



## COURSE OUTLINE: ED 247 - TEACHING METHODS IV

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

<b>Course Code: Title</b>	ED 247: TEACHING METHODS IV IN ECE
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	22W, 22S
<b>Course Description:</b>	<p>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.</p> <p>Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.</p>
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	60
<b>Prerequisites:</b>	ED 223, ED 286, ED 287
<b>Corequisites:</b>	ED 289, ED 290
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<p>Please refer to program web page for a complete listing of program outcomes where applicable.</p>	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 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
	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

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	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.
	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.
<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>	
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade.
<b>Books and Required Resources:</b>	<p>The science of early child development by Jamieson, J., Bertrand, J., Elfenbaum, M., &amp; Koshyk, J.  Publisher: Red River College Edition: 3</p> <p>Excerpts from ELECT by Ontario Ministry of Education  <a href="http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf">http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf</a></p> <p>Code of Ethics and Standards of Practice by College of Early Childhood Educators, Ontario  <a href="http://www.college-ece.ca/Pages/default.aspx">http://www.college-ece.ca/Pages/default.aspx</a></p> <p>Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education  <a href="http://www.ontario.ca/laws/regulation/r15137#top">http://www.ontario.ca/laws/regulation/r15137#top</a></p> <p>The Kindergarten Program by Ontario Ministry of Education  <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html">http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html</a></p> <p>How Does Learning Happen? by Ministry of Education  <a href="http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf">http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</a></p>

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**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
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.	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. 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
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
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 Apply principles of early learning pedagogy to curriculum and program development.	2.1. Identify a variety of curriculum models and approaches and determine the appropriateness for application to curriculum and program development. 2.2. Interact with children to observe their emerging abilities, interests and ideas. 2.3. Observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development. 2.4. Use a variety of strategies to support learning through inquiry and play-based experiences. 2.5. 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. 2.6. Evaluate early learning curriculum and programs to determine if children's needs are met and their abilities, interests and ideas are acknowledged. 2.7. Provide learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias philosophy 2.8. Provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Compose a comprehensive personal philosophy statement that accurately describes how the student's reflection of individual values and beliefs and unique teaching methods are built on evidence informed practices in the early years sector.	3.1. Discuss the purpose of reflecting on and writing a personal philosophy as an early childhood educator. 3.2. Explore the process of reflecting on and writing a personal philosophy statement. 3.3. Explain the rights of children and they can be integrated into an early learning philosophy. 3.4. Examine and reflect on personal values and beliefs and how they influence a personal philosophy of early childhood education. 3.5. Review early learning theorists and approaches that influence and shape a personal philosophy. 3.6. Research and select evidence based resources to build one's own developing philosophy of early childhood learning.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>

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	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.
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	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:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignment Early Childhood Approaches	15%
Curriculum Plan: Curriculum Development	15%
Curriculum Plan: Program Statement	15%
Learning Reflections and Collaborative Discussions	40%
Personal Philosophy Statement	15%

**Date:**

July 26, 2021

**Addendum:**

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

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