

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: TEACHING METHODS I

Code No.: ED140-4

Semester: ONE

Program: EARLY CHILDHOOD EDUCATION

Author: KATHY NIELSEN

Date: SEPTEMBER 98

Previous Outline Date: SEPT 97

Approved:

D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:

Total Credits: FOUR

Prerequisite(s):

NONE

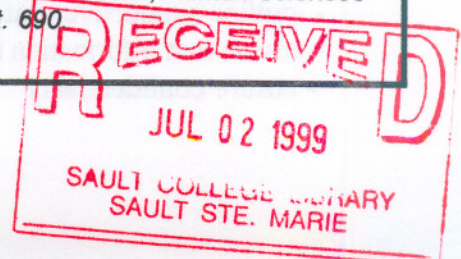
Length of Course: 17

Total Credit Hours: 68

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.



Teaching Methods I ED 140

Total Credits: FOUR

Corequisites: ED 108 Field Practice I
ED 115 Seminar I



I: 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 utilizing developmentally appropriate practices is emphasized.

Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behavior and learning of young children.

II: LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A Learning Outcomes:

1. Select and make use of a variety of observation techniques in a preschool setting.
2. Outline the components of developmentally appropriate programmes for young children.
3. Foster responsive relationships with children.
4. Describe methods of promoting competency in pro- social skills

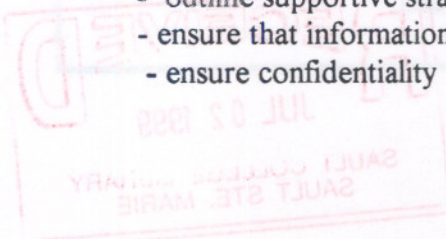
B. Learning Outcomes with Elements of Performance:

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

1. **Select and make use of a variety of observation techniques in a preschool setting.**

Potential Elements of the Performance

- discuss how to select appropriate evaluation tools for early childhood programs
- identify children's skills, abilities and interests
- monitor children's progress
- outline supportive strategies to guide children's experiences
- choose from a variety of observation techniques
- examine observations and draw valid inferences
- outline supportive strategies for fostering pro-social behaviors
- ensure that information is comprehensive, concise, factual, and objective
- ensure confidentiality



2. **Outline the components of developmentally appropriate programmes for young children**

Potential Elements of the Performance:

- examine the role of MCSS and Interpret sections of the Day Nurseries Act as they pertain to licensed child care settings.
- describe environmental components which foster development
- develop teaching techniques for dealing positively with children; for setting limits; and for extending and expanding experiences.
- outline the factors that affect group behavior
- explain the emotional significance of routine times and suggest how to guide the child through these.
- attend "Basic Skills Workshops" and implement some of the ideas learned in your placement
- describe and evaluate the personal qualities of an effective teacher of young children

3. **Foster responsive relationships with children**

Potential Elements of the Performance

- identify the role of planning and preparedness in anticipating children's needs and guiding their behavior
- recognize how room arrangements support positive interactions and learning
- identify developmentally appropriate interactions
- describe elements of positive interactions
- suggest teaching strategies for responding sensitively to children's behavior and for utilizing a variety of positive guidance techniques
- identify successes for adaptations of other situations
- account for how one's own value and beliefs affect actions and decisions

4. **Describe methods of promoting competency in pro-social skills.**

Potential Elements of the Performance:

- outline positive techniques for fostering mental and emotional health in young children
- plan some developmentally appropriate activities and implement these in placement
- describe appropriate teaching techniques for dealing positively with children; for setting limits; and for extending and expanding the child's experiences.
- examine, critique and analyze the difference between discipline and punishment
- suggest strategies for children to develop inner controls

III. TOPICS

- Child Care Settings and the Role of ECE Educators
- Personal qualities of an ECE Educator
- Beginning to Teach
- Fostering Physical Well-Being
- Nourishing and Maintaining Emotional Health
- Planning the Physical Environment
- Working on the Team
- Promoting Competency and Self-Esteem
- Promoting Social Skills

IV. TEXTS:

THE WHOLE CHILD, JOANNE HENDRICK, KAREN CHANDLER, PRENTICE HALL

PRESCHOOL APPROPRIATE PRACTICES, J.J. Beatty, Harcourt Brace

**EARLY CHILDHOOD EDUCATION ANNUAL EDITIONS, 98/99.
Dushkin.**

DAY NURSERIES ACT.

V. EVALUATION METHODS/GRADING SYSTEM

Group/ individual take home and in-class assignments	20%
Tests (15% mid term/ 25% final)	40%
Annual Editions Reviews (3)	15%
Basic Skills Workshops (follow-up Activity Plans 10% and Attendance 5%)	15%
Resource Kit	10%

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 Offices, 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

Group/individual assignments will be assigned in class and due dates will be announced. Students will engage in a collaborative learning approach during portions of class time and also carry out independent/group activities, in order to achieve course outcomes.

Tests

Each test is to be completed on the day of the test unless prior arrangements have been made. If a student is not able to be present for the test, s/he must call and leave a voice-mail message prior to the time of the test, in order for alternate arrangements to be made. (Call EXT. 440)

Annual Editions:

CHOOSE three (3) of the following articles for the Early Childhood Education Annual Editions. Complete a summary review form (available in the wooden cubicles outside the offices) and SUBMIT ON OF BEFORE THE LAST DAY OF SEPTEMBER/OCTOBER/NOVEMBER. Articles submitted past the time frame mentioned will not be graded (NQA coupons will be accepted to a maximum of five (5) per assignment).

Basic Skills Workshops:

Students will attend evening workshops over the semester. (dates to be arranged in class) The students will be expected to apply some of the knowledge gained by planning and implementing an activity in their placement. Plans must first be approved by the instructor. Students will be tested on workshop information.

Resource Kits:

Students will plan a resource kit around a particular theme or idea (eg. "buttons", or "bats"). The kit would include research information, pictures (mounted on construction paper), storybooks, props, ideas for art, and learning activities. Sample kits for demonstration will be presented to the class. Topics must be reality based and not animated (i.e. Winnie the Pooh or Sesame St Characters)

LEARNING ACTIVITIES/ READINGS

Readings

The Whole Child

**Preschool Appropriate
Practices**

Chapter 1 pg.1-27

Chapter 2 - 21-38

**Child Care Settings and the ECE's role
Personal Qualities of an Effective Teacher
Recommendations for starting out
Professional Ethics
Planning a Good Day for Children**

Chapter 3 pg. 60-83

**Guiding routines and Group Activities
Schedules and Transitions**

Chapter 4 pg. 90-112

**Health and Safety
Physical Development and Curriculum
Perceptual-Motor and Sensory Experiences**

Chapter 5 pg. 119-132

Chapter 1 - pg. 2 -19

**Programming for the Whole Child
Importance of Developing Basic Attitudes**

Chapter 6 pg. 144-152

**Positive Social Behaviour
Self-Esteem, Self-Concept**

Chapter 7 pg. 160-175

Team Building
Good Communication

Chapter 8 - pg. 173-189

Chapter 9 - pg. 195-216

Chapter 10- pg. 221-239

Chapter 8 pg. 180-206

Coping with Crisis

Chapter 9 pg. 220-245

Special Needs
Working as a Team Member

Chapter 10 pg. 255-264

Developing Social Competence
Inclusion
Teaching Appropriate Social Skills

Annual Editions Titles:

95/96

- #13 How Much Am I Worth? Pg. 67
- #14 Separation and Divorce: Children Want Their Teachers to Know pg.69
- #15 How Families Are Changing....for the Better! Pg. 75
- #16 How Day Care Can Build Community pg. 81
- #18 Teaching Young Children: Educations Seek 'Developmental Appropriateness,' pg. 88
- #19 Recognizing the Essentials of Developmentally Appropriate Practice, pg. 96
- #20 Promoting Development through Construction Appropriate Environments: preschools in Reggio Emilia, Italy pg. 101
- #24 Building a Better Kindergarten pg.126
- #25 Aiming for New Outcomes: The Promise and the Reality, pg. 130
- #28 Encouraging Positive Social Development in Young Children, pg. 148
- #29 A Positive Approach to Discipline in an Early Childhood Setting pg. 157
- #34 The Creative Arts Process: What It Is and What It is Not, Pg. 188
- #35 Thoughts on Technology and Early Childhood Education pg.193
- #36 All About Me, pg. 199
- #37 I Can Write! Encouraging Emergent Writers, pg. 204
- #38 Early Childhood Physical Education: Providing the Foundation, pg 208
- #42 NAEYC Position Statement: A Conceptual Framework for Early Childhood Professional Development pg. 231

Annual Editions 96/97

- #2 Call to Action
- #5 It's Hard to Do Day Care Right - and Survive
- #7 Companies Help Solve Day-Care
- #10 Creativity and the Child's Social Development
- #11 Keeping Kids Healthy in Child Care
- #19 Essentials of Developmentally Appropriate Practice
- #24 Assessing Young Children Appropriately
- #25 Aiming for New Outcomes
- #33 Project Work with Diverse Students
- #41 Sisterhood and Sentimentality
- #45 Choosing Child Care
- #46 Cost, Quality, and Child Outcomes in Child Care Centers