COURSE OUTLINE: ED 223 - TEACHING METHODS III

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Course Code: Title	ED 223: TEACHING METHODS III IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	20F, 21S
Course Description:	Building on concepts learned in Teaching Methods II, this course focuses on fostering children`s understanding of the world through inquiry-based learning. Students will gain teaching strategies to develop play environments and to guide child-initiated and adult-supported experiences that will enhance and deepen learning in indoor, outdoor and beyond spaces. Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Prerequisites:	ED 131, ED 136, ED 137
Corequisites:	ED 286, ED 287
This course is a pre-requisite for:	ED 247, ED 289, ED 290
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 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity. VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences. VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings. VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector. VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years

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		sector and requirements of the College of Early Childhood Educators.
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 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	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 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 A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade to be eligible to register for the subsequent course co-requisites, ED247, ED290 and ED289.	
Books and Required Resources:	The science of early child development by Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.) Publisher: Red River College Edition: 3rd ABC and Beyond. Building Emergent Literacy in Early Childhood Settings. by 4. Weitzman, E., and Greenberg Publisher: Hanen Early Learning Program Learning Language and Loving It by 4. Weitzman, E., and Greenberg Publisher: Hanen Early Learning Program Excerpts from ELECT by Ontario Ministry of Education http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education http://www.ontario.ca/laws/regulation/r15137#top Code of Ethics and Standards of Practice by College of Early Childhood Educators, Ontario http://www.college-ece.ca/Pages/default.aspx The Kindergarten Program by Ontario Ministry of Education http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf Think, Feel, Act by Ontario Ministry of Education http://www.ontario.ca/edu How Does Learning Happen? Ontario`s Pedagogy for the Early Years by Ontario Ministry of	

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Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Use process-oriented and divergent teaching techniques to incorporate inquiry-based learning experiences throughout the curriculum.	1.1 Use a variety of strategies to support learning through inquiry and play-based experiences. 1.2 Recognize the importance of focusing on development holistically, understanding that there is a connection between cognitive development and other areas of development. 1.3 Identify inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning 1.4 Identify techniques that can be used to engage children as active and competent contributors in their learning. 1.5 Evaluate one`s teaching to determine if children`s needs are met and their abilities, interests, and ideas are acknowledged.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Understand the fundamental principles of science and math and their importance in helping children explore the world around them.	2.1 Describe the five strands of math and the concepts associated with each strand. 2.2 Describe three areas of science, life, physical and earth, and the concepts associated with each area. 2.3 Explain how children`s understanding of math and science principles helps them explore the world around them. 2.4 Describe how indoor, outdoor and natural environments can foster early learning math and science principles. 2.5 Plan developmentally appropriate experiences to facilitate children`s understanding of math and science concepts in indoor, outdoor, natural and community settings.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Select and use a variety of observation and documentation strategies to review, support and deepen children`s learning across the continuum of early childhood development.	3.1 Identify and select technology tools to facilitate documentation and record-keeping. 3.2 Use a variety of observation techniques to enhance work with children. 3.3 Document and report observations in a professional manner. 3.4 Use appropriate strategies to identify and interpret children`s learning in a holistic manner. 3.5 Use appropriate strategies to identify ways to further nurture children`s learning.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Act in a professional manner	4.1 Use self-reflection and self-evaluation skills in an ongoing manner. 4.2 Contribute one`s own ideas, opinions and information while demonstrating respect of those of others. 4.3 Communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form. 4.4 Apply an accepted standard of writing, grammar, spelling

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	and format to all submitted documents. 4.3 Work collaboratively with others. 4.4 Use critical thinking skills to analyze, problem solve and plan. 4.5 Take responsibility for one`s own actions, decisions, and consequences. 4.6 Comply with ECE Confidentiality Policy, ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice.
Evaluation Process and Grading System:	

Evaluation Type	Evaluation Weight
Assignments	60%
Professional Collaboration and Reflection	20%
Reading Reflections	20%

Date:	April 12, 2021
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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