

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

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|--------------------------|--|--------------------------------|-----------------|
| <u>COURSE TITLE:</u> | TEACHING METHODS I (for Pikangikum) | | |
| <u>CODE NO. :</u> | ED 140 | <u>SEMESTER:</u> | ONE |
| <u>PROGRAM:</u> | EARLY CHILDHOOD EDUCATION | | |
| <u>AUTHOR:</u> | Lana Grawbarger | | |
| <u>DATE:</u> | JUNE 2002 | <u>PREVIOUS OUTLINE DATED:</u> | SEPT '01 |
| <u>APPROVED:</u> | _____ | | _____ |
| | DEAN | | DATE |
| <u>TOTAL CREDITS:</u> | FOUR | | |
| <u>PREREQUISITE(S):</u> | NONE | | |
| <u>COREQUISITES:</u> | ED 108, 115 | | |
| <u>LENGTH OF COURSE:</u> | 4 WEEKS | <u>TOTAL CREDIT HOURS:</u> | 64hrs |

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For additional information, please contact

The School of Health, Human Sciences & Teacher Education

(705) 759-2554, Ext. 603

- 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. **Outline the Components of Developmentally Appropriate Programs for Children.**

Elements of the Performance:

- Describe the characteristics of various types of settings providing care & education for young children
- Discuss staff roles and responsibilities in various child care settings
- Describe and evaluate the personal qualities of an effective Teacher of young children
- Examine the role of MCSS and interpret sections of the DNA as they pertain to licensed child care
- Articulate the ethics of the Early Childhood Teaching profession, and explore issues of confidentiality

2. **Explain the Emotional Significance of Schedules and Routines**

Elements of the Performance:

- Outline how room arrangements support positive interactions and self-directed learning
- Discuss the impact of schedules, routines, and the environment on the behaviour of young children
- Describe effective teaching strategies for dealing positively with children, and for setting and following through on limits

3. Select Appropriate Evaluation Tools for Early Childhood Programs and Interpret Observations.

Elements of the Performance:

- Utilize a variety of observation instruments
- Identify children's skills, abilities and interests
- Examine observations and draw valid inferences
- Monitor children's progress
- Ensure that information is comprehensive, concise, factual, and objective
- Ensure confidentiality

4. Detail the Elements of the Environment Which Promote Physical Development, Communication Skills, and Creativity

Elements of the Performance:

- Outline the principles of normal physical development
- Assess children's gross-motor development and determine methods of expanding large muscle play
- Outline supportive strategies to guide children's physical experiences
- Suggest developmentally appropriate perceptual-motor activities
- Determine methods of promoting creativity and self-expression

5. Describe Methods of Promoting the Developmentally Appropriate Expression of Feelings.

Elements of the Performance:

- Interpret and reflect children's feelings in order to promote appropriate modes of self-expression
- Outline elements of a curriculum which foster the establishment of basic healthy attitudes
- Determine the teaching behaviours which contribute to the child's emotional health
- Suggest teaching strategies for responding sensitively to child behaviour and for facilitating positive interactions
- Outline supportive strategies for fostering pro-social skills

6. **Outline the Components of Good Working Relationships.**

Elements of the Performance:

- Identify practical strategies for maintaining open communication with co-workers and parents
- Determine how to include children in crisis situations and to cope with emotional events
- Describe the elements of successful teams
- Suggest methods of team problem-solving

III. **TOPICS:**

1. Child Care Settings and Professional Roles
2. Planning A Good Day
3. Observation Techniques
4. Fostering Physical Skills, Communication and Creativity
5. Establishing an Emotionally Healthy Climate
6. Working on the Team

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

The Whole Child, 6th ed., Joanne Hendrick, Karen Chandler, Prentice Hall, 1996: ISBN 0-13-456559-2

Skills for Preschool Teachers, 6th ed., J.J. Beatty, Harcourt Brace, 2000: ISBN 0-13-096268-6

Day Nurseries Act: Revised Statutes of Ontario, November 2001: Queen's Printer for Ontario

V. **EVALUATION PROCESS/GRADING SYSTEM:**

Achievement of course learning outcomes will be achieved as follows:

| | |
|---------------------------------------|-------------|
| Assignments/Observations | 45% |
| Tests (2x20%) | 40% |
| Discussion Group Participation | 15% |
| | — |
| | 100% |

METHOD OF ASSESSMENT:

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 & 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 the instructor and/or contact the Special Needs office, Room E1204, 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.

Disclaimer for meeting the needs of learners:

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.

VII. PRIOR LEARNING ASSESSMENT: Not yet Available