

I. COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods II. This course focuses on the environment that incorporates discovery-based learning as a teaching strategy. Students will learn how to plan naturalistic, informal and structured learning experiences.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **use process-oriented and divergent teaching techniques to incorporate cognitive experiences throughout the curriculum.** *Reflection of *VLO #1, 2*

Potential Elements of the Performance:

- use a variety of strategies to support learning through inquiry and play-based experiences
- recognize the importance of focusing on development holistically; understanding that there is a connection between cognitive development and other areas of development
- identify inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning
- identify techniques that can be used to engage children as active and competent contributors in their learning
- evaluate one's teaching to determine if children's needs are met and their abilities, interests, and ideas are acknowledged

2. **understand the fundamental principles of science and math**

*Reflection of *VLO, 2012: #1,*

Potential Elements of the Performance:

- identify the five strands of math and the concepts associated with each strand
- identify three areas of science; life, physical and earth, and the concepts associated with each area
- identify strategies that foster learning opportunities in natural outdoor settings
- plan developmentally appropriate experiences to facilitate children's understanding of math and science concepts

3. **select and use a variety of observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.** *Reflection of *VLO #3*

Potential Elements of the Performance

- identify and select technology tools to facilitate documentation and record-keeping
- use a variety of observation techniques to enhance work with children
- document and report observations in a professional manner
- use appropriate strategies to identify and interpret children's learning in a holistic manner.
- use appropriate strategies to identify ways to further nurture children's learning.
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4. **act in a professional manner** *Reflection of *VLO #6, 8 and 10, and Essential Employability Skills #1, 5 and 6*

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- comply with ECE Confidentiality Policy, ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice

* VLO - Ministry of Training, Colleges and Universities, (2012). *ECE Program Standards Vocational Learning Outcomes*. Retrieved from <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/eerchedu.pdf>

III. TOPICS:

1. Fostering cognitive development
2. Inquiry-discovery-based learning
3. Project Approach
4. Pedagogical documentation
5. Facilitating conversations with children
6. Fundamental early learning math principles
7. Fundamental early learning science principles
8. Connecting children with nature

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**Materials:**

1. Project Approach Practical Guides for Teachers: Numbers 1 – 6
*Available from the Project Approach Store <http://projectapproach.org/store/>
Will be discussed further in class.*
2. Outdoor clothing, including rain gear. Several classes will be held outdoors.
'There is no such thing as bad weather.... only bad clothing'
3. Students may be asked to bring certain "found" items to class. A full list of items will be communicated to students in class and through LMS
4. Use of a camera (Some placements require you to use their cameras.
Cameras can be signed out at the Sault College library.)
5. Membership in the ECE Resource Room is strongly recommended.

Textbooks: *Previously purchased in other courses:*

1. Crowther, I. (2016). *Creating Effective Learning Environments. 4th Ed.* Toronto: Nelson Education Ltd.
2. Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College (will be used in other semesters)
3. Weitzman, E., and Greenberg, J. (2010). *ABC and Beyond. Building Emergent Literacy in Early Childhood Settings.* Toronto: Hanen Early Learning Program. (previously purchased)
4. Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It.* (2nd Ed.) Toronto: Hanen Early Learning Program. (previously purchased)

On-Line Documents: Only portions will be used. These will be discussed in class and will be posted on LMS. Other on-line resources may be added to this list.

- Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings*. Available online: <http://www.edu.gov.on.ca/childcare/oelf/>
Or
Ontario Ministry of Education. (2014). *Excerpts from 'ELECT'*. Available on-line: <http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>
- College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice*. Only portions will be used. Available online: <http://www.college-ece.ca/Pages/default.aspx>
- Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Available on: <http://www.ontario.ca/laws/regulation/r15137#top>
- Ontario Ministry of Education (2016) *The Kindergarten Program* Available online: http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf
- Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Available online: <http://www.ontario.ca/edu>
- Ontario Ministry of Education. (2013). *Think, Feel, Act*. Available online: <http://www.ontario.ca/edu>

V. EVALUATION PROCESS/GRADING SYSTEM:**CONTENT INTEGRATION) 15%**

A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared to discuss readings and present ideas and information. At times post-class reflections will be requested. These learning opportunities will also help you to reflect on professional skills required for the ECE field.

READING REFLECTIONS 15%

You will provide reflections about your readings using the LMS dropbox system.

QUIZZES 10%

Short quizzes at the end of each module will be completed on LMS during designated non-class time periods.

ASSIGNMENTS 60%

1. Learning Story 20%
Using a learning story format, you will document a learning experience with a focus on an inquiry-based experience
2. Math and Science Workshops 20%
Two Saturday workshops will provide you with an opportunity to explore math and science concepts. You will present your discoveries through a documentation process. Dates will be discussed in class
3. Conversations with Children 20%
You will analyze your conversation with children during an open-ended, inquiry-based learning experience.

Notes about Assignments

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class; these are also posted on LMS.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

PLEASE NOTE

Regarding Student Progression through the three Co-Requisite Core ECE courses

Teaching Methods III, Seminar III, Field Practice III

Students must receive a minimum of a **“C” (2.0 G.P.A.)** in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice***, within the same semester, in order to proceed to the next semester’s co-requisite courses.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

A **minimum of an overall 2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Communication:

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in LMS and on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.