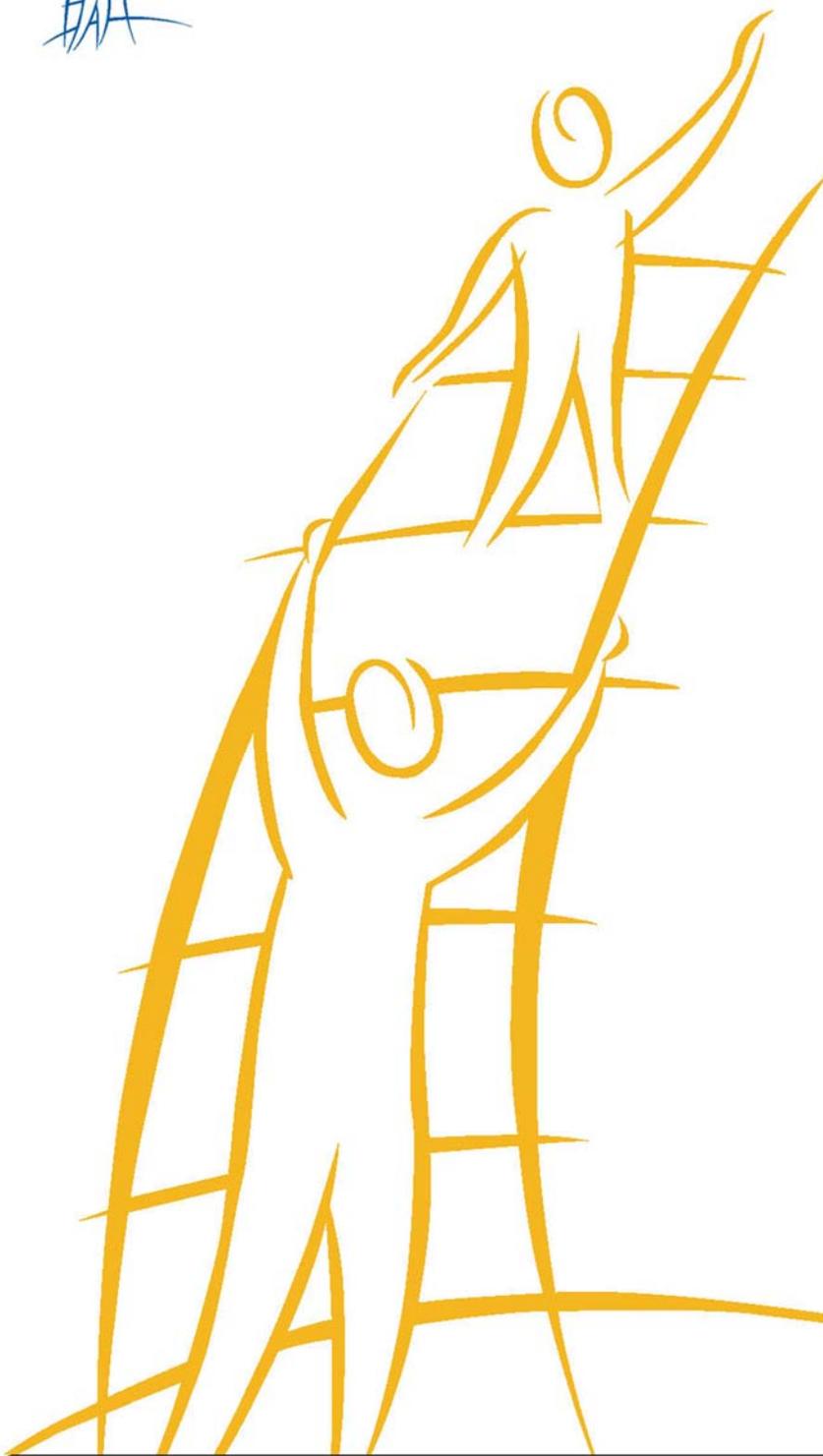




Mothercraft®
Shaping Children's Lives Through Learning



Early Childhood
Education
Diploma Program

2018 - 2019

**Admission
Package**

Admissions
Mothercraft College
646 St. Clair Avenue West, Toronto, Ontario M6C 1A9
Tel: 416-483-0511 Fax: 416-483-0119
Email: admissions@mothercraft.org

ECE

The History of Mothercraft

- 1931**
 - Mothercraft Centre officially established in Toronto.
 - Well-Baby Nurse Training Program.
 - Maternity Hospital and Community Registry begins.
- 1940s**
 - Mothercraft pioneered Pre-natal classes focusing on maternal health and infant well-being.
- 1960s**
 - Infant Child Care training replaces Well-Baby Nursing.
- 1965**
 - First Infant Child Care Centre opened in Toronto.
- 1971**
 - Private Home Day Care Provider training begins through Canada Employment and Immigration.
- 1977**
 - E.C.E. Diploma Program received equivalency from A.E.C.E.O. and the Ministry of Community, Family and Children's Services.
- 1979**
 - Parent-Infant Intervention Program established to support high-risk infants and their families.
- 1982**
 - Assistant level E.C.E. training replaces Private Home Day Care Provider Training - C.E.I.C. sponsored.
- 1992**
 - Mothercraft launches training in Anti-bias/Diversity.
- 1995**
 - Mothercraft, in collaboration with community partners, opened Breaking the Cycle for women who are pregnant or parenting young children, and struggling with substance abuse.
- 2002**
 - Launch of the Institute for Early Development to conduct applied research in the field of Early Development and Education.
- 2003**
 - The Institute for Early Development moves to the Yonge Street Campus, at 1992 Yonge Street, Toronto, Canada.
 - Mothercraft becomes the Ontario Early Years Centre for the riding of St. Paul's and hosts the Data Analysis Coordinators for the Region of Toronto.
 - Mothercraft partners with Princess Margaret Hospital to operate The Magic Castle, a hospital-based play centre.
- 2004**
 - In November, Mothercraft opens an Ontario Early Years Centre at the Institute for Early Development.
- 2005**
 - Mothercraft supports community-based research and technological innovation in children's services with a data-capturing tool, EYSIS, Early Years Services Information System.
- 2006**
 - Mothercraft receives program accreditation (institutional equivalency) from AECEO for ECE diploma program.
- 2008**
 - Mothercraft College established at 646 St. Clair Avenue West.
 - Mothercraft College imbedded Traditional Aboriginal teachings into the delivery of ECE and ECA programs
 - Mothercraft College ECE Diploma recognized as acceptable for registration with the College of Early Childhood Educators.
 - The Institute for Early Development becomes Mothercraft College and is registered as a private career college under the Private Career Colleges Act, 2005.
 - Developed Child and Youth Services Information System (CYSIS) in partnership with Toronto Region of Ministry and Children and Youth Services and local Transfer Payment Agencies.
- 2012**
 - 14-month accelerated ECE Diploma for internationally trained professionals developed.
 - Accredited as a children's mental health organization by Children's Mental Health Ontario (CMHO)

Please select one:

- I have an Ontario Secondary School Diploma (OSSD) or equivalent
- I do not have an OSSD and am applying for Mature Student Status

PLEASE NOTE: The following MUST BE INCLUDED with your application or it will not be processed. Check the boxes that apply:

- Copy of Canadian Birth Certificate, Driver's Licence, Canadian Passport or Permanent Residence status (must be 18 years of age)
- Copy of OSSD (Ontario Secondary School Diploma) or equivalent
- Proof of SIN Card (Social Insurance Number)
- Two (2) letters of professional reference (each letter must be in a sealed envelope signed across the closure by the individual providing the reference), including contact name and telephone number
- \$100.00 application fee, cheque, money order, credit card; debit card payments must be made in person

For Office Use Only: College Staff Initials
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Advanced Standing Credit may be available dependent on past experience and education. More information will be available upon acceptance into the Program.

After acceptance into the E.C.E. Diploma Program and prior to placement, the student must provide to Mothercraft:

- Medical Certificate/Health Form completed by physician
- Clear Police Vulnerable Reference Check
- Proof of Standard First Aid and Infant Child CPR certification

Please note the college will provide further instructions for the above process upon enrolment into the Early Childhood Education Diploma Program

APPLICATION PROCESS

Applicants will be notified of their acceptance into the Program within four (4) weeks of their interview. Successful candidates will receive information about the fee payment schedule as well as a calendar of events. A **non-refundable** application fee of **\$100.00** must accompany the application.

ADMISSION REQUIREMENTS

Admission to the Mothercraft program takes into consideration the following requirements:

EDUCATION The minimum requirement for admission to the ECE Diploma Program is an Ontario Secondary School Diploma (Grade 12) or equivalent or acceptance as a Mature Student (CAT test will apply).

Upon acceptance into the program, applicants can apply for Prior Learning Assessment Recognition (please note there is a fee for this).

INTERVIEW

A personal interview, arranged with a College Faculty, is required and all applicants are required to pass Mothercraft's English Proficiency test (60% required).

REFERENCES

Applicants must submit two (2) professional letters of reference, including contact name and telephone number, along with the application; each letter must be in a **sealed** envelope signed across the closure by the individual providing the reference.

SEAT ACCEPTANCE FEE

A non-refundable \$500.00 confirmation fee is required to secure a seat in the Full-time Program.

POLICE VULNERABLE REFERENCE CHECK

A Clear Police Vulnerable Reference Check is provincially mandatory for those working in child care. Applicants are required to complete a Police Vulnerable Reference Check form and authorize Mothercraft to submit that form to the Toronto Police Service upon acceptance into the Program. A clear Police Vulnerable Reference Check must be received by Mothercraft prior to the commencement of placement. For applicants living in Toronto the fee for the service is \$25.00 (subject to change). Applicants living outside of Toronto must undertake the Police Vulnerable Reference Check on their own at a fee designated by the jurisdiction. Note: Although applicants may satisfy other criteria, acceptance into the Program will remain conditional until the clear Police Vulnerable Reference Check is received by Mothercraft.

MEDICAL AND CPR CERTIFICATION

Applicants are required to have a medical examination prior to the commencement of placement. This includes proof of inoculation against specific communicable diseases, results of a chest X-ray or T.B (step 1 and 2) skin test, and a history of other medical illnesses. The Child Care and Early Years Act (CCEYA) and Public Health Department requires an updated booster for Tetanus, Polio and Diphtheria. If there is no available record of immunization for Measles, Mumps and Rubella, re-inoculation or the administration of a titre test is required. Please ensure the Health information form is completed thoroughly.

Applicants are also required to provide proof of Standard First Aid and Infant Child CPR – Level C certification prior to placement.

TUITION FEES

Tuition for the ECE full-time August 27, 2018 – August 16, 2019 academic year is **\$11,373.50**.

2018-2019 mandatory ancillary fees: **\$396.00**

Please refer to ancillary fee breakdown below:

- Student ID Card - \$30.00
- Computer Lab/Wireless Fee -\$196.00
- Graduation Fee - \$140.00
- Alumni Activities - \$30.00
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Payment of one-half of the total tuition fee is required at the time that classes begin.

Financial assistance may be eligible for those who qualify. For more information, contact Manager, Admissions and Registration at 416-483-0644 ext. 305.

In order to graduate, all students must hold a valid Standard First Aid Certificate and Infant Child C.P.R Level C certificate and a clear Police Vulnerable Reference Check.

Students must submit proof of completion at least 2 months prior to graduation.

Students must also complete and submit a “Request to Graduate” form in the Spring prior to the official graduation date.

For further information contact the Admissions Administrative Assistant at 416-483-0644 ext. 306.

Professional Recognition

Mothercraft College is a non-profit, Private Career College that is in compliance with all regulations outlined by the Ministry of Advanced Education and Skills Development.. We offer a recognized and intensive, accelerated four semester Diploma program that is equivalent to those offered by community colleges in Ontario.

Registration with the College of Early Childhood Educators

The Mothercraft ECE Diploma fulfills requirements for registration in the College of Early Childhood Educators. Students who successfully complete the Mothercraft College ECE Diploma Program are rewarded a diploma in Early Childhood Education.

Academic Recognition outside of Ontario

Mothercraft training has also been recognized by the provincial licensing authorities in British Columbia, Manitoba, Alberta, and Quebec, and in some American states where Mothercraft graduates have asked for equivalency.

An articulation agreement has been developed between Mothercraft and specific areas in Portugal and Belgium for international placement. The Mothercraft ECE program is also recognized as equivalent to the CACHE Diploma in Child Care and Education by the United Kingdom's National Recognition Centre (formerly NNEB).

Academic Recognition within Ontario

Academic articulation agreements have been put in place with the following post-secondary institutions in the province.

Athabasca University - Mothercraft's ECE Diploma is recognized as fulfilling 51 credits towards a Bachelor's degree in Professional Arts.

Seneca College - Mothercraft ECE diploma graduates with a 3.0 GPA or better are eligible to apply to the Bachelor of Child Development program offered at Seneca College.

Ryerson University - Mothercraft graduates may apply for the B.A. in Early Childhood Education at Ryerson University. Graduates are eligible for the Direct Entry Program which places them in third year after the completion of three lower level liberal arts courses. An average of B+ is required.

University of Guelph Humber - Mothercraft graduates are eligible to apply for the Honors Bachelor of Applied Science in Early Childhood Degree Completion Program. Classes are delivered in a hybrid format, combining intensive in-class weekend lectures with on-line study. This format allows students to complete the full program in 28 months.

York University - Mothercraft graduates with a B.A are eligible to apply to the Consecutive Program at York University leading to a B.Ed. and an O.T.C (Ontario Elementary Certificate in Primary- Junior Education).

CIMT College – Graduates of their National Association of Career Colleges Early Childhood Education Assistant program are accepted with some advanced standing into Mothercraft's ECE Diploma program.

Mothercraft College

Our Commitment to Excellence

Mothercraft has one goal . . . “to support healthy child development across all families” and this goal is evident throughout our organization. Educators at **Mothercraft’s Centres for Early Development** and in our **EarlyON Child and Family Centres**, and our Special Needs Consultants foster positive development each day in their interactions with children and families. Instructors and researchers at Mothercraft College train others in caring for young children, always focusing on evidence-based practice. At our early intervention programs, **Breaking the Cycle**, the **Parent-Infant Program** and **CITYKIDS**, counsellors, therapists, early childhood educators, and community service workers come together to promote positive outcomes for those made vulnerable by psychosocial, congenital, and developmental risk factors.

Our dedicated support staff, administrators and Board of Directors ensure that the organization has the resources necessary to provide leadership and vision to the early years community. It is through the strength and focus of the entire organization, and our unique range of interconnected services, that we provide an unmatched **Mothercraft** experience. Our services are driven by community-identified needs and are provided in a flexible manner to best support individual families. We encourage professional sectors to work together, to build on existing community strengths and to secure necessary resources.

This is Mothercraft and, together, we strive to accomplish our goal in unique ways, ensuring that, regardless of where children begin in life, they are on a path to reach their full potential.

What Mothercraft Values

Mothercraft’s work is based three founding theories:

1. Attachment Theory
2. Developmental Theory
3. Relational Theory

Across the organization there are two over-riding values. First, Mothercraft is an organization that appreciates diversity and practices inclusion. Mothercraft staff, students, and families come from all countries of the world; they speak many languages, practice many faiths, face many challenges, and live alternative lifestyles. Mothercraft environments reflect the appreciation of diversity through art and activities, through literature and discussions, and through challenging ourselves to offer environments that are free of bias for children, families, students, and for one another. Our Centres for Early Development welcome children with unique learning and developmental needs. We are committed to inclusive practices, believing that every child in our centres benefits from having this experience.

Second, Mothercraft is able to accomplish much because all contributions to our organizational goal are valued. Team work and professionalism are essential as we work toward collective ownership. Staff members share responsibilities, communicate openly, and are respectful of alternative

EARLY CHILDHOOD EDUCATION PROGRAM

The Mothercraft E.C.E. Diploma is available through an intensive full-time, 12-month, four semester course of study. Full-time classes are held from 9:00 a.m. to 4:00 p.m., Monday to Friday.

The Program has a dual focus:

1. to train competent practitioners to develop a mutually satisfying and pleasurable relationship with each infant/toddler/pre-school/school-aged child in his/her care, while also attending to the needs of the group; and
2. to train competent practitioners to develop positive, supportive relationships with families.

The strength of the Mothercraft program is its ability to combine research with applied practice in the Centres for Early Development, the Early Intervention Programs, CITYKIDS and the EarlyON Child and Family Centre. This high level of cross-agency expertise in delivering services to families and young children distinguishes a Mothercraft graduate from all others.

Mothercraft E.C.E. graduates are currently working in a variety of settings such as:

- teachers or supervisors in child care centres, after-school programs, nursery schools;
- coordinators in child care resource centres and EarlyON Child and Family Centres;
- DECE's in elementary school classes;
- teachers in specialized settings for children with unique learning challenges.

Integrated Academic and Practical Placement Experience

The E.C.E. Diploma program blends the theoretical and practical dimensions of working with young children and their families. The academic program consists of 23 courses. Blocks of academic courses alternate with blocks of placement in order to maximize the integration of knowledge and skills.

Small class size and individualized instruction and support are a fundamental part of the Mothercraft tradition.

Students are given broad exposure to the field through opportunities to participate in:

- infant, toddler and preschool programs
- junior/senior kindergarten classes in public schools
- programs for children with developmental challenges in hospitals or specialized centres
- research and evaluation



COURSE DESCRIPTIONS

Students are required to complete 23 courses and 3 placements. In addition, they must complete a Standard First Aid and C.P.R. course.

Full-time classes are offered in 4 semester periods through an intensive, 12-month course of study. Classes are held from 9:00 a.m. to 4:00 p.m., Monday to Friday.

Total Number of Program Hours: 1530 which is comprised of 795 hours of in-class instruction, 630 placement hours and 105 hours of enrichment seminars and independent studies.

ANTI-BIAS APPROACH - 30 hours

Continuing Education student pre-requisite: Child Development I, II; either CPP I or CPP II is also recommended. This two-part course explores the key components involved in the creation and delivery of an anti-bias approach to working with diverse families and young children.

PREVENTION OF CHILD ABUSE - 30 hours

This course outlines the legal responsibilities of the early childhood educator. Students develop a basic knowledge of child abuse, early identification and professional requirements for the reporting of child abuse. The roles that an early childhood educator can play in supporting families is examined.

CHILD DEVELOPMENT I - 42 hours

Infant development from conception to age two years is the focus of this course. Areas of study include physical, emotional, social and cognitive development in infants and toddlers. There will be particular emphasis on issues of attachment/separation, transition into and within child care, brain development and the impact these issues have on the family.

CHILD DEVELOPMENT II - 42 hours

This course examines the characteristic physical, emotional, social and cognitive development of children from age three to middle childhood. Topics relating to sex-role stereotyping, family values, and the impact on brain development are explored.

CHILD DEVELOPMENT III - 21 hours

The characteristic growth and development of children from middle childhood through adolescence forms the core of this course. Students examine how adolescents are influenced by family, social environment, the need for personal identity and vocational choice.

CHILDREN WITH SPECIAL NEEDS - 42 hours

Continuing Education pre-requisite: Child Development I, II

Students study the unique learning needs of children with physical, psychological and environmental challenges. Particular attention is given to identification and inclusive programming.

CURRICULUM & PROGRAM PLANNING I - 42 hours

Students are introduced to the theoretical and practical needs of the environment and programming for infants and toddlers. Students learn how to plan and implement activities which foster sensorimotor and emotional development for this young age. Students become familiar with the variety of teaching strategies available in infant care giving. The needs of the family, parental involvement, the impact of brain research outcomes and inclusive experiences are also explored.

CURRICULUM & PROGRAM PLANNING II - 42 hours

This course is designed to give an overview of the importance of play and how it facilitates the normal growth and development of the child. Students learn how to program for pre-schoolers with specific consideration given to the implementation of the anti-bias curriculum, healthy brain development outcomes, and inclusive experiences.

CURRICULUM & PROGRAM PLANNING III - 21 hours

This course is designed for professionals who work with children between the ages of six and twelve years. "Hands-on", anti-bias and inclusive activities, promoting a sense of "industry" for the school-aged child are emphasized. Cooperation (not competition) will be the central focus in examining various play ideas.

CURRICULUM & PROGRAM PLANNING IV - 54 hours

This course is delivered in three parts and focuses on advanced curriculum and play materials for infants, toddlers preschool and school-aged children. It includes the integration of drama, mime, music and the visual arts within the anti-bias approach and provide programming ideas for inclusion.

CPP IV: ART - 21 hours

This course is designed to provide a practical, realistic base upon which to build ideas that complement and further children's creative and mental growth within an anti-bias, inclusive and environmentally friendly context. A process-oriented approach to creative activities for children is encouraged through the use of support materials, hands-on workshops and relevant assignments. As well, brain research findings will be linked to creative art experiences.

CPP IV: DRAMA - 18 hours

This course is designed to introduce the student to programming dramatic activities for young children. It will expose students to drama through exercises, improvisation, games and role-playing. Upon completion of this course, students will appreciate the importance of socio-dramatic play in the context of the early childhood education environment.

CPP IV: MUSIC - 15 hours

This course is designed to introduce students to the major theoretical and practical components involved in creating an active music program in an early childhood education environment. Special emphasis will be placed on the development of skills such as rhythm, singing and verse.

ETHICS AND PROFESSIONALISM - 21 hours

An examination of codes of ethics from a historical and contemporary viewpoint as expressed in religious, secular and philosophical terms is the focus of this course. The relationship of ethics and moral precepts to professionalism is examined through the use of the E.C.E. code of ethics to solve every day dilemmas on the job.

GUIDANCE OF THE YOUNG CHILD - 42 hours

This course is designed to acquaint teachers with behaviour and management challenges that arise in working with young children. Readings and discussions examine principles and techniques that help in dealing with adult-child communication, family child-rearing practices, discipline and behaviour management, support anti-bias goals and peaceful conflict resolution skills.

HEALTH CARE - 21 hours

This course reviews basic anatomical and physiological structures to support students in their understanding of typical medical issues in child care settings. Causes, promotion and recommended interventions are explored.

HISTORY AND PRINCIPLES OF EDUCATION - 21 hours

This course follows the evolution of thought in early childhood education, including the work of Montessori, Pestalozzi and Froebel. It gives a general overview of the various philosophies and principles which govern the provision of present early education and child care and includes discussion of current government initiatives and how the impact these have on the Early Years.

INTERPERSONAL COMMUNICATION - 42 hours

This course explores the concepts and principles of interpersonal communication that occur among staff, and between family and staff. In addition, stress management as it relates to the field of early childhood education is discussed.

INTRODUCTION TO SOCIOLOGY - 42 hours

This course has a dual focus. Students will gain a general understanding of the process of socialization and how key groups such as family, ethnic group, class, community, school and child care are factors in this process. A broad overview of diverse family structure, norms and values is also explored in the context of critical social issues.

INTRODUCTORY PSYCHOLOGY - 42 hours

This course is designed to introduce students to the major research areas in the field of psychology. Fundamental principles of human behaviour are discussed, with a focus on the application of these principles to educational settings.

LAW AND ADMINISTRATION - 42 hours

The Child Care and Early Years Act (CCEYA) is examined, as are the management and administration procedures required in a well-organized child care centre. Current social, political and moral issues that are relevant to the family and society are investigated.

OBSERVATION AND ASSESSMENT - 42 hours Continuing Education pre-requisite: Child Development I, II and in the process of the completion of one internship.

This course assumes a basic knowledge of ages/stages of development in young children. The emphasis in the first half of the course is on various observation and recording techniques, while the second half consists of testing, assessment and introductory research techniques, including statistical research methodologies. Continuing Education students in daytime classes are required to be on internship simultaneous to attending Observation & Assessment.

NUTRITION - 21 hours

This course looks at the basic nutritional needs of young children. The interplay of psychological and emotional needs in the development of good eating habits is examined. Appropriate meal planning for child care, in light of the multicultural families that are served, will be studied.

WORKING WITH FAMILIES - 42 hours

An examination of the techniques and theories of interviewing, presenting information to families, and counselling is undertaken so that the students gain a deeper understanding of the issues in child-rearing and form a theoretical basis on which to develop a philosophy of the parent/teacher partnership, within the framework of diversity, in the education of young children.

WRITING SKILLS - 30 hours

This course is designed to help students develop their written communication skills, in particular writing resumes, creating portfolios, newsletters, professional reports and research papers as these relate to the field of early childhood education.

APPLIED COMPUTER SKILLS - 21 hours

This course will introduce students to the Windows operating system, word processing system and the World Wide Web. Through a hands-on approach, students will develop ability to independently operate a microcomputer, design professional-looking documents related to the Early Childhood profession, and search the internet.

ENRICHMENT SEMINARS AND INDEPENDENT STUDIES – 105 hours

Throughout the program, students attend enrichment seminars on topics such as CPR/First Aid training, WHMIS and Health and Safety training, orientation to the Mothercraft approach to child and family service delivery, and How Does Learning Happen? – Ontario's Pedagogy for the Early Years. Students are also assigned independent study and research on material not covered in course classes.

PLACEMENT GUIDELINES – 630 hours

Each student is required to complete 3 placements for six consecutive weeks with each of the following groups:

- Infants - 3 months to 18 months of age (210 hours)
- Toddlers - 18 months to 30 months of age (210 hours)
- Pre-schoolers - 2 ½ years to 5 years of age **or** with pre-schoolers & school-aged children (210 hours)

Field placement locations and special requests are assigned by the Placement Coordinator, in collaboration with Education and Training Manager, and are based upon the best possible match between centre and student.

TUTORIALS & RESOURCE SITE VISITS

Each student is required to attend tutorials and resource visits as scheduled during the field placement periods. Tutorials provide important information on preparing for and completing placement requirements and students are also required to visit a variety of early learning and care sites to enhance their understanding of resources in the community.

PLACEMENT EVALUATION

Each student's progress in the academic portion of the program is evaluated at regular intervals through examinations, written assignments and projects.

Placement evaluation occurs through a complementary process of observation, supervision and mentoring between placement evaluators and Mothercraft placement supervisors. Students are graded on clearly delineated competency areas, as well as supplementary assignments.

Each student will receive a minimum of one placement visit by a Mothercraft placement supervisor for each six-week placement. Note: Hours may be reduced according to approval, based on a prior learning assessment.