COURSE OUTLINE: ED 130 - TEACHING METHODS I

Prepared: Colleen Brady
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 130: TEACHING METHODS I IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	18F
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 which utilize developmentally appropriate practices is emphasized.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ED 131
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas. VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments. VLO 9 Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings. VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Essential Employability Skills (EES) addressed in this course:	**EES 1** Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade, the student must achieve a minimum of C grade to be eligible to register for the subsequent ED131 Teaching Methods II course and ED131 course co-requisites in the winter semester.
Books and Required Resources:	How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education Publisher: Queens` Printer for Ontario download the document for free @ http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf Anti-Bias Education for Young Children and Ourselves by Derman-Sparks,L, & Olsen, Edwards, J. Publisher: National Association for the Education of Young Children Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators Publisher: College of Early Childhood Educators Edition: Current download the document for free @ https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf Creating Effective Learning Environments by Ingrid Crowther Publisher: Nelson Education Edition: Current ISBN: 9780176531768 Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer Publisher: Teacher College Press Edition: Current ISBN: 9780807755709 Excerpts from ELECT: Foundational knowledge from 2007 publication of Early learning for every child today . by Ontario Ministry of Education Publisher: Queen`s Printer for Ontario download the document for free @ https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf Infant/Toddler Environment Rating Scale (ITERS-3) by Harms, Cryer, Clifford, Publisher: Teacher College Press Edition: Current ISBN: 9780807758670 Ontario Regulation 137/15 :General under Child Care and Early Years Act, 2014 by

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Government of Ontario
Publisher: Queen`s Printer for Ontario
download only the information under tab General portion of the Act for free @
https://www.ontario.ca/laws/regulation/150137

The Art of Awareness: How Observation can Transform Teaching by Deb Curtis & Margie Carter
Publisher: Redleaf Press Edition: 2nd

The Kindergarten Program 2016 by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario.
download the document for free @
http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Explain the current research in early learning pedagogy and discuss how this information is applied to developmentally appropriate early learning environments.	1.1 Explain the role of the early childhood educator in supporting healthy early brain development. 1.2 Outline the current pedagogical principles that guide best practices within the Ontario early years and child care community. 1.3 Explain the principles of learning and the relationship of these principles to play based learning. 1.4 Describe the concept of developmentally appropriate practices and explain how it is reflected in the design of an early learning environment.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Examine and discuss the components of a well-designed early learning environment that reflects current pedagogical approaches.	2.1 Discuss the value of inquiry and play based approach to early learning environments. 2.2 Outline the current legislative regulations that are related to the design of early learning environments. 2.3 Defend the learning centre approach to environmental design that supports early learning. 2.4 Explain the components of a developmentally appropriate early learning environment. 2.5 Analyze early learning environments and make recommendations based on best practices.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Examine and discuss the components of early learning program schedules and routines that reflect current pedagogical practices.	3.1 Describe how developmentally appropriate daily schedules and routines support a responsive and meaningful learning environment. 3.2 Outline the current legislative regulations that influence the design of early learning daily schedules. 3.3 Identify teaching strategies that reflect best practices to facilitate positive transitions between daily activities and between home and school environments. 3.4 Identify components of a daily schedule for various age groups.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Identify the components of an emotionally supportive	4.1 Outline the factors that are incorporated into an early learning environment to create a sense of belonging and

	and equitable early learning environment that support each child`s sense of belonging and well-being.	wellbeing for children, families, and educators. 4.2 Discuss teaching methods that support the development and learning of children. 4.3 within the context of their family, culture, and community. 4.4 Identify learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias approach. 4.5 Engage in self-reflective practices to integrate the goals of the Anti-bias educator

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Module Projects	85%	1,2,5,6,7,9,10
Reflections on Learning	15%	1,2,5,10

Date: June 22, 2018

Please refer to the course outline addendum on the Learning Management System for further information.