

Self-Assessment of Educational Qualifications Form (Phase 2)

To complete this form, you must download and save a blank copy to your computer. Close your Internet browser and open the saved copy from your computer files. Now you may print off a hard copy or enter your information electronically.

Please go to college-ece.ca/individual_assessment_guide to read important information about this form.

Instructions:

Review your transcript(s) and course outlines and indicate the course name and course code that corresponds with the relevant elements of the performance for each outcome. Check the box for the elements that are met. One course may cover more than one element of the performance.

Note that vocational learning outcomes can only be demonstrated through theoretical training. They cannot be demonstrated through practicum or field placement experience, work or life experience.

Applicant's last name:

Applicant's first name:

Application reference number:

Demonstration of Vocational Learning Outcomes

Vocational Outcomes/Elements of the Performance

Evidence of course work
(course name/course code)

- 1. Ability to 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**

Elements of the Performance (Total 13 – there must be evidence of at least 8 from the two groups listed below)

There must be evidence of the following 5 elements:

observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development

identify and select a variety of curriculum models and approaches and determine the appropriateness for application to curriculum and program development

interact with children to observe their emerging abilities, interests and ideas

use a variety of strategies to support learning through inquiry and play-based experiences

revise and adapt curriculum and programs when necessary, in accordance with individual abilities and approaches to learning, in order to optimize children's development and learning

Vocational Outcomes/Elements of Performance**Evidence of course work
(course name/course code)**

Additionally, there must be evidence of at least 3 of the following elements:

apply principles of early learning pedagogy to curriculum and program development

identify and apply best practices based on current and relevant research findings, literature, and other resources to develop quality programs and curriculum

design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experiences

design, implement and evaluate early learning opportunities to foster the development and appreciation of music and creative arts

promote learning opportunities in natural settings that foster an understanding of and appreciation for the environment

facilitate inclusive learning experiences based on accurate ongoing and systematic observation of children

evaluate curriculum and programs based on observation and analysis of children's behaviour and level of participation

evaluate early learning curriculum and programs to determine if children's needs are met and their abilities, interests and ideas are acknowledged

2. Ability to establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.

Elements of the Performance (Total 13 – there must be evidence of at least 8 from the two groups below)

There must be evidence of the following 2 elements:

design, set up and modify the physical environment to support all children's ongoing development and learning

adapt learning opportunities and early learning environments for children living with special needs

Additionally, there must be evidence of at least 6 of the following elements:

provide a welcoming and nurturing environment for all children and their families

promote a sense of belonging and acceptance in all children within a variety of learning environments

apply responsive and inclusive practices in all aspects of early learning environments

identify and respond to opportunities that enhance and extend all children's natural inquisitiveness

foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning

establish partnerships with children and families from diverse communities

support the development and learning of individual children within the context of their family, culture and community

establish learning environments that support positive behaviour in all children

provide learning materials and opportunities that are culturally inclusive, diverse and reflect anti-bias ([Child Care Human Resources Sector Council: Occupational Standards for Early Childhood Educators, 2010](#))

provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families

select and use appropriate technology and assistive technological tools to optimize all children's development and learning

3. Ability to 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.

Elements of the Performance (Total 13 – there must be evidence of at least 8 from the two groups below)

There must be evidence of the following 2 elements:

use a variety of observation techniques to enhance work with children families, and colleagues

use a variety of methods to document children's development and learning such as, portfolios, checklists, anecdotal records and diary recordings

Additionally, there must be evidence of at least 6 of the following elements:

select and use data collection strategies and tools that are linguistically and culturally appropriate for identified children

use appropriate strategies to identify and interpret children's abilities, interests and ideas

identify and respect the variations that occur in children's development, abilities and interests

gather relevant information and observations about children from families, colleagues and other professionals

use and assess developmental screening tools to identify children requiring further assessment, intervention or referral

share observations of children's abilities, interests and ideas with family, colleagues and other professionals

monitor children's development and assess on an ongoing and systematic basis

document and report observations in a professional manner

identify and select technology tools to facilitate documentation and record-keeping

comply with all required documentation policies and procedures

safeguard the privacy and confidentiality of child and family information

4. Ability to establish and maintain responsive relationships with individual children, groups of children and families.

Elements of the Performance (Total 15 – there must be evidence of at least 9 from the two groups below)

There must be evidence of the following 4 elements:

- initiate genuine, authentic interactions with children and their families
- recommend and support families' access to appropriate community resources
- communicate children's developmental progress to families in an ongoing manner
- use a variety of positive guidance techniques that support self-regulation and positive behaviour in children

Additionally, there must be evidence of at least 5 of the following elements:

- establish respectful partnerships with families which promote involvement in children's early learning
- identify the valuable input that parents/guardians contribute as experts in their children's abilities, interests and ideas
- communicate to families the benefits of inclusive and play-based early learning opportunities
- respond with sensitivity to children's and parents'/guardians' behaviours
- provide children with strategies to develop self-control, self-regulation, resiliency and autonomy
- promote competency and positive self-esteem in children and families
- model respectful relationships which are trustworthy and inclusive
- support the development of positive pro-social behaviour
- engage with children to model and support their successful interactions in groups
- engage children in reflection on own learning as a means to develop insight and build on learning
- support children's transitions between daily activities and between home and school environments

5. Ability to 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.

Elements of the Performance (11 – there must be evidence of at least 7 from the two groups below)

There must be evidence of the following 5 elements:

- plan and provide healthy and safe indoor and outdoor environments and programming in accordance with current legislation, guidelines and agency policy
- use environmental rating scales such as the Early Childhood Environment Rating Scale (ECERS) to assess learning environments
- consult and plan with families and relevant professionals to promote and support nutritional health in all children
- meet specific health needs of children according to individual needs and developmental requirements
- respond appropriately to unsafe and emergency situations following agency policies and procedures

Additionally, there must be evidence of at least 2 of the following elements:

- assess and adapt health and safety environments and practices based on current research and quality criteria
- interpret and apply regulations of the [Occupational Health and Safety Act, 1990](#) to early learning settings
- plan and adapt practices to enhance safety and accessibility for children and others in the learning environment
- create opportunities for families' learning and support related to health promotion, environmental hazards and safety practices
- promote regular, healthy physical activity in all children
- model a healthy lifestyle

6. Ability to prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.

Elements of the Performance (Total 16 – there must be evidence of at least 10 from the two groups below)

There must be evidence of the following 4 elements:

model respect for diversity by monitoring and modifying interactions

establish and maintain ongoing reciprocal communication with families regarding their children

maintain confidentiality in all written, verbal, and electronic communications

model and provide positive conflict resolution strategies in all relationships with children, families, colleagues, employers and others

Additionally, there must be evidence of at least 6 of the following elements:

use active listening techniques

evaluate one's own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor's feedback

effect change in one's own communication, based on feedback received

use non-verbal language that is consistent with intended message

be respectful, positive and open in all communication without judgment or personal bias

validate communication initiated by individual children, families and colleagues

adapt communication based on the needs of children and their families considering factors such as culture, age, ability and language

communicate information comprehensively, concisely, accurately, objectively and in a timely manner

communicate professionally in written documentation including vocabulary, grammar, spelling and format appropriate to early learning settings

communicate effectively, respectfully and tactfully with children, families, colleagues and other professionals

select and use appropriate technologies for professional electronic communications and record keeping

establish and maintain effective communication as a member of the early learning team

7. Ability to 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 environments.

****Proof of completion of the College's [Expectations for Practice Module](#) may assist in the achievement of this outcome.**

Elements of the Performance (Total 8 – there must be evidence of at least 5 from the two groups below)

There must be evidence of the following 3 elements:

practise in compliance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2017)

comply with key legislation impacting early learning environments including the [Early Childhood Educators Act, 2007](#), the [Child Care and Early Years Act, 2014](#), the [Child and Family Services Act, 1990](#) and the [Education Act, 1990](#)

determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, and take appropriate action in reporting these incidences in accordance with the Ontario [Child and Family Services Act, 1990](#)

Additionally, there must be evidence of at least 2 of the following elements:

identify and explain the roles and responsibilities (e.g., policy, funding, legislation) of all levels of government related to early learning environments

identify the impact of legislative and regulatory bodies, policy, funding, and administrative practices on the structure and quality of early learning programs

provide rationale for professional self-regulation and accountability in the practice of early childhood education

identify and maintain quality assurance practices in early learning environments

identify and act in accordance with agency policies and procedures including school board policies related to practice in Full Day Early Learning Kindergarten classrooms

Vocational Outcomes/Elements of Performance

Evidence of course work
(course name/course code)

8. Ability to apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.

**Proof of completion of the College's [Expectations for Practice Module](#) may assist in the achievement of this outcome.

Elements of the Performance (5 – there must be evidence of at least 3 from the two groups below)

There must be evidence of the following 2 elements:

analyze a variety of philosophical theories and historical trends related to the early childhood education practice

act in accordance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2017)

Additionally, there must be evidence of at least 1 of the following elements:

maintain congruency between one's personal philosophy of early learning and interactions with children, families and colleagues

identify and use evidenced-based resources to build one's own developing philosophy of early childhood learning

reflect on practice experiences and integrate them with theoretical perspectives when refining one's own developing philosophy of early childhood learning

9. Ability to advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.

Elements of the Performance (Total 10 – there must be evidence of at least 6 from the two groups below)

There must be evidence of the following 3 elements:

protect and promote the rights of children within their families and communities

work in partnership with families and community partners to advocate for quality, inclusive early learning environments

lead others in the planning and implementation of inclusive and play-based learning strategies in a variety of early learning environments including daycare centres, homes and neighbourhood child and family centres

Additionally, there must be evidence of at least 3 of the following elements:

collaborate and consult with other early learning professionals in the identification and referral of children and families to community resources

model and support families in advocating for their children

consult with other professionals on the early learning team to reflect their knowledge and value their respective roles and scope of practice

participate in the planning and organization of the Full Day Early Learning Kindergarten program

advocate for the advancement of early childhood education through professional networking and sharing

support and guide colleagues and students in early learning settings

communicate to the public the benefits of quality early learning environments

10. Ability to 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.

Elements of the Performance (Total 10 – there must be evidence of at least 6 from the two groups below)

There must be evidence of the following 2 elements:

use self-reflection and self-evaluation skills in an ongoing manner

research and analyze current studies and evidenced-based practices in early learning and support their integration into one's own practice

Additionally, there must be evidence of at least 4 of the following elements

keep current with changes in the field and maintain contact with the early childhood learning community

seek out and take advantage of professional development opportunities

assess personal learning needs and develop realistic strategies to meet educational goals

research and use support and resources for learning within personal and professional environments

maintain all required certifications and training e.g., Cardiopulmonary Resuscitation (CPR), First Aid, anaphylaxis training, Workplace Hazardous Materials Information System (WHMIS)

develop a written personal development plan with specific learning goals, resources and timeframes

evaluate and document progress towards achieving professional learning goals and modify plan accordingly

assess personal health and well-being and develop strategies to maintain a healthy work-life balance