SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: Teaching Methods IV

CODE NO. : ED247   **SEMESTER:** Four

PROGRAM: Early Childhood Education

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DATE: Jan. 2017   **PREVIOUS OUTLINE DATED:** Jan 16

APPROVED: "Martha Irwin"   Jan/17
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                        CHAIR   **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): Co-requisites: ED 289, ED 290
Prerequisites: ED 286, ED 287, ED 223

HOURS/WEEK: 4

Teaching Methods IV   *ED247*

I.   COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods III. It will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1.   **select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.** *Reflection of VLO #3*

      Potential Elements of the Performance:
      - gather relevant information and observations about children from families, colleagues and other professionals
      - use a variety of observation techniques to enhance work with children, families, and colleagues
      - share observations of children's abilities, interests and ideas with family, colleagues and other professionals
      - monitor children's development and assess on an ongoing and systematic basis
      - use a variety of methods to document children's development and learning.

2.   ***design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual and groups of children's observed abilities, interests and ideas.*** *Reflection of *VLO #1*

      Potential Elements of the Performance:
      - apply principles of early learning pedagogy to curriculum and program development
      - identify a variety of curriculum models and approaches and determine the appropriateness for application to curriculum and program development
      - interact with children to observe their emerging abilities, interests and ideas
      - observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development

- use a variety of strategies to support learning through inquiry and play-based experiences
- revise and adapt curriculum and programs when necessary, in accordance with individual abilities and approaches to learning, in order to optimize children's development and learning
- evaluate early learning curriculum and programs to determine if children's needs are met and their abilities, interests and ideas are acknowledged

3. **establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.**
   Reflection of VLO # 2
   Potential Elements of the Performance:
   - promote a sense of belonging and acceptance in all children within a variety of learning environments
   - apply responsive and inclusive practices in all aspects of early learning environments
   - foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning
   - provide learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias philosophy
   - provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families
   - explain the rights of children and how they can be integrated into an early learning philosophy
   - design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experiences

4.   **demonstrate an understanding of the Child Care and Early Learning Act and other documents used to plan curriculum as it pertains to indoor and outdoor curriculum planning.** *Reflection of VLO# 7*
Potential Elements of the Performance:
- identify the relevant sections of the Child Care and Early Learning Act related to curriculum planning
- examine provincial documents pertaining to curriculum planning
- use provincial documents pertaining to curriculum planning to evaluate curriculum approaches

5.   **act in a professional manner** *Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6*
Potential Elements of the Performance:
- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- comply with ECE Confidentiality Policy, The ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice

* VLO - Ministry of Training, Colleges and Universities, (2012). ECE Program Standards Vocational Learning Outcomes. Retrieved from http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/eerchedu.pdf

III.   TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- Defining curriculum and the standards used in planning curriculum.
- Curriculum planning basics
- Observing children to identify emerging skills and interests
- Integrating an anti-bias philosophy
- Rights-based programming
- Curriculum approaches
- Philosophy of Education

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Materials

1. Folder with prongs and pockets

2. Use of a camera. Some placements require you to use their cameras. Cameras can be signed out at the Sault College library.

Texts *Previously purchased in other courses:*

1.   Bisback, K. and Kopf-Johnson, L., (2010). *An Introduction to School-Age Care in Canada.* Toronto: Pearson Education Canada.

2.   Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College (will be used in other semesters)

3.   Wolpert, E. (2005). *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.* MN: Redleaf Press.(will be used in other semesters)

On-Line Documents Only portions will be used. These will be discussed in class and will
                     be posted on LMS. Other on-line resources may be added to this list.

1. Best Start Expert Panel. (2007). *Early Learning for Every Child Today:
    A Framework for Ontario early childhood settings.* Available online:
    http://www.edu.gov.on.ca/childcare/oelf/
    OR
     Ontario Ministry of Education. (2014). *Excerpts from 'ELECT'.* Available
    on-line: http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf

2. College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and
    Standards of Practice.* Only portions will be used.   Available online:
    http://www.college-ece.ca/Pages/default.aspx

3. Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care
    and Early Years Act, 2014.* Available on-line:
    http://www.ontario.ca/laws/regulation/r15137#top

4. Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's
    Pedagogy for the Early Years.* Available online: http://www.ontario.ca/edu

5. Ontario Ministry of Education. (2013). *Think, Feel, Act.* Available online:
    http://www.ontario.ca/edu

 Membership in the ECE Resource Room is strongly recommended

V.   EVALUATION PROCESS/GRADING SYSTEM:

Content Integration   20%
*A number of in-class learning experiences will be offered. These
experiences are designed to engage you in your learning. You will be
expected to come to class prepared to discuss readings and
present ideas and information. At times post-class reflections will be
requested. These learning opportunities will also help you to develop
professional skills required for the ECE field.*

Reading Reflections   15%
*You will provide reflection about your readings using the
LMS assignment system*

Assignments   65%

1. ***Portfolios: Documenting A Journey***   *35%*
    *You will create a purposeful collection of information that
    will identify a child's knowledge, skills, development and growth.*

2. ***Creating Curriculum***   *30 %*
    *You will design a curriculum planning format, create and
    implement your plans, and evaluate the outcome.*

Notes about Assignments
- You are more than welcome to hand in assignments before the due date.
  Assignments are to be submitted at the beginning of class. Please check with
  professor regarding the steps that should be taken if assignment submissions are late.
  There are deductions and final submissions dates which will be discussed in class and
  posted on LMS.
- All assignments are to be typed unless otherwise stated. All ideas and direct
  quotations must be documented using APA style. Please refer to the section about
  Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You
  should keep your computer file of assignments until the end of semester.

PLEASE NOTE:
Regarding Student Progression through the three
Co-Requisite Core ECE courses:
Teaching Methods IV, Seminar IV, Field Practice IV

- Students must receive a minimum of a **"C" (2.0 G.P.A.)** in each
  semester's ***Teaching Methods, and Seminar,*** courses ***and receive
  an "S" Satisfactory in their Field Practice***, <u>within the same semester,</u>
  in order to successfully complete the requirements of these three co-
  requisite courses.

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.

A **minimum of an overall 2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

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.

ECE Program Guide:
Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Communication:
The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to
https://my.saultcollege.ca

VII.   COURSE OUTLINE ADDENDUM:
The provisions contained in the addendum located in LMS and on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.