

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Teaching Methods I in Early Childhood Education.

**CODE NO. :** ED 130 SEMESTER:1

**PROGRAM:** **Early Childhood Education**

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**DATE:** **Fall 2014** **PREVIOUS OUTLINE DATED:** Fall 2013

**APPROVED:** *“Angelique Lemay”* *July, 2014*

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**CO REQUISITES:** None

**HOURS/WEEK:** 4 hours /week

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*For additional information, please contact Angelique Lemay, Dean  
School of Community Services and Interdisciplinary Studies.*

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**I. COURSE DESCRIPTION:**

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 utilizing developmentally appropriate practices is emphasized. Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behavior and learning of young children.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

- 1. Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty in accordance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011)**

Potential Elements of the Performance:

- Demonstrate respect, positive and open in all communication without judgment or personal bias.
- model and provide positive conflict resolution strategies in all relationships
- communicate professionally in written documentation including vocabulary, grammar, spelling and format appropriate to early learning settings

- 2. Design and evaluate early learning environments based on current early learning pedagogy.**

*(Reflecting ECE Vocational Outcomes #1,2 and Essential Skills #1,4,7,10)*

Elements of the performance:

- Explain the current early learning pedagogy and standards of practice referenced in all early learning environments.
- Describe the learning of individual children and groups along a continuum of development\* and in relation to learning expectations and holistic development\*
- Explain the value of organizing the space into learning areas as an approach to early learning environmental design.

- 3. Explain and illustrate the principles of inclusive early learning environments that support diverse equitable and accessible developmental and learning opportunities for all children.**

*(Reflecting ECE Vocational Outcomes #1,2,5,6 and Essential Skills #1,2,4,7,8,9,10)*

Elements of the performance:

- Describe and apply principles of inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning.
- Explain Day Nurseries Act regulations as they pertain to early learning environments.

#### 4. **Establish an emotionally supportive and equitable early learning environment.**

*(Reflecting ECE Vocational Outcomes #1,2,4,5,6 and Essential Skills #1,2,7,8,10)*

Elements of the performance:

- Describe the foundations of an emotionally supportive and equitable environment
- Explain appropriate teaching methods to support an effective daily schedule that meet the needs of the children.
- Distinguishes appropriate teaching methods that support effective transitions and routines within the daily schedule

### III. TOPICS:

Module 1: Current early learning pedagogy

Module 2: Designing early learning environments

Module 3: Creating responsive and inclusive environments.

### IV REQUIRED RESOURCES/TEXTS/MATERIALS:

**Textbooks purchased for this class:**

- Bullard, Julie (2014) *Creating Environments for Learning Birth to age Eight* 2<sup>nd</sup> Ed. Toronto: Pearson Education Inc.
- Access to course materials on *Desire2Learn (D2L)* .

**Documents available for students to access online for this course:**

- Government of Ontario Publications Day Nurseries Act: Revised Statutes of Ontario, (available online)

[http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_900262\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm)

- **Day Nurseries Act for Child Care Supervisors of Ontario:** (available online)

<http://childcarelearning.on.ca/>

- College of ECE **Code of Ethics and Standards of Practice:** (available online)

<http://www.collegeofece.on.ca/en/Public/News/Pages/The-Code-of-Ethics-and-the-Standards-of-Practice.aspx>

**Early Learning For Every Child Today: A framework for Ontario early childhood settings** (available online) <http://www.edu.gov.on.ca/childcare/oelf/>

- **The Full-Day Early Learning – Kindergarten Program (draft)** (available online)

<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Achievement of course learning outcomes will be achieved as follows

**Reading briefs** **25%**

Students will submit a short summary of the assigned readings. The briefs will become the focus of discussion during in class activities. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

**Module Quizzes** **10%**

After each module is covered in the course, students will complete a short quiz on the module. The quiz will be available only through LMS Quiz feature. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

**Professional Practice Self Evaluations** **10%**

Students will be asked to conduct a self-evaluation of their professional conduct during the course (once at mid term and again at the end of term). The criterion is based on the College of ECE Standards of Practice and Code of Conduct. The total of the student self-evaluation will be calculated against the number of classes the student attended. This assignment will be available to download on LMS and submit through the LMS Dropbox. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

**Learning Centre design project** **30%**

Students will submit a report that outlines their design for a specific learning centre. Submissions will be made through the LMS Dropbox. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

**Case Study Responses** **25%**

Students will respond to a case study and submit their response through LMS Dropbox. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

*Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students. Dates for projects or tests may be revised depending upon course content/flow.*

**PLEASE NOTE:**

Regarding Student Progression through the three  
Co-Requisite Core ECE courses:  
**Teaching Methods, Seminar, Field Practice**

Students must receive a minimum of a "C" (2.0 G.P.A.) in **Teaching Methods I**, in order to proceed to the next semester's co-requisite courses.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### Assignment submission format

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.

All assignment submissions must be sent in PDF format. If the professor is unable to “open” or read the submission, the student will be notified by email and receive a mark of “0” for the assignment.

Submission due dates:

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).

*NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course.*

Requests for Extensions:

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

*NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.*

Presentations

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment.

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor of their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these expectations;

1. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
2. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
3. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
5. Students are responsible for obtaining course material missed due to class absence.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal and LMS form part of this course outline.