

I. COURSE DESCRIPTION:

This course is a continuation of Teaching Methods I. It expands on the role of the teacher as mediator between the child and the learning environment. The student will explore the teacher's role in facilitating children's learning and in meeting their developmental needs through positive teaching behaviors and facilitative techniques. Developmental theories will be applied to program areas. A Web-based format will be used for some assignments and for course notes

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Interpret and select developmentally appropriate teaching methods that support the healthy development of the Emotional domain in early childhood. (VLO#1,#2,#3#4)Potential Elements of the Performance

- Describe the sequence of emotional skill development.
- Explain the components of emotionally healthy development (self-concept, emotional literacy, self-regulation)
- Apply developmentally appropriate teaching methods to support emotionally healthy development

2. Interpret and select developmentally appropriate teaching methods that support the healthy development of the Social domain in early childhood. (VLO#1,#2,#3#4)Potential Elements of the Performance:

- Describe the sequence of social skill development in early childhood.
- Explain the components of healthy social skill development (pro-social skills, developing friendships, conflict resolution skills).
- Apply developmentally appropriate teaching methods to support pro-social skill development.

3. State methods of using documentation as a teaching method that supports children's learning and development.

VLO #3

Potential Elements of the Performance

- List the types of documentation formats available as a teaching method.
- Describe the mechanisms and content applied to documenting learning.
- Demonstrate the ability to document children's experiences and levels of play based on observation and analysis

4. Explain developmentally appropriate teaching strategies that support learning within child initiated play experiences. (VLO #1#2#3)Potential Elements of the Performance:

- Describe the value of play to early learning and development.
- Explain the teaching methods used to facilitate play and learning within the learning center approach.
- Explain the criteria used to determine appropriate materials and equipment that support children during their play experiences.
- Assess children's developmental stage of play and determine methods of supporting children in their further development

5. **Describe teaching strategies used to support children's learning through adult initiated experiences.** ((VLO # 1,#2,#3)

Potential Elements of the Performance:

- Identify the value and purpose of adult initiated experiences as a teaching method in early childhood education.
- Describe and demonstrate the planning process of adult initiated experiences that reflect developmentally appropriate practices
- Identify and demonstrate strategies used to facilitate effective adult initiated learning experiences.

6. **Select and evaluate multiple ways to facilitate learning through developmentally appropriate technology** (VLO#2,#3)

Potential Elements of the Performance

- Explain and apply the criteria for effectively using technology in the classroom.
- Discuss multiple ways that technology can be used in the classroom to enhance the curriculum
- Describe multiple strategies that facilitate developmentally appropriate learning activities through technology

7. **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)** (

Potential Elements of the Performance

- 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
- model and provide positive conflict resolution strategies in all relationships
- communicate professionally in written documentation including vocabulary, grammar, spelling and format appropriate to early learning settings

III. TOPICS:

Module 1 Teaching Methods that support the healthy development of the emotional domain

Module 2: Teaching Methods that support the healthy development of the social domain

Module 3: Teaching Methods that document learning

Module 4: Teaching methods that support learning through play

Module 5: Teaching Methods that support learning through group experiences.

Module 6: Teaching Methods that integrate technology

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbooks purchased for this class:

- Bullard, Julie (2014) *Creating Environments for Learning Birth to age Eight* 2nd Ed. Toronto: Pearson Education Inc.
- Access to course materials on *Desire2Learn (D2L)*.

Documents available for students to access 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
- 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://www.collegeofece.on.ca/en/Public/News/Pages/The-Code-of-Ethics-and-the-Standards-of-Practice.aspx>
Early Learning For Every Child Today: A framework for Ontario early childhood settings (available online) <http://www.edu.gov.on.ca/childcare/oelf/>
- The Full-Day Early Learning – Kindergarten Program (draft) (available online)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

V.. EVALUATION PROCESS/GRADING SYSTEM:

Assignments:	75%
An outline of each assignment will be attached to the syllabus distributed to students and posted on (D2L). <i>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.</i>	
Lab School Field Trip Reflection	10%
Students will visit the Sault College Child Development Centre from 6:00 -8:00 pm. Students will be notified of the scheduled date of this event.	
Tests	15 %
<i>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.</i> 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 2***, in order to proceed to the next semester's co-requisite courses.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

VII. COURSE OUTLINE ADDENDUM:

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