EARLY CHILDHOOD EDUCATION CERTIFICATE

PROGRAM SEQUENCE

SEMESTER 1 (8 WEEKS)

TERM 1 - 2 Weeks
EC 1200 Positive Approaches to Guiding Children's Behaviour *

TERM 2 - 2 Weeks
EC 1500 Program Planning and Development in ECE

TERM 3 - 2 Weeks
EC 1600 ECE Curriculum 1 - Music & Movement

TERM 4 - 2 Weeks
EC 1800 ECE Curriculum 3 - Science & Math

1-WEEK BREAK**

SEMESTER 2 (6 WEEKS)
PRACTICUM

SEMESTER 3 (6 WEEKS)

TERM 1 - 2 Weeks
EC 1300 Health, Safety, and Nutrition in ECE *

TERM 2 - 2 Weeks
EC 1400 Interpersonal Communication and Professionalism in ECE

TERM 3 - 2 Weeks
EC 1700 ECE Curriculum 2 - Language and Literacy

1-WEEK BREAK**

SEMESTER 4 (6 WEEKS)
PRACTICUM

SEMESTER 5 (8 WEEKS)

TERM 1 - 4 Weeks
EC 1100 Understanding Child Growth and Development *

TERM 2 - 2 Weeks
EC 1000 History, Philosophies, and Foundations of ECE

TERM 3 - 2 Weeks
EC 1900 ECE Curriculum 4 - Creative Expression

1-WEEK BREAK**

SEMESTER 6 (8 WEEKS)
PRACTICUM

* Students are eligible to apply for the ECEA certificate from the ECE Registry after the completion of one of these courses: EC 1100, EC 1200, EC 1300.
** Cohorts overlapping Christmas will include an extra 2-week break for the holiday
- Sequence of the program delivery and courses will be dependent on the corresponding intake date.

HIGHLIGHTS

- Prepares students with the ability to successfully guide children's learning and behaviour, using a range of positive and respectful child and group guidance techniques
- Graduates will be eligible to apply for **Early Childhood Educator Certificate** from the ECE Registry
- ECE is one of the top ten care economy occupations in BC *(BC Labour Market Outlook)*
- Individual student practicum placement in registered ECE centres, daycares, and family centres
- The BC government, with support from the Government of Canada, has a long term plan to increase the quality, affordability and availability of childcare — this includes wage enhancements, professional development, and training supports *(ECEBC Early Childhood Educators of BC)*

PROGRAM DESCRIPTION

The foundation of the program is based upon absolute respect for children, family, ECE colleagues, community, and the early years learning environment. Students will learn how to observe children, implement activities, share pedagogical narrations, meet administration needs, and engage in ongoing reflective practice. They will learn the importance of high-quality early learning and childcare environments that meet the needs and standards for ECE in British Columbia.

PRACTICUM

Students will complete practicums in settings such as daycare centres or nurseries and this will enable them to apply classroom theory and learning. Upon successful completion of all practicums, students will be able to communicate and collaborate effectively with children, families, community, and colleagues. They will also be able to plan and implement an integrated program that is age-appropriate, culturally sensitive, and meets the individual needs and interests of each child in inclusive early childhood programs.

OVERVIEW

Program Length	• 11 months (total 45 weeks) • Academic Study 5.5 months (total 550 hours) • Practicum 5 months (total 480 hours)
Potential Career Opportunities	• Early Childhood Educator • Early Childhood Educator Assistant • Childcare Program Coordinator • Infant Toddler Educator
English Admission Requirements	• Completion of EAP 300 with a final grade of 75% or higher over 8 weeks from VanWest College (Vancouver or Kelowna), or • IELTS Academic 6.0+, or • TOEFL IBT 79+
Academic Admission Requirements	• High School Diploma (Grade 12), or • General Education Development (GED)
Additional Requirements	• Provide a Personal Declaration of Health signed by the applicant verifying they are physically and mentally fit and able to work with young children in a licensed early childhood education setting • Provide at least 2 Character Reference forms outlining the applicant's interest, skills, capabilities, and/or volunteer/work experience with children • Attend an interview with the ECE Coordinator • Pass a Criminal Record check in line with BC's Criminal Records Review Act • Provide a Negative Tuberculosis (TB) skin test • Submit a Statement of Intent explaining your motivation, goals, and suitability for the Early Child Education (ECE) course
Offered Location	• Vancouver
Start Dates	• **2026:** Feb 23, Jun 8, Sep 8 • **2027:** Apr 26, Jul 26, Nov 22
Fees	• Tuition: $19,900 • Application Fee: $250 • Student Services Fee: $250 • Total Fee: $20,400 *Textbook costs are not included
Credential Upon Graduation	• Early Childhood Education Certificate • Students are eligible to apply for the ECEA certificate from the ECE Registry after the completion of one of these courses: EC 1100, EC 1200, EC 1300 • Graduates will be eligible to apply for Early Childhood Education Certificate from the ECE Registry • Reference letter(s) from practicum placement

SAMPLE PROGRAM SCHEDULE

	Mon	Tue	Wed	Thu	Fri
4:30 - 9:30 PM	Lecture	Lecture	Lecture	Lecture	Lecture

INFO@VANWEST.COM WWW.VANWEST.COM

EARLY CHILDHOOD EDUCATION CERTIFICATE

COURSE DESCRIPTION

EC 1000 History, Philosophies, and Foundations of ECE

This course delves deep into the origins, history, and principles of Early Childhood Education, focusing on both Canadian and international influences. It equips students with essential foundations for success in today's Early Childhood Education field. Topics include quality in Early Learning and Child Care, the role of Early Childhood Educators, culturally diverse programming, and support for Indigenous children and families. The course covers current practices and helps students develop a personal philosophy for child, environment, and ECE role in early learning and child care settings.

EC 1100 Understanding Child Growth and Development

It is imperative that Early Childhood Educators understand child growth and development as a basic prerequisite for effectively working with children, families, and the community. Upon completion of this course, students will have a clear understanding of historic and current theoretical approaches to child growth and development. This includes an understanding that child growth and development is part of an on-going lifespan, from conception into adulthood. They will look closely at social, emotional, physical, cognitive, and language development patterns. Students will also become versed in the genetic and environmental factors which influence individual growth and development. They will learn about indicators of development delays or concerns and associated risks. Students will learn about historical and contemporary issues that may affect Indigenous children and families so they can reflect on the effect it could have on growth and development. Students will learn the skills needed to practice various objective observation methods. They will learn the purpose of daily observations related to growth and development. Having a holistic image of the child will prepare students to work in early learning and child care environments. Students will use reflective practice skills to think critically about their role as educators in early learning and child care environments.

EC 1200 Positive Approaches to Guiding Children's Behaviour

Early Childhood Educators use a variety of methods to ensure children have positive learning and environment experiences in child care centres. ECEs provide guidance and support to children learning how to interact with their peers and their early learning and care environment. Students who complete this course will explore the ECE's role in using positive guidance strategies with children, creating supportive environments, encouraging peer relationships and self-esteem, and how to work with children who have challenging behaviours. Students will learn the importance of observation in managing behaviours. They will learn how to redirect attention when possible and create an environment that naturally encourages positive interactions. Respecting inclusion and diversity are essential in early learning and child care programs. Students will learn how to collaborate with families, co-workers, and community supports. They will consider the historical and contemporary impacts on Indigenous children and families and how they need to ensure their guidance strategies respect the whole child. They will work with children, families, coworkers, and the community to ensure children's individual needs are met. They will learn and reflect on practical positive guidance strategies. They will reflect on their own personality characteristics, communication strategies, and expectations in relation to their approach for guiding behaviours.

EC 1300 Health, Safety, and Nutrition in ECE

Early learning and child care environments are required to have policies and procedures for health, safety, and nutrition. Students enrolled in this course will learn the standards that are required based on the provincial Child Care Licensing Regulations. Students will learn how to ensure policies and procedures reflect the requirements and meet the needs of children, families, ECEs, and community services. This includes teaching universal precautions, handwashing, and how to prevent the spread of germs. Students will learn about documenting and reporting illnesses and injuries and enforcing licensing requirement for child care and child protection. They will learn the foundations for creating an environment that reflects the early learning and child care policies and procedures. They will learn about preventing and managing illnesses in child care environments. Students will also learn about nutritional needs for children and how to prepare basic snacks and meals. Students will learn about individual child care plans for children who require additional supports. They will learn about administering medication and using specialized equipment in early learning and child care centres. An emphasis will be placed on how culture and identity impacts personal wellness. Students will refer to the Indigenous medicine wheel as a tool for reflecting on individual self-awareness. Students will learn the importance of supporting and celebrating diverse cultures and individuals. The students will learn about personal wellness and how to ensure the early learning and child care environment encourages children to learn about their own health, safety, nutrition, and wellness.

EC 1400 Interpersonal Communication and Professionalism in ECE

Early Childhood Educators must develop professional communications skills in order to establish a quality early learning and child care environment. Students who complete this course will learn how to communicate and collaborate with families, co-workers, and the community. They will reflect on their communication style and learn how to meet the needs of others to promote effective communication. Students will learn what it means to be a professional in the field of early learning and child care. They will learn about the importance of professional growth and opportunities. They will learn how to advocate for high-quality, accessible, culturally diverse, and inclusive early learning and child care programs. Students will also learn about community resources available for children and families and how to share the information to families.

EC 1500 Program Planning and Development in ECE

Early Childhood Educators must participate in program planning and development. Students who complete this course will learn the skills required to successfully plan, implement, and evaluate a developmentally appropriate program that meets the various observed needs of children. This includes planning programs that reflect and respect diversity and inclusion, as well as planning and implementing a range of activities that foster development of the whole child. Students will learn how to ensure children are exposed to learning experiences that promote growth and development. They will learn the skills required to effectively plan indoor and outdoor play environments that meet the developmental needs of children and ensure their health, safety, and well-being. They will learn the importance of program planning and its impact on children, families, and the community. Students will learn how to ensure Indigenous children and families are reflected in their program planning. They will learn how to design an early learning and child care program from a holistic perspective. The students will reflect on how different philosophies and theories impact the development of a program. The students will consider how their philosophy is reflected in the program. They will look at child development needs to ensure children are able to actively participate in the program.

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COURSE DESCRIPTION

EC 1600 ECE Curriculum 1 - Music & Movement

Early Childhood Educators must participate in creating and supporting a program that opens up an array of experiences to children at all developmental levels. Upon completion of this course students will have the skills to plan, implement and evaluate developmentally appropriate activities that meets the observed needs of children. This course will focus on language, literature, music, and movement experiences that foster the development of the whole child. Students will learn how to create social stories for children. They will learn how to read stories so children are engaged and interested. They will practice various methods for teaching language and literature in early learning and child care programs. Students will learn music and movement activities that they can do with children. They will also learn how to reflect and modify activity plans based on how children respond. Students will practice the use of pedagogical narrations to demonstrate children's learning based on the children's interests, questions, and explorations.

EC 1700 ECE Curriculum 2 - Language & Literacy

Early Childhood Educators must participate in creating and supporting a program that opens up an array of experiences to children at all developmental levels. Upon completion of this course students will have the skills to plan, implement and evaluate developmentally appropriate activities that meets the observed needs of children. This course will focus on language, literature, music, and movement experiences that foster the development of the whole child. Students will learn how to create social stories for children. They will learn how to read stories so children are engaged and interested. They will practice various methods for teaching language and literature in early learning and child care programs. Students will learn music and movement activities that they can do with children. They will also learn how to reflect and modify activity plans based on how children respond. Students will practice the use of pedagogical narrations to demonstrate children's learning based on the children's interests, questions, and explorations.

EC 1800 ECE Curriculum 3 - Science & Math

For early learning and child care programs to thrive, ECEs must participate in creating and supporting a program that opens up an array of experiences to children. Upon completion of this course students will have the skills to plan, implement and evaluate developmentally appropriate activities. The focus of this course is on science and math experiences that meet the observed needs of children utilizing a range of activities. Students will learn how to teach through play-based activities that encourage children to actively participate and explore. They will also learn how to reflect and modify activity plans based on how children respond. Students will learn how to document children's learning and create pedagogical narrations that promote learning and exploration based on the children's interests, questions, and explorations. Students will be encouraged to create activities that reflect an emergent curriculum based on the interests of the children.

EC 1900 ECE Curriculum 4 - Creative Expression

Creative expression through art and dramatic play unlocks a wealth of developmental opportunities for children. Students who complete this course will learn how to guide and enrich children's experiences through planning and implementing a range of art and dramatic play activities. Students will learn various teaching methods for introducing the arts in early learning and child care environments. They will learn how to ensure the environment and activities are developmentally appropriate, culturally diverse, and inclusive. Students will learn that activities for children should be open-ended and be about the process, and not the product. They will consider creative exploration as a part of their personal philosophy and reflect on how it impacts child growth and development.

EC 3001 / 3002 / 3003 Early Childhood Education Practicum

During the practicums, students practice the theory they have learned in their ECE Basic classes. The practicums have an emphasis on practicing observation methods, social interactions with children, building and maintaining partnerships with families and community services, and working as a team. While on practicum, the students will learn how to engage in classroom observations and interactive experiences with children, families and program staff. Students are expected to read and understand all classroom policies and procedures. Students will work alongside a certified ECE and will observe how the program operates daily. The students will create and implement activity plans that are emergent or based on the early learning and child care program philosophy. They will use various observation methods to record how the children are participating in the activities. After the activities are complete, the student will reflect on the experience and how they could extend children's learning. They will create and implement their practicum goals and they will reflect on them during the seminar and with their Practicum Supervisor from the College. Students will learn the importance of reflective practice in early learning and child care environments.

While attending seminar, students will reflect on their field experience and consider the competencies that they may have found challenging. They will review pedagogical narratives and how they could extend children's learning with new activities and experiences.

The first practicum consists of 160 hours of practical experience in an early learning and child care environment, and seminar at VanWest College. Students will spend 152 hours at a licensed early learning and child care centre and 8 hours of seminar at VanWest College. The students will have a 4-hour seminar at the College.

The second practicum consists of 160 hours of practical experience in an early learning and child care environment, and seminar at VanWest College. Students will spend 152 hours at a licensed early learning and child care centre and 8 hours of seminar at VanWest College.

The third practicum consists of 160 hours of practical experience in an early learning and child care environment, and seminar at VanWest College. Students will spend 152 hours at a licensed early learning and child care centre and 8 hours of seminar at VanWest College.