**Curriculum Renewal:**

**Analysis and Action Plan Template**

| **Program Coordinator:** | **Linda Hudson** | **School:** |  |
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| **Program Code:** |  | **Date Completed:** | **March 2013** |
| **Program Name:** | **Early Childhood Education** | | |
| **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**   New or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program.   * Increase in outdoor education, nature and gross motor activity in childcare centers has been identified by research and the sector as an important issue for children. * Increase of students asking for Aboriginal emphasis in the Early Childhood education program (identified by requests to coordinator) * Retrofitting of child cares to suit the needs of younger child care population due to the Full Day Every Day Kindergarten program.(identified by many child care centers) * Increased number of children with special needs in the speech/language and fine motor skills areas in the day care population * Continued lack of ECE supply staff for child care centers (identified by centers) * Continued need for ECE programs for mature students who are working in the field or have prior education and experience (identified by requests to the coordinator as well as center information) * Continued loss of qualified and experienced ECEs to the JK/SK school rooms.   Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program.   * Children’s mental health was identified as an area needing support from Early Childhood Educators.(identified by 5CCCand Community Living Kawartha Lakes)   Information / observations generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field.   * Research supports outdoor learning, connections to nature and big body play. (International Innovations in ECE Conference)   New or changing employment trends in the industry or sector.   * Increased hiring by the Ministry of Education of Early Childhood Educators causing a loss of qualified staff in the Child care centers (identified by many child care centers)   Curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness.   * Students’ knowledge of best practices and curriculum as well as documentation and use of observations was a strength (identified by Ministry at Better Futures presentation) * Students’ abilities to problem solve and be flexible in their thinking was identified as a challenge. Their ability to take the ideal taught in classes and implement it in alternate settings (school placements and community partners) * Students understanding of Inclusiveness is a challenge (identified by community partners) * Students’ responsibility for their own learning (identified by community partners) | | | | |
| **2. Curriculum Development**  2.1 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.   * The ECE curriculum is now seminar, student centered and field practice based * Child Development 1 (EDUC 84) and Foundations of Early Childhood Education (EDUC 21) are completed as seminar based with complete course pages and use of technology to support student learning. * FLPL 121 Strategies is now a 7 week course as is EDUC 87 Children’s Health and the Environment. Both are in semester 2 * Semester two has the field placement in conjunction with EDUC 85 (Observing), EDUC 22 (Guiding) and EDUC 4 (Curriculum) which allows practical use of the information. * Semester 3 will now contain the Child Development 2 course-EDUC 88 (ages 6 to 12) and also a change in EDUC 89 to include curriculum for JK/SK as well as the Interactive Learning with Toddlers (EDUC 91),Working with Families (EDUC 90) and Inclusive Programming (EDUC 116)   2.2 Recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?   * Connection to Nipissing University (School of Education) * Connection to Ryerson University (School of Disabilities)   2.3 New competitor programs and/or re-positioning of existing programs.  2.4 New or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year.   * Ontario College of ECE to implement Continuous Professional Learning Program which will maintain standards by supporting ongoing development in RECEs   2.5 Progress made from the last curriculum renewal initiative.   * Courses continue to be changed as they roll out in the new seminar pattern of delivery. * EDUC 84, EDUC 21, EDUC 4, EDUC 22 and EDUC 85 revised. EDUC 87 FLPL 121 and FLPL 123 partially completed. | | | | |
| **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).   * #4Topics relevant to Future Successes: The ECE program has attempted to support future successes in the field by changing the program format to a much more practical approach as opposed to the theory element. Better use and clearer expectations in the field work, review of manuals and evaluative pieces and the seminar format, allow the student to better see the connections between learning and practice. * #8 Problem solving using Math: This is not a tool presently used in ECE * #9 Ability to work with others: The ECE program has increased the use of group/team work both in assignments and in classroom work. With the change to seminar format, the group work is a useful learning tool for students. (eg. EDUC 21, 84, 22, and 4) EDUC 90 is a complete group work effort to run a program for the community) * #11 Computer skills: The ECE program has implemented techniques in all courses to increase students comfort level and ability to use computers.(EDUC 87 and 21 have full course pages with all information provided. Both make use of technology for assignments eg EDUC 84 Virtual child tool) Other courses use discussion boards and/or posting of assignments via computers (eg EDUC 22 and EDUC 4) and assignments that are flexible (eg EDUC 87 assignment in slide presentation and video format)   3.2 Review and discuss student retention on a semester by semester basis over the past year.   * Student retention in semester 1 was increased. * We have an increase in students completing the program after taking time off. (semester 4) | | | | |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. | | | | |
| * Strengths are the improved curriculum with technical aspects in each course to improve the students’ abilities in this area. * The interconnectedness of the program (eg semester 2) is a strength for learning but also a challenge for those students who miss a course * The continued teaching of best practices in curriculum is a benefit to the students. It is however a challenge when they are in a school placement. * The use of nature and the environmental impact on children in our curriculum is based on research and strongly supported by the industry. It remains a strength for the program. * One of the main challenges is the differing beliefs of the team and the effective use of team skills to make a stronger program. | | | | |
| **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. | | | | |
| * Revision of EDUC 88 course to be the second half of the Child Development 1 course recently revised. (Usage of the Virtual Child tool and assignments connecting to the school system) Revision of the remaining courses EDUC 89 to include the FDEDKP in curriculum. Redesign of EDUC 91 and EDUC 116 to support community needs. * Streaming of the program to allow pre existing educators to be able to complete their ECE * Continued change in curriculum of the ECE program to support the students in JK/SK placements and in future jobs with school boards. * Marketing of the program and the highlights to support Fleming’s unique nature in the field. * Continued and increasing communication between the ECE program and the community to further enhance the program and support the community. * Continued ECE program meetings to further develop the skills of the team and fully utilize each team members skills to provide a quality program for Fleming ECE students. | | | | |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. | | | | |
| * Policy for ECE exemptions and PLAR (perhaps connected to the action plan?) * Changes in Ontario Non Profit Corporations Act may have some impact on child care centers. | | | | |
| **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** | | | | |