COURSE OUTLINE

ED 131

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

Course Code: Title	ED 131: TEACHING METHODS II IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
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 behaviours and facilitative techniques. Developmental theories will be applied to program areas
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Prerequisites:	ED 130, ED 135
Corequisites:	ED 136, ED 137
This course is a pre-requisite for:	ED 209, ED 218, ED 223, ED 286, ED 287
Vocational Learning Outcomes (VLO's): **Please refer to program web page for a complete listing of program outcomes where applicable.**	#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. #2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. #3. 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. #4. Establish and maintain responsive relationships with individual children, groups of children and families. #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. #6. Prepare and use professional written, verbal, nonverbal and electronic communications

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	when working with children, families, colleagues, employers, and community partners. #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. #8. Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice. #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
Essential Employability Skills (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. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #4. Apply a systematic approach to solve problems. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects.
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade for ED131, the student must achieve a minimum of a C grade in ED131 in order to be eligible to register for the subsequent ED223 Teaching Methods III course and ED223 course co-requisites.
Evaluation Process and Grading System:	
Books and Required Resources:	Anti-Bias Education for Young Children and Ourselves by Derman-Sparks,L, & Olsen, Edwards, J. Publisher: National Association for the Education of Young Children

Evaluation Type	Evaluation Weight
Presentation	10%
Projects	80%
Quizzes	10%

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Code of Ethics and Standards of Practice by College of Early Childhood Educators
Publisher: College of Early Childhood Educators
download the document for free @ www.collegeofece.ca

Creating Effective Learning Environments by Ingrid Crowther
Publisher: Nelson Education

Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer
Publisher: Teacher College Press

Excerpts from ELECT 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

How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario.
download the document for free @
http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Infant/Toddler Environment Rating Scale (ITERS) Revised by Harms, Cryer, Clifford,
Publisher: Teacher College Press

Learning Language and Loving It: A Guide to Promoting Children`s Social, Language, and Literacy Development in Early Childhood Settings. by Elaine Weitzman & Janice Greenberg
Publisher: Hanen Centre Publications

Ontario Regulation 137/15: General under the Child Care and Early Years Act, 2014 by Government of Ontario
Publisher: Queen`s Printer for Ontario.
download the General portion of the document 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

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

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Course Outcomes and Learning Objectives:

Course Outcome 1.

Determine the meaning and learning potential observed within a variety of play experiences, and discuss responsive teaching methods that nurture, support, and extend the child`s learning and development based on current early learning pedagogical practices.

Learning Objectives 1.

* Interpret the meaning and value of play episodes based on several theoretical approaches to play and early learning pedagogy.
* Assess and select developmentally appropriate and bias free learning materials that support, nurture, and extend children`s learning through play.
* Discuss specific forms of responding and facilitating children`s learning through play that reflect emotionally supportive and inclusive teaching methods.

Course Outcome 2.

Plan developmentally appropriate group learning experiences that reflect current early learning pedagogy and best practices.

Learning Objectives 2.

* Explain the benefits of developmentally appropriate small and large group experiences to the child`s learning and development.
* Compare and discuss the similarities and differences between small group and large group learning experiences.
* Discuss the significance of each component of a small and large group experience.
* Plan developmentally appropriate small and large group experiences based on current best practices.
* Identify several teaching methods used to facilitate an effective small and large group experience that support an emotionally responsive and meaningful learning experience for children.

Course Outcome 3.

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Produce pedagogical documentation panel(s) that reflects current standards of best practice.

Learning Objectives 3.

* Explain the value and role of pedagogical documentation within the early learning environment.
* Compare the types of pedagogical documentation that can be created.
* Describe and apply the stages of developing a pedagogical documentation.
* Evaluate examples of pedagogical documentation using a criteria reflecting best practices.

Course Outcome 4.

Explain the supportive role of technology within the early learning environment that aligns with recognized pedagogical practices.

Learning Objectives 4.

* Examine the research on technology use with young children.
* Discuss the form and function of various types of technology that can be applied to the early learning environment.
* Identify and explain the criteria applied to evaluate technology in the early learning environment that aligns principles of pedagogical practices.

Date: Wednesday, August 30, 2017

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