

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: SEPTEMBER 1991 Previous date: SEPTEMBER 1990

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APPROVED:

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K. DeRosario, Dean
School of Human Sciences
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DATE:

June 17/91

COURSE OUTLINE - ED 101-3 (PRESCHOOL EDUCATION I)
E.C.E. Program (Instructor: K. Nielsen)

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

TEXTS:

1. The Whole Child (4th); Joanne Hendrik, Merrill
2. Art and Creative Development for Young Children; Robert Schmirracher, Delmar Printing
3. 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.

Practice teaching in the Demonstration School and observation assignments will give the student an opportunity to integrate theory and practice.

A picture file and an "idea" file relating to the child's world and curriculum areas are to be begun and developed throughout the 15 weeks. Picture file to be submitted: Monday, November 18, 1991. Idea file to be submitted: Monday, November 4, 1991.

In order to develop an awareness of creative art for the developing child, the student will research, plan and implement an art activity for the preschooler. This activity will be individually assigned using "Art and Creative Development for Young Children" as a resource. Assignment will be discussed with instructor. Completed by December 9, 1991.

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, even if student is not in attendance.

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SYLLABUS:

WEEK 1:

- A - Introduction to Course
 - general expectations and responsibilities
 - 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 Street College filmstrip presentation - First Day in School
 - Teacher/Parent role during admission
- D - The values of preschool education experience
- E - Assignments:
 - Readings: Hendrik: pp. 3 - 21
 - Ministry Leaflets: 1 - 8, 17 pg. 77 - 85
 - set up observation groups

Project:

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: WEEK 2

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 - Assignments:
 - Readings: Hendrik: pp. 25 - 43
 - Hendrik, pg. 43, #4, DUE DATE WEEK 3

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WEEK 3:

- A - Helping Children Adjust to New Experiences
 - being in a new situation
 - strengths and vulnerabilities
 - relationships with Caregiver
 - Parent Support

- B - Feelings - Parent and Child
 - Defenses

- C - Assignments:
 - Readings: Hendrik, pg. 49-69
Self-check questions 1-4
 - Due Date: In Class Week 4
 - Observation (form provided): Assignment on Routines, Due Week 5

WEEK 4:

- 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"
Hendrik: pp. 75-96
Robert Schmirracher - "Art and Creative Development"
pp. 1-38

COURSE OUTLINE - ED 101-3 (Preschool Education I) Cont'd
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WEEK 5:

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.

NOTE: Workshop will be held at the C.D.C. - 6:30 - 9:30 p.m. on
Date to be announced

B - Presenting Painting Activities
- process of creativity

C - Creative Teaching
- developmental stages in children's art

D - Development of the Physical Self
- small and large motor development
- creative thought
- sensory experience
- tension release

E - Assignments:

1. Using the sheets provided, observe one child in each of the three art stages. DUE DATE: Week 7
2. Write a one or two-page description of your feelings and impressions experienced during the paint workshop. Submit before you leave.
3. Readings: Hendrik, pp. 103-120
Robert Schmirracher, pp. 45-78
Projects: p. 120, Question #1

WEEK 6:

A - Basic Teaching Skills
- fostering mental health
- initial support for each speech and action - some suggestions
- using discipline
- the teacher's feelings

B - Assignments:

Readings: Hendrik: pp. 125-133
Reprint: "The Teacher is the Nursery School"
Robert Schmirracher: pp. 81-106

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WEEK 7:

- A - Helping children master emotional crises
- Self-esteem (adult and child)
- Helping children cope
- General principles
- B - Assignments:
- Quiz on to-date material
Reading: Article - "Transition Times"
Hendrik: pp. 137-162
- 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: Robert Schmirracher: pp. 107-125

WEEK 8:

- A - College workshop. Once again, we are process-oriented.
C.D.C. - 6:30 - 9:30 p.m.
Date to be announced
- B - Presentation of College Materials to Support Creative Use.
- teacher's role in supporting use
- found materials
- criteria for assessing materials
- C - Teacher's role in handling crisis in the preschool
- D - Assignments:
Readings: Hendrik: pp. 169-186
Robert Schmirracher: pp. 127-143

WEEK 9:

- A - Guidance and Social Competence
- goals
- positive method
- direct, indirect guidance
- growth enhancing, or restrictive
- B - Assignments:
- Readings: Hendrik: pp. 191-210
- Self-check Questions #1, 4, 5, 6, 7. DUE WEEK 10

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WEEK 10:

A - The Teacher/Child Relationship/Self-Discipline

- authenticity
- leadership styles
- hidden curriculum
- setting limits

B - Assignments

- Readings: Hendrik: pp. 215-228

C - Observation: Guidance, special form supplied - DUE WEEK 12

WEEK 11:

A - Understanding Behavior

- foundation of 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 - Aggression

- desirable ways to cope

C - Readings: Hendrik: pp. 233-243

WEEK 12:

A - Meaningful Work

- dislike work
- positive values
- incorporating meaningful work

B - Assignments:

Readings: Hendrik: pp. 247-275

Articles: Aggressiveness in Children
Dominion in Children's Play

WEEK 13:

A - Nonsexist/cross cultural education

- attitudes
- ethnic and gender differences
- encouraging equity
- teacher prejudice

WEEK 14:

Review

Exam on materials to date. (December 9, 1991)

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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 term of quantity, quality and variety.

10%

Quizzes

15%

Exam

30%

Participation

10%

Projects

10%

Instructor reserves the right to alter or change assignments, material and due dates. Adequate notification will be given.

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

COLLEGE GRADING POLICY

A+ = 90-100%

A = 80- 89%

B = 70- 79%

C = 60- 69%

R = Repeat (Less than 60%)

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

Name: _____ Date of Presentation: _____

ART ACTIVITY: _____ INITIALS: _____

1. Learning objectives:

2. Materials used and/or construction procedure:

3. Vocabulary to develop:

4. Presenting procedure:

5. Description of actual presentation:

EARLY CHILDHOOD EDUCATION PROGRAM
GUIDANCE OBSERVATION

OBSERVER: _____

SCHOOL: _____

DATE: _____

TIME: _____

(A) Indirect Guidance

Record an incident at a nursery school in which the behaviour of a child or children was affected by manipulating the environment or by changing the setting of the stage.

(B) Direct Guidance

1. Record an incident showing the use of physical guidance in which the adult:
 - (a) demonstrated or illustrated how to do something
 - (b) used physical contact to reassure the child
 - (c) used physical contact to restrain child activity.

2. Give an example of each of the following verbal guidance in which the adult:
 - (a) used positive expressions
 - (b) used clear, short meaningful sentences
 - (c) made a request where the child had no choice
 - (d) made a request where the child had a choice
 - (e) helped the child become more independent through encouragement or through recognition of success.

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OBSERVER: _____

CHILD: _____

DATE OF OBSERVATION: _____

CHILD'S AGE: _____

SCHOOL: _____

TIME: _____

OBSERVATION FORM - ROUTINES

Choose one of the following routines to record and submit:

- | | |
|--------------------------|--------------|
| - toilet procedure | - snack time |
| - clean-up time | - lunch |
| - dressing or undressing | - rest |

THE STIMULUS - Self-initiated or teacher-initiated? or how?

THE SETTING -

CHILDREN'S REACTION -

e.g. accepting, resisting (directly or indirectly),
choosy

*Does the child seem to want to function independently?
How do you know?*

Does he/she socialize? Is socializing more interesting than
the routine? Can he/she manage both?

Does he/she comment about the routine, e.g., food or clothes,
etc.?

Are the children expected to do the job alone? e.g., toileting,
washing, resting, clean-up?

What group procedures are laid down? How much individual
attention is offered? What sounds does the child make? What
does the child do immediately after?

In your opinion, was the timing of this routine well-placed in
the programme? Well-handled?