

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

C O U R S E O U T L I N E

Course Title: PRESCHOOL EDUCATION I
Code No.: ED 101-3
Program: EARLY CHILDHOOD EDUCATION
Semester: FIRST
Date: FALL 1984
Author: KATHY NIELSEN

New: _____ Revision: X

APPROVED: *N. Koch*
 Chairperson

Date: AUGUST 29, 1984

Course Objectives Cont'd:

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.
4. the ability to understand and practise 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:

Lecturers, 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/her 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 Friday, November 23, 1984.

In order to develop an awareness of the literature relating to preschool education, one book is 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 FRIDAY, NOVEMBER 2nd, 1984.

A picture file and an "idea" file relating to the child's world and curriculum areas are to be begun and developed throughout the 16 weeks. *Picture file to be submitted: FRIDAY, NOVEMBER 16, 1984. Idea file to be submitted: FRIDAY, NOVEMBER 30, 1984.*

Methodology:

NOTE: Readings may be assigned other than those from the texts. Articles of ...3/

Methodology Cont'd:

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

(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 number 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 card relevant to your own interest and learning.

Syllabus:

WEEK 1

A. Introduction to Course

- general expectations and responsibilities
- reading cards
- picture and idea files
- 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 Cont'd:

WEEK 1

D. Assignments:

Readings: Read & Patterson: pp. 3 - 22

Ministry Leaflets: 1 - 8, 17

Cohen & Stern: pp. 3 - 22

- set up observation groups

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

- observing the new child in the nursery

D. Assignments:

Readings: Read and Patterson: pp. 23 - 40

List qualities of good schools

pp. 58 - 63

pp. 131 - 151

Projects: Read & Patterson

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 DATE: FRIDAY, SEPTEMBER 21, 1984

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 DATE: FRIDAY, SEPTEMBER 28, 1984

Syllabus Cont'd:

WEEK 3

A. The Physical Environment

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

B. Children's Art from the Nurseries

Film: *Talking Pictures*

C. 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
4. Using the sheets provided observe one child in each of the three art stages.

DUE DATE: FRIDAY, OCTOBER 5, 1984

WEEK 4

A. Workshop with paint in Lab School - evening. Students will participate in the various activities presented, focusing 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. Presenting Painting Activities

- process of creativity

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 you leave.
2. Readings: Read & Patterson: pp. 75 - 91
Cohen & Stern: pp. 41 - 60

WEEK 5

A. Basic Teaching Skills

- initial support for each speech and action - some suggestions

Syllabus Cont'd:

- WEEK 5 Cont'd:
- A. - 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"

- WEEK 6
- A. Routines
 - their place in nursery school, what children learn
 - toileting
 - eating
 - resting
 - B. Assignments:
 - Quiz on to-date material
 - Reading: Article - "Transition Times"
 - Projects: Read & Patterson, p. 183 DUE WEEK 9
Routine form (will provide) DUE WEEK 9
 - C. Bring an interesting (to you) piece of fabric, a natural and found material and a piece of paper to next class

- WEEK 7
- A. College workshop. Once again, we are process-oriented.
 - B. Presentation of College Materials to Support Creative Use
 - teacher's role in supporting use
 - found materials
 - criteria for assessing materials
 - C. Presentation of College Materials to Support Creative Use
 - teacher's role in supporting use
 - found materials
 - criteria for assessing materials
 - crayon, chalk, pencil, felt pen, pastels
 - D. Assignments:
 - Readings: Read & Patterson: pp. 110 - 122

Syllabus Cont'd:

WEEK 8

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

B. Assignments:

Readings: Read & Patterson: pp. 173 - 183

Setting Limits program 1 & 2: pp. 122 DUE WEEK 10

WEEK 9

A. The Teacher/Child Relationship

- authenticity
- leadership styles
- hidden curriculum
- setting limit

B. Observation: Guidance, special form supplied

DUE WEEK 12

C. Quiz on material to date.

D. Readings: K.R.: pp. 187 - 209

WEEK 10

A. Understanding Behaviour

- foundation 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: K.R.: pp. 231 - 243

K.R.: pp. 277 - 310; Ministry Leaflet 18

WEEK 11

A. Feelings of Hostility

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

Syllabus Cont'd:

WEEK 11 Cont'd: B. Assignments:

K.R.: pp. 231 - 244

Readings: K.R.: pp. 303 - 321

Articles: Aggressiveness in Children
Dominion in Children's Play

WEEK 12

A. The Function of Play

- values
- T.V. and play
- as a growth process

B. Observing and Recording

C. Filmstrips: on T.V.

D. Assignments:

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

Projects: K.R.: p. 206, No. 1 a, b, c, d, Interpret incidents

Exam on materials to date

WEEK 13

A. Review and integrative seminar

WEEK 14

A. Projects reviewed

B. Readings: K.R.: Chapter 15 - 247 - 261 (pages)
Day Nurseries Act implementation

WEEK 15

The Process of Learning in Early Childhood

- Definition of Learning
- differences and conditions
- looking and discovering
- senses

Readings: K.R.: Chapter 16 pp. 263 - 273

WEEK 16

Discussion and forum.

EVALUATION Cont'd on following page

...9/

EVALUATION:

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.

15%

Picture File is assessed in terms of quality of pictures. Quantity, variety and notations of suggestions for use are important as are cross references.

10%

Idea File is assessed in terms of quantity, quality and variety.

Reading Card File	5%
Quizzes	15%
Exam	25%
Participation	10%
Projects	15%