

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT**  
COLLEGE

## COURSE OUTLINE

**COURSE TITLE:** Teaching Methods I in Early Childhood Education.

**CODE NO. :** ED 130 **SEMESTER:** 1

**PROGRAM:** **Early Childhood Education**

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**DATE:** Fall 2012 **PREVIOUS OUTLINE DATED:** Fall 2011

**APPROVED:** "Angelique Lemay" Aug. 12

	DEAN	DATE
<b>TOTAL CREDITS:</b>	4	

**PREREQUISITE(S):** None

**CO REQUISITES:** None

**HOURS/WEEK:** 4 hours /week

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**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 THE PERFORMANCE:**

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

1. **Identify the standards of practice that support best practice in early childhood education programs. (VLO: 5,7,8, ,)**  
Potential Elements of the Performance:
  - Explain the link between current research in the field of early childhood and best practices.
  - Locate and interpret regulations outlined in the Ontario Day Nurseries Act
  - Recognize the role of the CECE Code of Ethics and Standards of Practice as it relates to best practice in early childhood education programs.
2. **Assess developmentally appropriate and inclusive practices that guide the teaching method of early childhood educators.**  
Potential Elements of the Performance:
  - Define developmentally appropriate practices and discuss its primary components.
  - Analyze situations based on developmentally appropriate and inclusive practices.
  - Propose methods of implementing developmentally appropriate and inclusive practice within early childhood education programs.
3. **Describe the components of a Developmentally Appropriate Environment within an early childhood program (VLO: #1,2,,6,7,9)**  
Potential Elements of the Performance
  - Explain and compare early childhood environments based on best practices.
  - Design a developmentally appropriate environment based on best practice.
  - Critic and evaluate program schedules based on principles of best practice.
4. **Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty. (VLO#6)**
  - Demonstrate self-awareness and intrapersonal communication skills through an effective evaluation of one's own performance and skills and effect change in one's

- performance, as warranted
- Demonstrate respect for diversity by monitoring and modifying interactions
- Demonstrate effective teamwork and team membership through effective collaboration and consultation
- Ensure confidentiality in all written, oral, and electronic communications
- Use an accepted standard of writing, grammar, spelling, and format

### III. TOPICS:

1. Standards of “Best Practice” that guide early childhood educators teaching methods.
2. Planning a developmentally appropriate environment as an effective teaching method.
3. Planning schedules and routines to reflect developmentally appropriate practices as a teaching method.

### IV REQUIRED RESOURCES/TEXTS/MATERIALS:

#### Textbooks purchased for this class:

- Crowther, Ingrid (2007) Creating Effective Learning Environments. Third Canadian Edition. Athabasca University: Thomson Nelson Publishing
- Dietze, B and Kashin, D. (2012). Playing and Learning in Early Childhood Education. Toronto: Pearson Canada

#### Resources purchased in other courses but used in this course

- Wolpert, E. (2005) Start Seeing Diversity: The Basic Guide to an Anti Bias Classroom. St Paul MN: Redleaf Press
- Haig, J., MacMillan, V., & Raikes, G. (2010). Cites & sources: An APA documentation guide (Revised 3rd ed.). Toronto: Nelson.

#### Documents available online for this course:

- Government of Ontario Publications Day Nurseries Act: Revised Statutes of Ontario, (available online)  
[http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_900262\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm)
- Day Nurseries Act for Child Care Supervisors of Ontario: (available online)  
<http://childcarelearning.on.ca/>
- College of ECE Code of Ethics and Standards of Practice: (available online)  
<http://collegeofece.on.ca/en/Members/Pages/professionalstandards.aspx>

#### Information only found on Course LMS: ED130

- LMS access to course notes, resources, calendar, email

### V. EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

<b>Assignments</b>	<b>60%</b>
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An outline of each assignment will be attached to the syllabus distributed to students and posted on LMS.

*NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 5% per day which commences at the end of the class in which the assignment was due, Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.*

<b>Tests</b>	<b>30%</b>
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**The following tests will be scheduled. Content of each test will be discussed in class.**

- Test #1            10%
- Test #2            10%
- Test #3            10%

*NOTE: Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test*

<b>Field Trip</b>	<b>10%</b>
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Students will be participating in a field trip to various child care centers in the community from 5:30-8:30 pm. Students will need to make arrangements ahead of time in order to participate. Students will be responsible for transporting themselves during this field trip.

Date, time, and requirements will be discussed in class and posted on LMS.

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

***Dates for projects or tests may be revised depending upon course content/flow***

**PLEASE NOTE:**

Regarding Student Progression through the three

Co-Requisite Core ECE courses:

***Teaching Methods, Seminar, Field Practice***

Students must receive a minimum of a "C" (2.0 G.P.A.) in ***Teaching Methods I***, in order to proceed to the next semester's co-requisite courses.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### **Attendance:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### **Instructor's Notes**

In the interest of providing an optimal learning environment, students are to follow these expectations;

1. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.

2. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
3. Light snack foods are permitted in the class during scheduled class, however students who wish to consume “meals” will be asked to consume their meal in another location outside of the classroom setting.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
5. Students are responsible for obtaining course material missed due to class absence.

**VI. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.