

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Philosophy and Ethics of Teaching Children  
**CODE NO. :** ED-2680 **SEMESTER:** 3  
**PROGRAM:** Early Childhood Education  
**AUTHOR:** Kathy Nielsen, Ext. 572  
**DATE:** Sept/ 02 **PREVIOUS OUTLINE:** Sept/ 01

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** ED-1100

**HOURS/WEEK:** 3

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*For additional information, please contact Judi Maundrell, Dean*  
*School of Health and Human Services*  
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**I. 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 pertinent 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
- An in-depth examination of Child care philosophies
- Ethics/ and Advocacy in child care
- Working with the D.N.A.
- Evaluating teaching philosophies

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Administering for Quality Canadian Early Childhood Development Programs, Karen Chandler, Prentice Hall

Early Childhood Education Annual Editions- 00/01 or 01/02, Dushkin

Day Nurseries Act

**COURSE NAME**

**CODE #**

**V. EVALUATION PROCESS/GRADING SYSTEM**

Seminar (researched presentation and write-up)	15%	
Articles (2x5)	10%	
Working knowledge of D.N.A (presentation)		15%
Assignments: philosophy, ethics and advocacy	15%	
Tape presenting <b>own</b> philosophy	30%	
Attendance	15%	

This is a “process” course, and class participation is **crucial**

**METHOD OF ASSESSMENT (GRADING METHOD)**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Not yet available.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.

**LEARNING ACTIVITIES**

#1

Student(s) will **select** and **research** a **philosophy** or **approach** used in Early Childhood Education, either past or present (suggested list attached). You will select important ideologies of the programme and present your findings to the class. You must also, at the time of presentation have a summary handout for each class member (instructor will give you a photocopy form, allow 3 days for coping) When you do your presentation in class, elicit class discussion, **DO NOT** read from notes /handouts.

#2

Using "**Annual Editions**" choose 2 articles and critique them using the guideline provided. Due: First - **Sept. 27**. Second - **Oct. 31**. Late policy does not apply, assignments will **NOT** be marked after due date.

#3

Each class member will research and be able to lead a discussion on a section of the D.N.A. It is imperative for Early Childhood Educators to have a **working knowledge** of the act. Due dates will be assigned and each presenter will have handouts prepared for each classmate.

# 4

Assignments will be based on students' developing philosophy in the E.C.E field. Advocacy enhances professionalism. In promoting a particular cause, you must view it from the perspective of the individual(s) on whose behalf you are advocating. There will be assignments, on advocacy issues done by each student. (details will be discussed in class)

Each of us faces ethical dilemmas in our work. When faced with ethical dilemmas, we are required to act in "accordance with high moral standards." Unethical behaviour in Early Childhood Programmes can be very damaging; each student will examine their own delimma in response to a particular dilemma to be determined by the Professor.

#5

Final tape, audio or video of student's personal philosophy of Early Childhood Education. The format and information must be suitable for presentation to a **Parent's group**. **This tape will be addressed to parents and at a professional level they can relate to.** This tape will be approx.10 minutes long. Tape due **November 29, 2002**. E.C.E late policy will apply: see E.C.E Policy handout.

**Philosophy Tape**

**Evaluation Method for Tape**

<b>Style</b>	4
<b>Communication:</b> coherence, consistency	8
<b>Presentation:</b> voice clarity (2) pace (3); orientation (3)	8
<b>Validity of Position</b>	10
<b>Total</b>	30

Suggested List of Presentation Topics

Bank Street

Behaviour modification

Dr. Blatz

Child Care in China

Cooperative Association

John Dewey

Erikson

Frederich Froebel

Stanley Hall

Head Start (U.S model)

Hightscope

Indian and Northern Affairs Child Care

Montessori

Robert Owen

Jean Piaget

Johann Pestalozzi

Reggio Approach

Skinner

Lev Vygotsky

Woldorf Schools (Rudolf Steiner)