

# Sault College

## Course Outline

PROGRAM: Early Childhood Education  
COURSE TITLE: PRESCHOOL EDUCATION I COURSE NO.: ED 101-3  
INSTRUCTORS: Kathy Nielsen, Bev Sheehan DATE: Sept. 1981  
CLASS CONTACT HOURS: 45 hrs.

---

### Course Description

An introduction to preschool teaching methods and the role of the teacher in planning and implementing a creative learning environment to meet the psycho-social, motor and cognitive needs of the preschool child. Development of techniques and skill in the observing and recording of behaviour is an ongoing activity begun in this section of the program.

### Course Philosophy

This course is designed to help students develop an understanding of the interdependence of human relations and curriculum content, to help students internalize the concept of the "whole" in the learning environment.

### Course Goals:

1. To provide the student with a general knowledge of the role of the Ministry of Community and Social Services, and the interpretation of the Day Nurseries Act as it pertains to playroom and playground.
2. To provide the student with the information and resources needed to set up a creative learning environment for preschool children.
3. To provide the student with knowledge of and experience in using the basic teaching skills appropriate to a humanistic learning environment.
4. To develop in the student the ability to write meaningful observational reports of the behaviour of preschool children, and to develop an understanding of how to interpret and use these reports.

### Course Objectives:

The student will demonstrate through assignments, examinations, workshops, group discussions, seminars, and in-preschool assignments:

1. the ability to evaluate the nursery school environment in terms of physical and psychological space; of equipment and materials which meet the developmental needs of the children; and in terms of cultural and personal values.
2. the ability to maintain a safe and healthy learning environment.
3. a knowledge of nursery school curriculum and activities which promote optimal growth for the individual child and for the group as a whole.

Course Objectives continued...

4. the ability to understand and practice the child study skills of the observation and recording of child behaviour.
5. appropriate teaching methods for dealing positively with children which set limits and extend and expand ideas and experiences.

Texts

1. The Nursery School and Kindergarten: Human Relationships and Learning. Katherine Read and June Patterson, Saunders Publishers, 1980
2. Observing and Recording the Behaviour of Young Children, Cohen and Stern, Teachers College Press
3. Ministry leaflets

Methodology

Lectures, assigned readings, group discussions, films, role-playing, workshops and in-preschool assignments will be used to fulfill the above objectives.

The student will write assigned observations relating to the child and his experience. (Sample form attached)

Practice teaching in the preschools and in-preschool assignments will give the student an opportunity to integrate theory and practice.

Reading cards are required for assigned background reading of books and/or articles (Sample form below). File is to be submitted for evaluation on DECEMBER 14, 1981.

In order to develop an awareness of the literature relating to preschool education, two books are to be chosen from the library or other source and the choice is to be approved by the instructor. Book reviews are to be completed; first due date is OCTOBER 28, 1981.

A picture file and an "idea" file relating to the child's world and curriculum areas is to be begun and developed throughout the 15 weeks. Picture file to be submitted: NOVEMBER 30, 1981. Idea file to be submitted: DECEMBER 7, 1981.

NOTE: Readings may be assigned other than those from the texts. Articles of special significance will be distributed from time to time. Students are responsible for text material, notes, and assigned articles.

Reading Card Format:

5" x 8" cards

Reading Card Format continued...

(File Category)

Cross-References to  
Other Readings

Title of Reading, pages read if partially read  
Author or Editor (and Author of section read)  
Publisher, Date

Content: Brief statement of general content of total reading and/or those parts which were particularly meaningful to you. If direct quotes are used, give page numbers from which they come.

Comments: Your assessment of the ideas, what they mean to you personally--to your own thinking or practical experiences.

The annotated bibliography built up through this collection will be useful in future course work and employment. It may be helpful to note library and call number of those you find most useful. Make the care relevant to your own interest and learning.

Syllabus

WEEK 1

A. Introduction to Course

- general expectations and responsibilities
- reading cards
- picture and idea files
- class folders
- grading system and evaluation

B. The Ministry, the Municipality and the Market

- history of Day Nurseries Branch of Ministry
- the Day Nurseries Act
- local requirements of health and fire departments
- variety of centres for children locally

C. Admission procedures in Sault College Demonstration Preschool

- Bank St. College filmstrip presentation - First Day in School

...4

Syllabus continued...

D. Assignments:

Readings: Read & Patterson: pp. 3 - 22  
Ministry leaflets: 1 - 8, 17  
Cohen & Stern: pp. 3 - 22

WEEK 2

A. Basic tenets in philosophy of Early Childhood Education  
Brief history of nursery school movement in Europe and North America  
Basic qualities of an Early Childhood Teacher

B. The Child: Beginning school, separation  
Film: Starting Nursery School, A Pattern of Beginnings

C. Observing and Recording

- deportment of observer, confidentiality
- nature of observing, types of observational reports
- being objective, personal bias
- using the observation form
- observing the new child in the nursery

D. Assignments

Readings: Read & Patterson: pp. 58 - 63  
pp. 131 - 151

Projects: Read & Patterson: p. 22 - No. 2  
DUE: SEPTEMBER 23

Observations: 1. Write a 10-minute "running observation" of a child's behaviour in nursery school. Be sure to use time jottings in space provided on observation form. Remember to use descriptive, non-evaluative language.

DUE SEPTEMBER 30

2. Observe and record a child beginning nursery school for the first time. Focus on how the teacher supports the child in making an adjustment to this new situation.

DUE OCTOBER 7

WEEK 3

A. Workshop with Paint. Students will participate in the various activities presented, focussing on the process. Remember that process is a journey, not a destination. Representational work is not acceptable in this workshop. Do assignment No. 1.

B. Film: "Talking Pictures"

C. Presenting Painting Activities

- process of creativity
- creative teaching
- developmental stages in children's art

WEEK 3 continued...

D. Assignments:

1. Write a one- or two-page description of your feelings and impressions experienced during the paint workshop. Submit before you leave. SEPTEMBER 28
2. Using the sheets provided, observe one child in each of the three art stages. DUE OCTOBER 14
3. Bring an interesting (to you) piece of fabric, a natural material and a piece of paper to next class - OCTOBER 5.
4. Readings: Read & Patterson: pp. 75 - 91  
Cohen & Stern: pp. 41 - 60

WEEK 4

- A. Collage Workshop. Once again, we are process oriented.
- B. Presentation of Collage Materials to Support Creative Use
  - teacher's role in supporting use
  - found materials
  - criteria for assessing materials
- C. The Physical Environment
  - playroom, equipment, and materials
  - use of space, traffic patterns
  - learning centres
  - the playground, activities and materials
- D. Assignments

1. Write a one- or two-page description of your feelings and impressions related to the collage workshop. Submit before you leave - OCTOBER 5
2. Reading: Jessie Stanton article  
Ministry leaflets  
Day Nurseries Act: pp. 23 - 26, # 2 - 5
3. Draw a plan for a playroom and adjoining playground for twenty-five children. Use one sheet of graph paper for playroom and one for the playground. Show placement of learning centres and major equipment and storage areas. List the number of playspaces in each centre. How many choices are there per child? How many different things to do are there in the playground? DUE OCTOBER 21

WEEK 5

- A. Presentation of Collage Materials to Support Creative Use
  - teacher's role in supporting use
  - found materials
  - criteria for assessing materials
  - crayon, chalk, pencil, felt pen, pastels
- B. Children's Art from the Nurseries  
Film: "Talking Pictures"

WEEK 5 continued...

C. Quiz - MID-TERM

D. Assignments:

1. Art Recipes
2. Reprints: "Criteria for Assessing Materials"
3. Readings: Reprint - "How to Talk to a Scribbler"  
Read & Patterson: pp. 95 - 109  
Cohen & Stern: pp. 61 - 81

WEEK 6

A. Basic Teaching Skills

- initial support for speech and action - some suggestions
- using discipline
- the teacher's feelings

B. Observing and Recording Continued

- descriptive language
- value words
- objective terms

C. Assignments:

Readings: Cohen & Stern: pp. 40 - 42  
Read & Patterson: pp. 153 - 183  
Reprint: "The Teacher is the Nursery School"

Projects: Read & Patterson: p. 122 - Projects 1 and 2  
DUE WEEK 7

WEEK 7

A. Routines

- their place in nursery school, what children learn
- toileting
- eating
- resting

B. Assignments

Reading: Article - "Transition Times"

Projects: Read & Patterson, p. 183 DUE WEEK 9  
Routine form (will provide) DUE WEEK 8

WEEK 8

A. Guidance

- goals
- positive methods
- direct, indirect guidance
- growth enhancing, or restrictive

WEEK 8 continued...

B. Assignments

Readings: Read & Patterson: pp. 322 - 340  
Cohen & Stern: pp. 64 - 69

Observation: Guidance, special form supplied. DUE WEEK 10

WEEK 9

A. The Teacher-Child Relationship

- authenticity
- leadership styles
- hidden curriculum
- setting limit

B. Observing and Recording Teacher-Child Interactions

C. Assignments

Readings: Cohen & Stern: pp. 40 - 42  
Read & Patterson: pp. 187 - 210  
Ministry leaflet 140

Projects: Read & Patterson: pp. 336 - No. 3 OR No. 4

WEEK 10

A. Understanding Behaviour

- foundations for feeling secure and confident
- influence of adults
- helping the child recognize feelings of self and others
- expressing feelings in acceptable ways
- children's needs differ
- adults' needs

B. Dramatic Play

- role playing

C. Film and Dramatic Play

D. Assignments

Readings: Read & Patterson: pp. 211 - 230  
Ministry leaflet 18

WEEK 11

A. Feelings of Hostility

- aggressiveness and assertiveness
- clues to causes
- releasing feelings safely
- dominion play
- passive child

B. Small-group problem solving

C. Workshop

WEEK 11 continued...

D. Assignments

Readings: Read & Patterson: pp. 230 Numbers 1, 2 and 3  
pp. 263 - 274

Articles: "Aggressiveness in Children"  
"Dominion in Children's Play"

WEEK 12 A. The Function of Play

- values
- TV and play
- as a growth process

B. Observing and Recording

C. Film Strips: on TV

D. Assignments

Readings: Articles - "Play as a Growth Process"  
- "Play as an Avenue of Intellectual  
Development"  
- "Sesame Street: Magic or Malevolence"

WEEK 13 A. Review and Integrative Seminar

B. FINAL EXAM

WEEK 14 A. Workshop