SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: PHILOSOPHY AND ETHICS OF TEACHING CHILDREN

CODE NO.:	ED268	SEMESTER: THREE

PROGRAM: EARLY CHILDHOOD EDUCATION

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APPROVED: _K. DeRosario_ Date _July '96_

Dean, Human Sciences and
Teacher Education

TOTAL CREDITS: LENGTH OF COURSE:

PREREQUISITE: TOTAL CREDIT HOURS:

NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

ED 268 - PHILOSOPHY AND ETHICS OF TEACHING CHILDREN

TOTAL CREDITS: 3
Prerequisites: ED 110 Field Practice II

COURSE DESCRIPTION:

In order to develop an effective educational perspective and philosophy of Early Childhood Education for our time, the evaluation of ideas about Early Childhood Education in western civilization is traced, and relevant writings are examined. In depth comparisons of contemporary programmes are made. Students will examine professional ethics and issues related to the child care field. As a result, the individual student will develop a personal philosophy of working with young children.

II   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

1.   Examine and analyze contemporary philosophies of education and the programmes reflecting these approaches.

2.   Examine current issues that impact on the education of young children

3.   Develop a personal philosophy of early childhood education within the framework of ethical and professional standards

B   Learning Outcomes and Elements of the Performance:

Upon successful completion of this course the student will demonstrate the ability to:

1.   **Examine and analyze contemporary philosophies of education and the programmes reflecting these approaches.**

Potential Elements of the Performance

-     acquire a historical perspective of child development views and practices and examine their influence on contemporary programmes.

-     use resources available in order to facilitate individual examination of various educational approaches

-     demonstrate competency in researching and summarizing relevant historical philosophies

-     utilize relevant literature, research and other pertainment information available

2. **Examine current issues that impact on the education of young children**

Potential Elements of the Performance
- explore current government child care policy

- investigate issues related to the availability, affordability and quality of child care

- outline supportive services for changing families

3. **Develop a personal philosophy of preschool education.**

Potential Elements of the Performance
- examine the need for a philosophy of education

- use available resources and participate in discussions which will effect personal and professional change

- advocate for services to children and families and for the early childhood education profession

- articulate a personal philosophy by developing an audio or video tape

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

Historical study of child care
Child care issues
Changing Families
Quality Canadian child care
Child care in other countries
Ethics in child care

IV. TEXTS:

Introduction To Early Childhood Education, Eva Essa, Rosemary Young, (First Canadian Edition) Nelson Canada.
Early Childhood Education Annual Editions- 95/96 or 96/97, Dushkin
Quality Matters, Excellence in Early Childhood Programs, Doherty-Derkowski, Addison-Wesley Early Childhood Education (on reserve in Library)
Child Care Policy in Canada, Putting the Pieces Together, Friendly, Addison-Wesley (on reserve in Sault College Library)

V.   EVALUATION PROCESS/GRADING SYSTEM

Projects and write-ups	15%
Articles	20%
Tests	10%
Research/Debate	20%
Tape presenting own philosophy	35%

This is a "process" course, and class participation is **crucial**

METHOD OF ASSESSMENT (GRADING METHOD)

A+	- Consistently outstanding performance	90-100%
A	- Outstanding achievement	80-89%
B	- Consistently above average achievement	70-79%
C	- Satisfactory or acceptable achievement in all areas subject to assessment	60-69%

R - Repeat -- The student has not achieved the objectives of the course and the course
       must be repeated.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments,
hearing impairments, learning disabilities). You are encouraged to discuss required
accommodations with the instructor and/or contact the Special Needs Office, Room
E1203, Ext. 493,717,491 so that support services can be arranged for you.

Retention of Course Outlines

it is the responsibility of the student to retain all course outlines for possible future use in
acquiring advanced standing at other post-secondary institutions.

VII.   PRIOR LEARNING ASSESSMENT
Not yet available

 Your instructor reserves the right to modify the course as he/she deems necessary to meet the
needs of students.

LEARNING ACTIVITIES/ASSIGNMENTS

#1
POSSIBLE DEBATE TOPICS

1.   Traditional day care is beneficial to children and their families. i.e., The needs are being met!

2.   High quality child care is attainable in Canada today.

3.   Government should provide funding for privately owned, profit-making day care centers.

4.   The concept of mainstreaming has been oversold to the public.

5.   Children should enter the formal education system at age 3, and only graduates from Teacher's College should teach them.

6.   It is important to have mixed-age grouping in Early Childhood Programs

7.   Blended Kindergarten programming is very beneficial.

8.   Canada should have a National Child Care system.

Other topics related to the field of Early Childhood education and the broader realm of work with families could be debated, but must have prior approval of instructor.

To organize for your debate, form yourselves into groups of 8, and within that group, choose a topic and divide into two opposing sides. Remember that if you have strong feelings either pro or con on a particular issue, your opportunity for learning is much greater if you choose to argue the opposite side. It will give you more insight into the thinking of those who espouse those views in society, and you will also be put in the position of identifying the weaknesses in your beliefs, perhaps ultimately putting you in a better position to support your true opinion long after the debate is over.....

Your arguments must be supported by research, so begin digging now. A written copy of your presentation **listing** and **footnoting all major points** with **complete bibliography** (A.P.A. format)
must be handed in at the beginning of the debate. Due date will be established once topics have been chosen. Remember to gather as much evidence as you can so that you are also prepared to refute your opponents.

Peers will engage in feedback and evaluation of debates.

RESEARCH ISSUES IN EARLY CHILDHOOD EDUCATION

DEBATE FORMAT

Constructive Speeches

First Affirmative -	5 minutes	First negative -	2 minutes
First negative -	5 minutes	First affirmative-	2 minutes
Second affirmative-	4 minutes	Second negative-	2 minutes
Second negative	4 minutes	Second affirmative-	2 minutes
Third affirmative	3 minutes	Third negative -	2 minutes
Third negative	3 minutes	Third affirmative-	2 minutes
Fourth affirmative	3 minutes	Fourth negative-	2 minutes
Fourth negative	3 minutes	Fourth affirmative	2 minutes

Constructive Speeches

The **first affirmative** speaker introduces the resolution to be debated. S/he sketches the background of the problem , showing how and why it have come about. S/he defines the critical terms in the resolution.. When s/he has finished speaking, the audience should know and understand the nature of the problem to which the affirmative team is responding. Furthermore, the audience should also understand what the affirmative is proposing. They should be persuaded to believe that there is a problem requiring attention and that the affirmative's plan makes sense.

The **first negative** speaker immediately begins to attack the case presented by her/his opponents. Assuming that no major disagreements arise over the meanings of critical terms used in the proposition, s/he characteristically argues that no need exists for the proposal advanced by the affirmative team. S/he may concede that there are flaws in the negative side's argument, but might also strenuously argue that the proposal being advanced by her/his opponents is not necessary or beneficial to remedy the problem.

The **second affirmative** speaker must briefly review the cases advanced by each side thus far, pointing out the major areas of clash. S/he might mention that the first negative speaker has conceded the existence of flaws in their side, but has minimized those flaws and argued that minor modification would be sufficient to remedy the situation. The intent of the second speaker is to pinpoint the audience's attention to this point of clash and to strengthen the affirmative's

argument and proposal indicating that the affirmative's plan is essential, as mere adjustments would fail to solve the problem.

The **second negative** speaker usually restates the negative's stand on the "need issue". His/her primary job is to attack the affirmative's plan, perhaps arguing that it is unworkable, or that it would create new and more serious problems that it would solve. Finally s/he should ask for clarification and specification of parts of the affirmative plan that are confusing.

The **third and fourth affirmative** speaker must respond to the negative's questions about the affirmative proposal. In other words, s/he must clarify aspects of the affirmative plan. S/he must also demonstrate that the affirmative plan will meet the need her/his side has demonstrated exists. Finally, s/he must show that the plan would do so without creating any new or more serious problems than those that already exist.

The **third and fourth negative** speaker restates the weaknesses her/his side has perceived in the affirmative's stand and cites evidence to support her/his stand as being more effective and efficient.

Rebuttal Speeches
The purpose of the rebuttal speech is to defend the case your side has advanced against the attacks of the opposition and to show weaknesses in the opposition's arguments. No new arguments may be presented in rebuttal. Rebuttal speeches require the debater to determine which arguments must by defended to support her/his case. The rebuttal speech is very important (most debates are won or lost in rebuttal) and the debater must decide which arguments of those originally advanced, should be extended (or further developed) It is understood that the last speaker on each team will summarize the main thrust of her/his side's arguments and will attack the opposition's most vulnerable points.

Debate groups need to be **prepared** and **briefed** on their **entire** topic and position. Re-scheduling can not take place, thus the debate will take place on scheduled date regardless of members being absent. If a member of a debate group is absent from class on the debate day assigned, that portion of the grade will be forfeited.

#2
Using "**Annual Editions**" choose four (4) articles and write a personal critique using the guideline provided.

#3
In order to develop an understanding of yourself as a teacher of young children, various readings and projects will be assigned using "Child Care Policy" and "Quality Matters".(these books are on reserve in the Sault College library) These assignments will relate to the philosophy of community placements as well as to your own.

#4
Final tape presentation of student's personal philosophy of early childhood education. The format and information should be suitable for presentation to a Parent's group. Minimum time: 10 minutes. Tape due December 6, 1996.

Evaluation Method for Tape

Style	5
Communication: coherence, consistency	8
Presentation: voice clarity (4);	
pace (4); orientation (4)	12
Validity of Position	10
Total	35