



## COURSE OUTLINE: ED0130 - TEACHING METHODS I

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

<b>Course Code: Title</b>	ED0130: TEACHING METHODS I IN ECE
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED 1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	20F
<b>Course Description:</b>	This course introduces the CICE student, with the assistance of a Learning Specialist, 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>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.
	VLO 9 Create and engage in partnerships with families, communities, colleagues,

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	interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.
	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>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
<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 or to be eligible to register for the subsequent ED131 Teaching Methods II course and associated co-requisites in the winter semester.
<b>Books and Required Resources:</b>	<p>How does learning happen? Ontario`s pedagogy for the early years.(2014) by Ontario Ministry of Education  Publisher: Queens` Printer for Ontario  download the document for free @  <a href="http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf">http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</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_Standards_2017.pdf">https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf</a></p> <p>Creating Effective Learning Environments by Ingrid Crowther  Publisher: Nelson Education Edition: Current  ISBN: 9780176531768</p> <p>Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer  Publisher: Teacher College Press Edition: 3rd  ISBN: 9780807755709</p>

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Excerpts from ELECT (2014) by Ontario Ministry of Education  
 Publisher: Queen’s Printer for Ontario  
 download the document for free @<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Infant/Toddler Environment Rating Scale (ITERS-3) by Harms, Cryer, Clifford,  
 Publisher: Teacher College Press Edition: 3rd  
 ISBN: 9780807758670

Child Care Licensing Manual (2019) by Ontario Ministry of Education  
 Publisher: Queen’s Printer for Ontario  
 Download the document for free @  
[edu.gov.on.ca/childcare/pdfs/child-care-licensing-manual-en.pdf](http://www.edu.gov.on.ca/childcare/pdfs/child-care-licensing-manual-en.pdf)

The Kindergarten Program (2016) by Ontario Ministry of Education  
 Publisher: Queen’s Printer for Ontario.  
 download the document for free @  
[www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html)

The Truth and Reconciliation Commission of Canada: Calls to Action (2016 by Government of Canada  
 Publisher: Government of Canada  
 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)

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Explain the research and theories related to the role and impact of quality indoor and outdoor learning environments that reflect current pedagogical approaches.	1.1 Explain how research into early brain development has shaped current pedagogical approaches that influence the design of learning environments. 1.2 Discuss theories of children’s holistic development and explain how development is integrated across multiple domains within quality early learning environments. 1.3 Identify the current pedagogical models that represent the foundations necessary for learning and growth in the early years and explain how each of the four components (Four Foundations, Four Frames, and Four Directions) are interrelated and reflect best practices. 1.4 Discuss the benefits of inquiry and play based early learning opportunities. and recognize how early childhood educators create indoor and outdoor learning environments that supports and maintains inquiry and play based learning. 1.5 Indicate 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.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Discuss and analyze well-designed early learning environments that reflect current pedagogical	2.1. Explain how early childhood educators integrate the goals of children’s well-being, engagement, belonging and expression within the design of the learning environment. 2.2. Describe how early childhood educators create indoor and

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	<p>approaches.</p>	<p>outdoor learning environments to be the third teacher that supports and maintains inquiry and play based learning opportunities.</p> <p>2.3. Discuss the design elements within the learning environment that early childhood educators consider in order to meet the children’s needs and interests in particular: layout, display, storage of materials, aesthetics, and function.</p> <p>2.4. Outline the current legislative regulations under the Child Care and Early Years Act (2014) that regulate elements of the physical space within early learning environments.</p> <p>2.5 Review and become familiar with assessment tools currently used in the early learning field to measure standards of quality in early learning environments.</p> <p>2.6 Analyze early learning environments with the perspective of current early learning pedagogy, best practices in design, current regulations, and relevant assessment tools.</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Recognize the responsibility of early childhood educators to integrate into the learning environment the pedagogical approach that establishes and nurtures responsive relationships that respect and honour the uniqueness and diversity of all children and families.</p>	<p>3.1. Recognize the professional ethics and standard of care that early childhood educators are accountable for in establishing and maintaining caring and responsive relationships with children and families that is fundamental to their practice as educators.</p> <p>3.2. Explain the importance of creating learning environments that reflect respectful and responsive relationships to the well-being of the children and families.</p> <p>3.3. Outline strategies that create a positive environment where caring and responsive relationships with children and families can be fostered.</p> <p>3.4. Discuss the ethical and professional practice that guide educators to design learning environments that respects and honors the uniqueness and diversity of the child and family (including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender, age and sexual orientation).</p> <p>3.5. Describe ways in which early childhood educators design an early learning environment that promotes a sense of belonging and acceptance in all children and families and respects and honour the uniqueness and diversity of children, family, and community (including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender, age and sexual orientation) within the early learning environment.</p> <p>3.6 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>3.6. Identify appropriate resources and culturally sensitive</p>

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	approaches that foster a respectful and welcoming environment that supports the identity and worldview of Indigenous children and families.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Discuss how educators design daily schedules and routines within an early learning environment to meet current regulations and reflect early learning pedagogy.	<p>4.1 Discuss the purpose of the various routines and transitions that occur within an early learning environment.</p> <p>4.2 Explain how educators integrate the foundations of learning (well-being, expression, belonging, engagement) throughout the daily schedule and within each routine and transition.</p> <p>4.3 Outline the current legislative regulations under the Child Care and Early Years Act (2014) that regulate the design of early learning daily schedules, routines and transitions.</p> <p>4.5 Examine several pedagogical approaches to facilitate a responsive routine that reflects the view that the child is competent and capable and ensures enough time for safe and supportive transitions in daily routines while maintaining supervision.</p> <p>4.6. Review and become familiar with assessment tools currently used in the early learning field to measure standards of quality in early learning schedules and routines.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Demonstrate professional standards of practice in the following essential skills required for the early years sector: professional communication in all written and interpersonal communication, ongoing reflective practice, and effective collaboration with others.	<p>5.1 Communicate professionally in all written work including vocabulary, grammar, spelling, and format.</p> <p>5.2 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions and correctly reference all sources of information following APA guidelines.</p> <p>5.3 Engage in critical reflection and collaborative inquiry with others to question theory and practice, discuss ideas, test theories and to share learning.</p> <p>5.4 Be respectful, positive and open in all communication recognizing one's own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others</p> <p>5.5 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</p> <p>5.6 Manage the use of time and resources to complete projects in a timely manner.</p>

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Learning Reflections	10%
Module Projects	75%
Test	15%

**CICE Modifications:**

**Preparation and Participation**

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1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

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**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

September 2, 2020

**Addendum:**

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

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