

COURSE NAME: ECE229 Well-Being for Educators

Credit Value: 1
Total Course Hours: 9
Prerequisite Course(s): none
Corequisite Course(s): none

COURSE DESCRIPTION

This course will focus on the physical and emotional well-being of educators working in early learning environments. Students will examine factors of personal well-being and will reflect upon the impact of self-care in maintaining positive and responsive relationships with children, families and colleagues. Topics of educator burnout, and additional occupational challenges and stressors, will be examined and effective coping strategies will be explored in relation to supporting a progressive sense of overall health and wellness.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Explore factors that influence one's own perception of well-being and relate how healthy lifestyle choices and practices positively and negatively impact personal health and wellness.
 - 1.1 Describe the term "well-being".
 - 1.2 Analyze how personal well-being can impact the role of the early childhood educator.
 - 1.3 Discuss the impact of lifestyle choices on an individual's overall health and well being.
 - 1.4 Recognize factors that can enhance or diminish personal wellness.
 - 1.5 Review self-esteem, self-concept and self-awareness and how they can impact well-being.
 - 1.6 Examine a personalized view of well-being.
 - 1.7 Discuss aspects of well-being in consideration to establishing quality learning environments.
- 2.0 Describe aspects of personal and professional stress, and its impact on physical and emotional health, while exploring positive coping strategies for recognizing and regulating emotions.
 - 2.1 Identify personal stressors that may influence the professional role of the educator.
 - 2.2 Recognize common stressors educators may encounter within the field of early childhood education.
 - 2.3 Discuss how stress can impact one's physical health.
 - 2.4 Examine emotional challenges educators may be presented with in an early learning environment.
 - 2.5 Recognize how to effectively manage common stressors.
 - 2.6 Compare and contrast positive and negative coping mechanisms.
 - 2.7 Explore ways in which to reduce stress factors.
 - 2.8 Recognize that individual stress levels and reactions to stress may vary.
 - 2.9 Differentiate between positive and negative stress.
 - 2.10 Examine signs and symptoms of stress.
 - 2.11 Explore means of reducing stressors and their impact on one's well-being.
- 3.0 Examine contributing factors to educator burnout and analyze effective strategies to avoid burning out.
 - 3.1 Explain educator burnout.
 - 3.2 List occupational factors that can contribute to educator burnout.
 - 3.3 Recognize the role of the environment and

- how it may contribute to educator burnout.
- 3.4 Discuss strategies that workplaces can implement to help reduce educator burnout.
- 3.5 Review how self-awareness can help educators to recognize and manage emotions positively and professionally.
- 3.6 Discuss strategies to help educators avoid or reduce effects of educator burnout.
- 3.7 Recognize indicators of burnout and how to intervene if experiencing signs of burnout.
- 3.8 Analyze the impact of educator burnout on various aspects of the early learning environment.
- 4.0 Explain how self-care and personal health has a positive impact on the educator well-being and the children and families they are supporting.
- 4.1 Examine the role health, sleep, nutrition and exercise play towards personal wellness.
- 4.2 Discuss how self-care can enhance mood and reduce anxiety.
- 4.3 Explore resiliency and examine the role it place in an individual's well-being.
- 4.4 Examine health care practices to enhance personal wellness.
- 4.5 Reflect upon personal health and self-care practices.
- 4.6 Implement strategies to enhance personal well-being.
- 5.0 Examine how reflective practices can contribute to an enhanced awareness and understanding of personal well-being.
- 5.1 Consider how the self-regulation strategies we use with children may also apply to educator well-being.
- 5.2 Explore mindfulness activities and recognize how to implement them within our personal lives and professional practices.
- 5.3 Discuss the importance of "being kind" to ourselves and recognize that challenging situations are often opportunities to learn and grow as educators.
- 5.4 Reflect upon personal philosophies and practices pertaining to health and well-being.
- 5.5 Discuss ideologies surrounding the term happiness and explore what the term means personally.
- 5.6 Recognize the value of relationships in contributing to well-being.
- 5.7 Discuss how enhancing well being can contribute to a positive learning environment.
- 5.8 Explore various reflective strategies that can increase our "attunement" abilities both intra and inter-personally.
- 5.9 Reflect upon educator well-being and how it affects quality care.
- 6.0 Demonstrate the ability to meet course requirements while displaying professional skills necessary for practicing within the field.
- 6.1 Participate in course activities both in class and online.
- 6.2 Complete all tasks assigned in the course, according to the deadlines as outlined.
- 6.3 Consistently and punctually attend classes as scheduled.
- 6.4 Demonstrates and understanding of professional and presentable conduct conducive to working with those of a vulnerable sector.
- 6.5 Demonstrate the capabilities of safely and competently engaging with young children and their perspective agencies.
- 6.6 Demonstrate an ability to adhere to the Code of Ethics and Standards of Practice as outlined by the College of Early Childhood Educators.
- 6.7 Review and adhere to policies as outlined by the Early Childhood Education program and Canadore College.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Early Childhood Education

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
7. Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.
10. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignments, Reflections and Active Engagement- 100%

PROGRAM SPECIFIC GRADING

This course will include in class learning experiences that students will be required to attend to in order to complete some of the assignments and reflections

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Other Resources:

Recommended Resources (Professor):

<https://survivethrive.on.ca/article-category/teacher-wellbeing/>

<https://www.edcan.ca/articles/what-does-teacher-well-being-look-like/>

<https://www.tvdsb.ca/en/students/resources/Documents/MEOWBFactSheet.pdf>

<https://collections.ola.org/mon/30005/334837.pdf>

http://www.edu.gov.on.ca/eng/about/wb_executive_summary_en.pdf

<https://altusassessments.com/2019/03/teacher-wellbeing-toolkit-helping-australian-schools/>

<https://blog.himama.com/preschool-podcast-ellen-drolette/>

<https://www.berkeleywellbeing.com/well-being-survey.html>

indoor gym shoes and outdoor clothing may be required for the course

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

in class

active, engaged, learning experiences

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

EXPERIENTIAL LEARNING

All full-time programs of study at Canadore College strive to provide students with the opportunity for experiential learning. This course provides students with an experiential learning opportunity through:

Workplace/Lab Simulation (EL)

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:

<https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship

- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.