



COURSE OUTLINE: ED 131 - TEACHING METHODS II

Prepared: Colleen Brady B.A. RECE.

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

Course Code: Title	ED 131: TEACHING METHODS II IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2022-2023
Course Description:	This course is a continuation of Teaching Methods I. It expands on the role of the teacher as mediator between the child and the learning environment. The student will explore the teacher's role in facilitating children's learning and in meeting their developmental needs through positive teaching behaviours and facilitative techniques. Developmental theories will be applied to program areas.
Total Credits:	4
Hours/Week:	4
Total Hours:	56
Prerequisites:	ED 130
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ED 223
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	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 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.
	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



	<p>agencies to meet legal and ethical standards of the early years sector.</p> <p>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.</p> <p>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.</p>
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
Books and Required Resources:	<p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators Publisher: College of Early Childhood Educators The link to this online textbook will posted on the course LMS site.</p> <p>Excerpts from ELECT by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario The link to this online textbook will posted on the course LMS site.</p> <p>How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario. The link to this online textbook will posted on the course LMS site.</p> <p>Ontario Regulation 137/15: General under the Child Care and Early Years Act, 2014 by Government of Ontario Publisher: Queen`s Printer for Ontario. The link to this online textbook will posted on the course LMS site.</p> <p>The Kindergarten Program 2016 by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario The link to this online textbook will posted on the course LMS site.</p>



Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada
 download the document for free @ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Introduction to Curriculum for Early Childhood Education by Jennifer Paris, Kristin Beeve, and Clint Springer

Publisher: An Open Educational Resources Publication by College of the Canyons Edition: Version 1.1

The link to this online textbook will be posted on the course LMS site.

Teacher Talk Workbook: Encouraging Language Development in Early Childhood Settings. by Greenberg, J., and Weitzman, E
 Publisher: The Hanen Centre

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Determine the meaning and learning potential observed within a variety of play experiences, and discuss responsive teaching methods that nurture, support, and extend the child's learning and development based on current early learning pedagogical practices.	1.1 Interpret the meaning and value of play episodes based on several theoretical approaches to play and early learning pedagogy. 1.2 Assess and select developmentally appropriate and bias free learning materials that support, nurture, and extend children's learning through play. 1.3 Discuss specific forms of responding and facilitating children's learning through play that reflect emotionally supportive and inclusive teaching methods.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Discuss the role of group learning experiences that support the four foundations for learning.	2.1 Explain the benefits of developmentally appropriate small and large group experiences to the child's learning and development as it relates to the four foundations for learning. 2.2 Compare and discuss the similarities and differences between small group and large group learning experiences. 2.3 Discuss the importance and process of planning group learning experiences. 2.4 Identify several responsive teaching methods to facilitate children's engagement and maximize learning within group learning.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Explain the role and practice of pedagogical documentation within early learning programs.	3.1 Explain the value and role of pedagogical documentation within the early learning environment. 3.2 Compare the types of pedagogical documentation that can be created. 3.3 Describe the process of creating a pedagogical documentation.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Explain and apply early learning pedagogy to the development of curriculum that supports children's	4.1 Discuss the skills associated with the continuum of social and emotional development. 4.2 Explain the development of self-esteem and self-identity in early childhood and describe the current pedagogical



	healthy social and emotional development.	approaches that nurture and support these aspects of healthy emotional domain development. 4.3 Explain the development of pro-social skills, and describe pedagogical approaches that support and sustain the child's peer entry and conflict resolution skills. 4.4 Describe teaching methods that foster children's ability to recognize bias and injustice. 4.5 Discuss Stuart Shanker's Self-Reg framework and how early childhood educators use this model to understand and support children's ability to self-regulate.						
	Course Outcome 5	Learning Objectives for Course Outcome 5						
	5.Explain and discuss the strategies related to the Teacher Talk training: Encouraging language development in early childhood settings .	1. recognize children's conversational styles and the role teacher's play in interactions.. 2. Identify and discuss the six steps to following the child's lead. 3. Explain strategies to enable educators become better conversation partners.						
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td>75%</td> </tr> <tr> <td>Tests/ Quiz</td> <td>25%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Projects	75%	Tests/ Quiz	25%	
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Date:	June 16, 2022							
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.							