

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PRESCHOOL EDUCATION I

Code No.: ED 101-3

Program: EARLY CHILDHOOD EDUCATION

Semester: FIRST

Date: FALL 1986

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New: \_\_\_\_\_ Revision: X

APPROVED:

*M. Korn*  
Chairperson

Aug. 18/86  
Date

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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 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 an 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.

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COURSE OBJECTIVES (continued):

4. the ability to understand and practice the child study skills of 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. Creative Art for the Developing Child - A Teacher's Handbook for E.C.E.: Clore Cherry Pitman Learning Inc.
3. Observing and Recording the Behaviour of Young Children, Cohen and Stern, Teachers College Press.
4. Ministry Leaflets - on reserve in Library.
5. Day Nursery Act.

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 21, 1986.

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; and presented by NOVEMBER 7TH, 1986.

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 14, 1986. Idea file to be submitted: Friday, November 28, 1986.

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.

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Reading Card Format:

(File Category)

Cross-reference 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 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

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D. Assignments:

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

- set up observation groups

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 19, 1986.**

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 and Patterson

Observations: 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 26, 1986.**

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WEEK 3     A.   The Physical Environment

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

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  
                  Clare Cherry - Creative Art for the  
                  Developing Child: pp. 5-22

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

**DUE DATE: FRIDAY, OCTOBER 10, 1986**

2.   Write a one - or two-page description of your feelings and impressions experienced during the paint workshop. Submit before you leave.
3.   Readings:   Read & Patterson: pp. 75 - 91  
                  Cohen & Stern: pp. 41 - 60  
                  Clare Cherry: pp. 24 - 58

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- WEEK 5     A.    Basic Teaching Skills
- initial support for each 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"  
    Clare Cherry:    pp. 59 - 110
- 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.
- D.    Assignments:
- Reading:    Clare Cherry:    pp. 112 - 131
- WEEK 7     A.    College workshop. Once again, we are process-oriented. Evening Lab School.
- B.    Presentation of College Materials to Support Creative Use.
- teacher's role in supporting use
  - found materials
  - criteria for assessing materials

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- 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  
Clare Cherry: pp. 134 - 181
- 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
- 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. 227 - 310; Ministry Leaflet 18

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WEEK 11 A. Feelings of Hostility

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

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 - pp. 247 - 261  
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

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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%

Late assignments will be subject to 'late submission policy' E.C.E. Dept.