



## COURSE OUTLINE: ED 130 - TEACHING METHODS I

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

<b>Course Code: Title</b>	ED 130: TEACHING METHODS I IN ECE
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	21F
<b>Course Description:</b>	This course introduces the student to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings which utilize developmentally appropriate practices is emphasized.
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	60
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	ED 131
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
	VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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	<p>VLO 9 Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.</p> <p>VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for</p>
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade or to be eligible to register for the subsequent ED131 Teaching Methods II course and associated co-requisites in the winter semester.</p>
<b>Books and Required Resources:</b>	<p>How does learning happen? Ontario`s pedagogy for the early years.(2014) by Ontario Ministry c  Publisher: Queens` Printer for Ontario  download the document for free @ <a href="https://www.ontario.ca/page/how-does-learning-happen-ont">https://www.ontario.ca/page/how-does-learning-happen-ont</a></p> <p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators  Publisher: College of Early Childhood Educators Edition: Current  download the document for free @<a href="https://www.college-ece.ca/en/Documents/Code_and_Stand">https://www.college-ece.ca/en/Documents/Code_and_Stand</a></p> <p>Child Care Licensing Manual (2019) by Ontario Ministry of Education  Publisher: Queen`s Printer for Ontario  Download the document for free @  <a href="https://www.ontario.ca/page/child-care-centre-licensing-manual?_ga=2.265731151.137045535">https://www.ontario.ca/page/child-care-centre-licensing-manual?_ga=2.265731151.137045535</a>.</p> <p>The Kindergarten Program (2016) by Ontario Ministry of Education  Publisher: Queen`s Printer for Ontario.  download the document for free @ <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten">www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten</a></p> <p>The Truth and Reconciliation Commission of Canada: Calls to Action (2016 by Government of C  Publisher: Government of Canada</p>

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download the document for free @ [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

Practice Guideline: Diversity and Culture (October 2020) by College of Early Childhood Educators  
Publisher: College of Early Childhood Educators

This document is available online for free download at:

[https://www.college-ece.ca/en/Documents/Practice\\_Guideline\\_Diversity\\_Culture.pdf](https://www.college-ece.ca/en/Documents/Practice_Guideline_Diversity_Culture.pdf)

Introduction to Curriculum for Early Childhood Education by Jennifer Paris, Kristin Beeve, and C  
Publisher: An Open Educational Resources Publication by College of the Canyons Edition: Versi  
PDF download from: <https://open.umn.edu/opentextbooks/textbooks/introduction-to-curriculum-1>

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Determine how the design of early learning environments reflect the current pedagogical approach to support children's learning and holistic development.	1.1. Define the terms pedagogy , pedagogical approach and curriculum . 1.2. Recall the guidelines under the College of ECE Code of Ethics and Standards of Practice (2017) that guide early childhood educators in designing quality early learning environment. 1.3. Describe the pedagogical view of the child , family , and educator in the context of the early learning environment. 1.4. Explain the impact of the well-designed physical, social and temporal learning environment on healthy child development and well-being. 1.5. Relate how early learning environments are intentionally designed to facilitate four foundational conditions important for children to grow and flourish.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Defend the current pedagogical approach that early learning environments are designed to capitalize on play as the optimal context for learning.	2.1. Outline historical and current perspectives and theories that recognize the value of play based learning. 2.2. Identify the various forms of play . 2.3. Recognize how the fundamental principles of play based learning are linked to the view that the environment becomes a third teacher . 2.4. Discuss how the design of early learning indoor and outdoor environments are designed to create opportunities for various forms of play experiences. 2.5. Defend how inquiry and play based learning environments facilitate foundations for learning and development
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Relate current professional guidelines and pedagogical documents to the design of play activity	3.1. Identify the types of play activity areas typically incorporated into indoor and outdoor learning environments for various age groups.

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	<p>areas within an early learning environment.</p>	<p>3.2. Explain the value to children’s development and learning of various play activity areas within the early learning environment.</p> <p>3.3. Discuss the considerations for set up and type of learning materials included within various play activity areas that encourage investigation, imagination, creativity and problem solving.</p> <p>3.4. Analyze play activity areas following current professional guidelines and pedagogical documents.</p>
	<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
	<p>4. Analyze early learning spaces using aesthetic and functional design guidelines, current regulations, and the pedagogical view of the child as competent, capable, and curious.</p>	<p>4.1. Outline the guidelines for the aesthetic design elements incorporated into the learning environment.</p> <p>4.2. Explain the guidelines for the design of the functional (physical) aspects of the early learning environment.</p> <p>4.3. Identify the current legislative regulations that regulate elements of the physical space within licensed childcare programs.</p> <p>4.4. Relate professional guidelines, regulations, and pedagogical approach to the analysis of early learning environment designs.</p>
	<p><b>Course Outcome 5</b></p>	<p><b>Learning Objectives for Course Outcome 5</b></p>
	<p>5. Detect professional guidelines, regulations, and pedagogical practices that are incorporated into the design of the temporal aspect of early learning environments.</p>	<p>5.1. Define the temporal aspect of the environment.</p> <p>5.2. Identify the types of daily routines and transitions that typically occur in early learning environments.</p> <p>5.3. Explain the pedagogical approach to the design of the daily flow in early learning environments.</p> <p>5.4. Discuss the guidelines for scheduling the sequence of routines and transitions within a licensed child care center following the Child Care and Early Years Act Regulations (2014)</p> <p>5.5. Identify pedagogical approaches to creating responsive routines that meet the diverse needs of children.</p> <p>5.6. Analyze the daily flow and pedagogical practices of an early learning environment following professional guidelines, regulations, and pedagogical practices.</p>
	<p><b>Course Outcome 6</b></p>	<p><b>Learning Objectives for Course Outcome 6</b></p>
	<p>6. Identify professional standards of practice and strategies that ensure a welcoming environment that values and respects the</p>	<p>6.1. Distinguish between the concept of diversity and culture .</p> <p>6.2. Discuss the professional responsibility and pedagogical approach of early childhood educators to create and maintain environments that are inclusive and respectful of diversity.</p>

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	<p>social, cultural and linguistic diversity and Indigenous identity of children and families.</p>	<p>6.3. Discuss the meaning of personal beliefs and associated bias and assumptions and how they influence professional practice.</p> <p>6.4. Develop an awareness of one`s own cultural context as well as, personal beliefs and associated bias and assumptions.</p> <p>6.5. Discuss the professional ethics and standard of care that early childhood educators have to respond to the Truth and Reconciliation Commission of Canada: Calls to Action (2015) and the College of ECE Code of Ethics and Standards of Practice (2017) to create and nurture responsive relationships and culturally sensitive learning environments that respects and nurtures the rights and needs of Indigenous children and their families.</p> <p>6.6. Identify strategies and resources to increase the respectful representation of diversity within the indoor and outdoor learning environment.</p>
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**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Module Projects	85%
Quizzes	15%

**Date:** July 26, 2021

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further in

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