* **students are coming to class unprepared (adjustment to flipped classroom model from highschool)**
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| **B. Curriculum Strengths and Challenges** Summarize the curriculum strengths and challenges identified by the team.  |
| * **challenges include: the % of remedial students in the ECE program, including students with significantly high learning needs, mental illness, accommodations and Ed plans. Not all, but many of these students are not equipped for the high standards of practice that this profession will demand upon graduation**
* **Fleming does a great job of providing learning supports for students who need learning accommodations. However, this only works well for the cross section of students who access the services available to them, and have the ability to learn and practice the skills and tools they need to be employable and support independent success after graduation as an early childhood educator.**
* **the need for more host sites willing to work with the college and take our students for placement**
* **strengths of the ECE program include: smaller class sizes, the seminar based approach to learning, and the faculty's willingness to be available to the students, giving them a high level of mentorship. Our program is innovative and unique in the delivery of field practicum approaches in the Toddler Program and the time allotment to block placement for 4th semester students**
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| **C. Action Plan**Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?**  |
| * **common block development time: for continuing to streamline and improve on the FLPL manual, evaluation and assessment pieces for field placement, better equipping our students for placement**
* **an external website to improve communication/relationships and bridge gaps with host sites, host educators and college evaluators (meeting with curriculum development consultants in the process) Winter/Spring 2014**
* **the faculty team desires to set measurable goals to develop social media and sharing sites as a tool for training, research, e-learning, planning and alumni connections**
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| **D. Deferred Actions**Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * **continue to monitor efficient supervision practices in field placement, researching practices of other colleges**
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| **E. Attach an updated Program Curriculum Map to your report**  |
| Please file an updated Program Curriculum Map in folder named Program Curriculum Map.: **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** |