

RURAL COMMUNITIES EARLY CHILDHOOD INSTITUTE

ENTRY TO EARLY CHILDHOOD EDUCATION PROGRAM

SEPTEMBER 9 - DECEMBER 13, 2024 (15 weeks)

The Rural Communities Early Childhood Institute's Entry to Early Childhood Education Certificate program is a 300 hour college and university preparatory program for individuals interested in early childhood education and related fields of study. The coursework includes 225 hours of theory, 30 hours of direct observation in the Rural Roots Early Learning Centre, and 45 hours of supervised practice in the creation and implementation of a ten-week community playgroup. Graduates of this program can apply to the BC Ministry of Children and Family Development ECE Registry for an Early Childhood Educator Assistant Certificate.

The Entry to Early Childhood Education Certificate program is accessible to students with and without Ktunaxa ancestry who have a minimum of Grade 11 coursework. Entrance to the program requires confirmation of the willingness to learn to write, research, interpret, and reflect at a first-year college level; a career investigation; a police information check; two career suitability references, and a status of immunization record. Students of First Nations, Métis, and Inuit ancestry receive priority placement in the program until November 15, 2024.

The maximum number of students in each offering of the program is 12. This class size makes it possible for students to receive timely feedback from the course instructor(s) on the theoretical and practical components of the program.

ACADEMIC MODEL

The RCECI Entry to ECE program is founded on four pillars of professional practice:

Kindness

Respect

Collegiality

Academic Excellence

These pillars are considered a code of honour that guides the manner in which all individuals associated with the Entry to Early Childhood Education Certificate Program interact with one another. The RCECI encourages lively debate and progressive discourse providing these discussions are respectful of diverse ways of living and being.

Students attending RCECI Entry to Early Childhood Education Certificate program work alongside Master's level instructors, First Nations elders, and other community leaders to link theory to practice in relevant and meaningful ways. Throughout the term, student practitioners develop evidence-based documents that become concrete examples of their engagement in the coursework. The documents become a part of a bundle of course knowledge that reflects each student's ability to create culturally respectful early childhood programs that enhance the quality of children's early life experiences.

Students receive concrete feedback on each document that they can use to enhance the contributions they make to their emerging bundles of knowledge. This academic approach makes it possible for student practitioners to reflect on their initial interpretations of the coursework and to revise these interpretations as their understanding of childhood and early childhood professional practice deepens.