COURSE OUTLINE: ED 130 - TEACHING METHODS I

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 130: TEACHING METHODS I IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2022-2023
Course Description:	This course introduces the student to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings which utilize developmentally appropriate practices is emphasized.
Total Credits:	4
Hours/Week:	4
Total Hours:	56
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ED 131
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 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. VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences. VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings. VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources. VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector. VLO 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.

	VLO 9	Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.
	VLO 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 (EES) addressed in this course:	EES 1	Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Books and Required Resources:	Introduction to Curriculum for Early Childhood Education. by Kristin Beeve and Jennifer Paris. Publisher: Open Educational Resource Publication by College of the Canyons Edition: Version 1 The link to this online textbook will posted on the course LMS site. Introduction to Early Childhood Education by Washington State Early Childhood Faculty Publisher: Open Educational Resource Publication Edition: Version 1.1 (07/08/2021) The link to this online textbook will posted on the course LMS site. Practice Guideline: Diversity and Culture by College of Early Childhood Educators Publisher: College of Early Childhood Educators Edition: October 2020 The link to this online textbook will posted on the course LMS site. Excerpts from ELECT by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario. Edition: 2014 The link to this online textbook will posted on the course LMS site.  How Does Learning Happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario Edition: 2014 The link to this online textbook will posted on the course LMS site.	

The Kindergarten Program 2016 by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario Edition: 2016
The link to this online textbook will posted on the course LMS site.

Code of Ethics and Standards of Practice. For registered early childhood educators in Ontario. by Ontario Ministry of Education
Publisher: College of Early Childhood Educators Edition: 2nd Ed. July 2017
The link to this online textbook will posted on the course LMS site.

Indigenous Early Learning and Child Care Framework. by Employment and Social Development Canada
Publisher: Government of Canada Edition: 2018
The link to this online textbook will posted on the course LMS site.

Child care centre licensing manual. by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario Edition: September 2019
The link to this online textbook will posted on the course LMS site.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Explain how early learning environments are designed to capitalize on play based experiences as the optimal context for learning.	1.1. Outline historical and current theories that recognize the value of play-based learning. 1.2. Identify forms of play and describe how play supports healthy development. 1.3. Describe how play based learning is integral to the current pedagogical approaches outlined in the How Does Learning Happen? (2014) and The Kindergarten Program (2016).

Course Outcome 2	Learning Objectives for Course Outcome 2
2. Describe how the design of early learning environments reflect the current pedagogical approach to support children`s play based learning and holistic development.	2.1 Explain the impact of the well-designed learning environment on healthy child development and well-being. 2.2. Discuss how the design of early learning indoor and outdoor environments are designed to be the third teacher to create opportunities for various forms of play experiences. 2.3 Describe the pedagogical view of the child, family , and educator in the context of the early learning environment. 2.4. Relate how early learning environments are intentionally designed to facilitate the four foundational conditions important for children to grow and flourish. 2.5 Recall the current relevant regulations and standards of practice that influence the design of early learning environments. 2.6 Discuss the benefits to child development and learning by incorporating learning centres within the environment.

	2.7 Identify and explain the learning focus of various types of learning centres typically incorporated into indoor and outdoor learning environments for various age groups
	2.8 Discuss the professional guidelines and pedagogical approach that educators must consider in the set up and choice of learning materials incorporated into each learning centre to encourage investigation, imagination, creativity, and problem solving
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Explain the standards of best practice that are incorporated into the aesthetic and design elements of early learning environments	3.1 Discuss the guidelines and benefits for the aesthetic design elements incorporated into the learning environment.
	3.2 Explain the guidelines used to design the functional (physical) aspects of the early learning environment.
	3.3. Identify the current legislative regulations that are relevant to the design of indoor and outdoor learning environments.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Discuss the professional responsibility and pedagogical approach of early childhood educators to create and maintain environments that are inclusive and respectful of diversity	4.1 Identify and discuss the professional responsibility for early childhood educators to create environments that respect and honour the uniqueness and diversity of children and families.
	4.2. Discuss the professional ethics and standard of care that early childhood educators have to respond to the Truth and Reconciliation Commission of Canada: Calls to Action (2015) and the College of ECE Code of Ethics and Standards of Practice (2017) to create and nurture responsive relationships and culturally sensitive learning environments that respects and nurtures the rights and needs of Indigenous children and their families.
	4.3 Describe the visible and invisible aspects of culture that reflect the values and diversity of the community, as well as explain how the hidden curriculum can negatively impact the environment.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Outline the professional guidelines, regulations, and pedagogical practices that are incorporated into the design of the temporal aspect of early learning environments.	5.1. Define the temporal aspect of the environment and describe how it relates to the foundations of learning.
	5.2. Identify the types of daily routines and transitions that typically occur in early learning environments.
	5.3. Explain the pedagogical approach to the design of the daily flow in early learning environments.
	5.4. Discuss the guidelines for scheduling the sequence of routines and transitions within a licensed child care center following the Child Care and Early Years Act Regulations
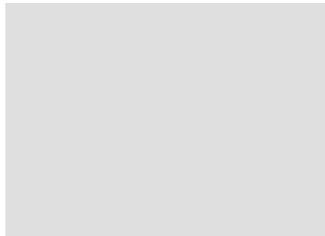
	(2014) 5.5.Identify pedagogical approaches to creating responsive routines that meet the diverse needs of children. 5.6. Interpret the daily flow and pedagogical practices of an early learning environment following professional guidelines, regulations, and pedagogical practices.

Evaluation Process and Grading System:	**Evaluation Type**	**Evaluation Weight**
	Projects and Assignments	85%
	Quizzes	15%

Date:	May 31, 2022
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.