COURSE OUTLINE: ED 247 - TEACHING METHODS IV

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 247: TEACHING METHODS IV IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	19W
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.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Prerequisites:	ED 223, ED 286, ED 287
Corequisites:	ED 289, ED 290
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** 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 childrens 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 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
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.

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	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.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade.
Books and Required Resources:	An Introduction to School-Age Care in Canada by Bisback, K. and Kopf-Johnson, L., Publisher: Pearson Education Canada Edition: 2
	The science of early child development by Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. Publisher: Red River College Edition: 3
	Anti-Bias Education for Young Children & Ourselves by Derman-Sparks, L. Publisher: National Association for the Education of Young Children
	Excerpts from ELECT by Ontario Ministry of Education http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf
	Code of Ethics and Standards of Practice by College of Early Childhood Educators, Ontario http://www.college-ece.ca/Pages/default.aspx
	Revised Statutes of Ontario by Government of Ontario Publications http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm
	Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education http://www.ontario.ca/laws/regulation/r15137#top
	The Kindergarten Program by Ontario Ministry of Education http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html
	The Art of Awareness. by Curtis, D and Carter, M. Publisher: Redleaf Press Edition: 2
	How Does Learning Happen? by Ministry of Education http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Course Outcomes and Learning Objectives:	**Course Outcome 1**	**Learning Objectives for Course Outcome 1**
	1. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across	1.1 Gather relevant information and observations about children from families, colleagues and other professionals. 1.2 Use a variety of observation techniques to enhance work with children, families, and colleagues. 1.3 Share observations of children`s abilities, interests and ideas with family, colleagues and other professionals.

the continuum of early childhood development.	1.4 Monitor children`s development and assess on an ongoing and systematic basis. 1.5 Use a variety of methods to document children`s development and learning.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
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.	2.1 Apply principles of early learning pedagogy to curriculum and program development. 2.2 Identify a variety of curriculum models and approaches and determine the appropriateness for application to curriculum and program development. 2.3 Interact with children to observe their emerging abilities, interests and ideas. 2.4 Observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development. 2.5 Use a variety of strategies to support learning through inquiry and play-based experiences. 2.6 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. 2.7 Evaluate early learning curriculum and programs to determine if children`s needs are met and their abilities, interests and ideas are acknowledged.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.	3.1 Promote a sense of belonging and acceptance in all children within a variety of learning environments. 3.2 Apply responsive and inclusive practices in all aspects of early learning environments. 3.3 Foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning. 3.4 Provide learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias philosophy. 3.5 Provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families. 3.6 Explain the rights of children and how they can be integrated into an early learning philosophy. 3.7 Design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children`s daily lived experiences.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
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.	4.1 Identify the relevant sections of the Child Care and Early Learning Act related to curriculum planning. 4.2 Examine provincial documents pertaining to curriculum planning. 4.3 Use provincial documents pertaining to curriculum planning to evaluate curriculum approaches.
Course Outcome 5	**Learning Objectives for Course Outcome 5**

	5. Act in a professional manner.	5.1 Use self-reflection and self-evaluation skills in an ongoing manner.
		5.2 contribute one`s own ideas, opinions and information while demonstrating respect of those of others.
		5.3 Communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form.
		5.4 Apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
		5.5 Work collaboratively with others.
		5.6 Use critical thinking skills to analyze, problem solve and plan.
		5.7 Use critical thinking skills to analyze, problem solve and plan.
		5.8 Take responsibility for one`s own actions, decisions, and consequences.
		5.9 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.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	75%	1, 2, 3, 4
Professional Sharings and Reflections	15%	1, 2, 3, 4, 5
Reading Reflections	10%	2, 3, 4, 5

Date: December 18, 2018

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