



COURSE OUTLINE: ED 131 - TEACHING METHODS II

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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
Semesters/Terms:	19W
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 223, ED 286, ED 287
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 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 children's observed abilities, interests and ideas.
	VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
	VLO 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.
	VLO 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.
	VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
	VLO 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.
	VLO 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



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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 4 Apply a systematic approach to solve problems.
- 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 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- 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.

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.

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

Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators
Publisher: College of Early Childhood Educators
download the document for free @
https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf

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-3) 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>

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
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.	1.1 Interpret the meaning and value of play episodes based on several theoretical approaches to play and early learning pedagogy. 1.2 Assess and select developmentally appropriate and bias free learning materials that support, nurture, and extend children's learning through play. 1.3 Discuss specific forms of responding and facilitating children's learning through play that reflect emotionally supportive and inclusive teaching methods.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Plan developmentally appropriate group learning experiences that reflect current early learning pedagogy and best practices.	2.1 Explain the benefits of developmentally appropriate small and large group experiences to the child's learning and development. 2.2 Compare and discuss the similarities and differences between small group and large group learning experiences. 2.3 Discuss the significance of each component of a small and large group experience. 2.4 Plan developmentally appropriate small and large group experiences based on current best practices. 2.5 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	Learning Objectives for Course Outcome 3
3. Produce pedagogical documentation panel(s) that reflect current standards of best practice.	3.1 Explain the value and role of pedagogical documentation within the early learning environment. 3.2 Compare the types of pedagogical documentation that can be created. 3.3 Describe the process of creating a pedagogical documentation panel. 3.4 Apply principles of critical reflection to analyze documentation panels and make recommendations. 3.5 Create pedagogical documentation panels based on



	observations in the field.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Explain and apply early learning pedagogy to the development of curriculum that supports children's healthy social and emotional development	4.1 Discuss the skills associated with the continuum of social and emotional development. 4.2 Explain the development of self-esteem and self-identity in early childhood and describe the current pedagogical approaches that nurture and support these aspects of healthy emotional domain development. 4.3 Explain the development of pro-social skills, and describe pedagogical approaches that support and sustain the child's peer entry and conflict resolution skills. 4.4 Describe teaching methods that foster children's ability to recognize bias and injustice.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Culminating Projects	75%	1,2,3,5,6,7,10
Learning Activities	25%	1,2,3,6,10

Date:

June 22, 2018

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

