

## Course Outline

PROGRAM: Early Childhood Education  
COURSE TITLE: PRESCHOOL EDUCATION I COURSE NO.: ED 101-3  
INSTRUCTOR: Kathy Nielsen DATE: Sept. 1981 & 1982

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### 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 psychosocial, 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 need 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 Demonstration School and observation 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 13, 1982.

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 November 1, 1982.

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 29, 1982. Idea file to be submitted: December 8, 1982.

**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 came.

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

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 Beginning

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 29

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 6

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

WEEK 3 C. creative teaching  
- developmental stages in children's art

D. Assignments:

1. Write a one - or two-page description of your feelings and impressions experienced during the paint workshop. Submit before your leave SEPTEMBER 27
2. Using the sheets provided observe one child in each of the three art stages. DUE OCTOBER 15
3. Readings: Read & Patterson: pp. 75 - 91  
Cohen & Stern: pp. 41-60

WEEK 4 A. The Physical Environment

- playroom, equipment, and materials
- use of space, traffic patterns
- learning centres
- the playground, activities and materials

B. Children's Art from the Nurseries

Film: "TALKING PICTURES"

C. Assignments

1. 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
2. Art Recipes
3. Reprints: "Criteria for Assessing Materials"
4. Readings: Reprint - "How to Talk to a Scribbler"

Read & Patterson: pp. 95 - 109  
Cohen & Stern : pp. 61 - 81

WEEK 5 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

WEEK 5 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 6 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 from (will provide) DUE WEEK 8

C. Bring a interesting (to you) piece of fabric, a natural material and a piece of paper to next class - OCTOBER 25

WEEK 7 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. 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

WEEK 8 A. Guidance

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

- MID-TERM QUIZ OCTOBER 27

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Evaluation

- 15% -Observations and projects are evaluated in terms of the student's ability to write about an activity, on the ability to discriminate between objective and subjective evaluations, and on the ability to relate incidents observed to academic readings.
- 10% -PICTURE FILE is assessed in terms of quality of pictures. Quantity, variety and notations of suggestions for use are important as are cross-references. Assessment sheet from first semester is to be placed in the front of the picture file when it is submitted.
- 5% -IDEA FILE is assessed in terms of quantity, quality and variety.
- 15% -MIDTERM EXAM
- 15% -Projects and assignments.
- 10% -READING CARD FILE
- 30% -FINAL EXAMINATION

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100%

- A - 85+  
B - 75-84  
C - 60-74  
I - Incomplete  
R - Repeat

