SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Teaching Methods 1 in Early Childhood Education

CODE NO. :	ED130	**SEMESTER:**	1

PROGRAM: Early Childhood Education

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DATE:	Fall 2016	**PREVIOUS OUTLINE DATED:**	Fall 2015
APPROVED:		'Angelique Lemay"	June/16
		_____ **DEAN**	_____ **DATE**

TOTAL CREDITS: 4 credits

PREREQUISITE(S): None

HOURS/WEEK: 4 hours / week

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. Explain the current research in early learning pedagogy and discuss how this information is applied to developmentally appropriate early learning environments. *(VLO#1, #2, #5, #7; EES: #1,#2,#4,#5#6,#7#10,#11)*
    Potential Elements of the Performance:
    - Explain the role of early childhood educators in supporting healthy early brain development.
    - Outline the current pedagogical principles that guide best practices within the Ontario early learning community
    - Discuss the value of play–based early learning environments.
    - Explain the principles of learning and the relationship of these principles to play based learning.
    - Describe what the term developmentally appropriate practices means and how it is reflected in an early learning environment.
2. Discuss and examine the components of a well-designed early learning environment that is welcoming, responsive, inclusive, and play based. (VLO #1, #2, #5, #7 *EES: #1,#2,#4,#5#6,#7#10,#11)*
    Potential Elements of the Performance:
    - Describe the role of the environment in early learning.
    - Outline the current legislative regulations that are related to the design of early learning environments.
    - Defend the "learning centre" approach to environmental design that supports early learning.
    - Explain the components of a developmentally appropriate early learning environment.
    - Analyze early learning environments and make recommendations based on based practices for designing developmentally appropriate early learning environments.
    - Explain the role of establishing daily schedules and routines to support a responsive and meaningful learning environment.
    - Identify teaching strategies that reflect best practices to facilitate positive transitions between daily activities and between home

and school environments.
3.   Identify the components of an emotionally supportive and equitable early learning environment (VLO #1, #2,#4,#6 *EES: #1,#2,#4,#5#6,#7#10,#11)*
Potential Elements of the Performance:
- Outline the elements necessary within an early learning environment that creates a sense of belonging and acceptance for all children.
- Discuss teaching methods that support the development and learning of children within the context of their family, culture, and community.
- Identify learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias approach.
4.   Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty in accordance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011) *(VLO #1,2,4,6,EES:I #1,4,7,6,9,10*

Potential Elements of the Performance
- Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing.
- Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication.
- Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.
- Contribute to the effective working relationships to achieve goals.
- evaluate one's own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor's feedback
- be respectful, positive and open in all communication without judgment or personal bias

III.   **TOPICS:**

Module 1: How children learn and grow
Module 2: The link between play and learning.
Module 3:   Designing a space that supports early learning.
Module 4:   Creating a respectful and supportive early learning environment.
Module 5: Establishing responsive and predictable daily schedules.

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbooks that must be purchased for this course:

Crowther, I. (2016). *Creating Effective Learning Environments. 4th Ed.*
     Toronto: Nelson Education Ltd.

Harms, T., Clifford, R. M., & Cryer, D. 2005. *Early Childhood Environment
     Rating Scale (ECERS-R) Revised Edition.* Teachers College Press.

Harms, T., Clifford, R. M., & Cryer, D. (2006). *Infant/Toddler Environment
     Rating Scale Revised Edition.* New York: Teachers College Press.

Required textbooks that are purchased in other courses.

Derman-Sparks, L., & Olsen Edwards, J. (2010). *Anti-Bias Education for
     Young Children and Ourselves.* Washington, DC: NAEYC.

Documents that are required and must be downloaded and printed from the following online sources
These documents will be used frequently during the course and required during in-class discussions.

Ontario Ministry of Education. (2015, June 8). **Ontario Regulation 137/15
     Child Care and Early Years Act, 2014**. Retrieved 2015, from e-Laws:
     http://www.ontario.ca/laws/regulation/r15137#top

Best Start Expert Panel on Early Learning.(2014) *Excerpts from "ELECT"*
     Retrieved from
     https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf

Ontario Ministry of Education. (2016). *The Kindergarten Program. (Interim
     Release)* Retrieved 2016,
     http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html

College of Early Childhood Educators. (2011). Code of Ethics and Standards of
     Practice. Retrieved 2015, from College of Early Childhood Educators:
     https://www.college-
     ece.ca/en/Documents/Code_Ethic_English_Web_August_2013.pdf

Required materials to complete some assignments
Please ensure that the following documents are cleared the with the Field
Placement Officer;
- Current **Police Records Search**
- Immunization and Health Record Form

Online course materials (LMS):
- Access to Learning Management System (LMS) for this course: Course notes, assignments, calendar features and email will be used throughout the semester
- Compatible software that ensures that all documents submitted through the LMS Assignment Drop box can be opened by Sault College word .doc or .docx" and or formatted as a PDF document or can be formatted so that the faculty can open the submitted document using Sault College software.

V.   EVALUATION PROCESS/GRADING SYSTEM:
      Students will be evaluated using the following:

Quizzes:	15%

Quizzes will be scheduled after each module. The quizzes will be available only online through the LMS Quiz feature. Further details will be posted on LMS and discussed with students. Arrangements will be made to support Students with identified accommodations from Student Services.

Assignments	

Reading Briefs: **30%**
      students will submit regular summary notes based on assigned
      readings and class discussion.
Case Study Response: **35%**
      students will research best practices and submit responses to three
      case studies related to specific topics discussed in the course.
Reflection Journal: **15%**
      Students will reflect and respond to questions on being an anti-bias
      educator.
Professional Practice Self-Assessment: **5%**
      students will complete a self-assessment of their professional practices
      during their participation in scheduled class times.

Out of class events: Field Trip
- Field trips to community agencies may occur after 5:30 and will require students to make personal arrangements to attend. Information will be given to the students and posted on LMS.
- **NOTE**: all students are required to have submitted current Criminal Records Check and updated Immunization forms and received approval from the Field Placement officer in order to visit early learning programs.

The following semester grades will be assigned to students

Grade	Definition	Grade Point Equivalent
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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

Assignment submission format
All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.
All assignment submissions must be sent in PDF format. If the professor is unable to "open" or read the submission, the student will be notified by email and receive a mark of "0" for the assignment.

Submission due dates:
The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

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<u>Late submissions:</u>
Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).
NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course
<u>Requests for Extensions</u>:
Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.
 NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.
<u>Presentations</u>
Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment
<u>Quizzes/ Tests</u>
All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor of their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.
<u>Learning Environment</u>
In the interest of providing an optimal learning environment, students are to follow these expectations;
- Students are reminded to ensure that hand held electronic devices are on "silent" mode. Students are encouraged to move outside of the classroom environment should the need arise that they need to use their electronic device (such as a phone)
- Students are expected to refrain from engaging in conversations that are disruptive to the learning that is taking place in the classroom

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- Students who wish to use an electronic device such as a tablet or laptop during class must first submit their request for permission to use the device as per the instructions located on LMS. Students who have not been given permission or who are using their electronic device for non-class use will be denied use of the device during the class.
- 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 be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
- 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.
- Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.

Students are responsible for obtaining course material missed due to class absence

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.