

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: PRESCHOOL EDUCATION I

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CODE NO.: ED101

SEMESTER: ONE

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PROGRAM: EARLY CHILDHOOD EDUCATION

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PROFESSOR: DIXIE ELLIOTT

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DATE: SUMMER 1992

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APPROVED: \_\_\_\_\_

DEAN

*L. DeRosario*

DATE

*June 17/92*



COURSE OUTLINE - ED 101-3 (PRESCHOOL EDUCATION I)  
E.C.E. Program

**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.

COURSE OUTLINE - ED 101-3 (Preschool Education I) Cont'd  
E.C.E. Program

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 (5th); Joanne Hendrik, Merrill
2. Art and Creative Development for Young Children; Robert Schmirracher, Delmar Printing
3. Day Nursery Act

METHODOLOGY: NOTE: (Summer students please disregard dates. The time frame for your course will be announced in class)

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 (Child Development Centre) 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: Friday, November 13, 1992. Idea file to be submitted: Friday, November 27, 1992.

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 4, 1992.

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.

COURSE OUTLINE - ED 101-3 (Preschool Education I) Cont'd  
E.C.E. Program

SYLLABUS:

**WEEK 1:**

- A - Introduction to Course
  - general expectations and responsibilities
  - picture and idea files
  - grading system and evaluation

**WEEK 2:**

- A - 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
- B - Admission procedures in Sault College Demonstration Preschool
  - Bank Street College filmstrip presentation - First Day in School
  - Teacher/Parent role during admission
- C - The values of preschool education experience
- D - Readings: Hendrik: pp. 4 - 24  
Assignments:
  - set up observation groups

Project:

Observations: 1. Observe (for five minutes) 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 3

**WEEK 3:**

- A - Basic tenets in philosophy of Early Childhood Education
  - Basic qualities of an Early Childhood Teacher
  - Support speech and action
- B - The Child: Beginning school, separation
  - Film: Starting Nursery School, A Pattern of Beginning
- C - Assignments:
  - Hendrik, pg. 50, #4, DUE DATE WEEK 4/5

Readings: Hendrik pp 30-50  
Ministry leaflets

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WEEK 4/5:

- 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 - Readings: Hendrik, pg. 56-76  
Self-check questions 1-4, Content related questions,  
Hendrik pp 77
  - Due Date: In Class Week 5/6

WEEK 6:

- A - The Physical Environment
  - playroom, equipment, and materials
  - use of space, traffic patterns
  - learning centres
  - playground, activities and materials
  
- B - Routines
  - Stages of play
  
- C - Readings: Reprint - "How to Talk to a Scribbler"  
Hendrik: pp. 80-104  
Robert Schmirracher - "Art and Creative Development"  
pp. 1-38
  - Assignments:
    1. Art Recipes
    2. Reprints: "Criteria for Assessing Materials"
  
  - Observation #2: Observe a daily routine and record the progress of one child throughout the routine. assigned in Seminar I ED115.

COURSE OUTLINE - ED 101-3 (Preschool Education I) Cont'd  
E.C.E. Program

WEEK 7:

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. 2.

NOTE: Workshop will be held at the C.D.C. - 6:30 - 9:30 p.m. on  
Date: (October 5 - 9)

B - Presenting Painting Activities

- process of creativity
- **Film: Talking Pictures**

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 10
2. Write a one or two-page description of your feelings and impressions experienced during the paint workshop. Submit before you leave.
3. p. 131, Question #1, Integrative Questions, Hendrick, Due: **Week 8**

Readings: Hendrik, pp. 110 - 130  
Robert Schmirracher, pp. 45-78

WEEK 8:

A - Basic Teaching Skills

- fostering mental health
- support for each speech and action - some suggestions
- using discipline
- the teacher's feelings

B - **Quiz** on material to date

c - Readings: Hendrik: pp. 134-144

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

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E.C.E. Program

WEEK 9:

- A - Helping children master emotional crises
  - Self-esteem (adult and child)
  - Helping children cope
  - General principles
  
- B - Bring an interesting (to you) piece of fabric, a natural and found material, and a piece of paper to next class.
  
- C - Reading: Article - "Transition Times"  
Hendrik: pp. 148-179  
Robert Schmirracher: pp. 107-125

WEEK 10

- A - Collage workshop. Once again, we are process-oriented.  
C.D.C. - 6:30 - 9:30 p.m.  
**Date:** Nov. 2-6
  
- B - Presentation of Collage 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 - Readings: Hendrik: pp. 186-206  
Robert Schmirracher: pp. 127-143
  
- E - Assignments: Write a one or two page description of your feelings and impressions of the workshop. **Submit before you leave.**

WEEK 11:

- A - Guidance and Social Competence
  - goals
  - positive method
  - direct, indirect guidance
  - growth enhancing, or restrictive
  
- B - Assignments:
  - Self-check Questions #1, 4, 5, 6, 7, Hendrick. DUE WEEK 12
  - Readings: Hendrik: pp. 212-232

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C.E. Program

WEEK 12:

- The Teacher/Child Relationship/Self-Discipline
  - authenticity
  - leadership styles
  - hidden curriculum
  - setting limits
- Assignments
  - Observation: Guidance, special form supplied - DUE WEEK 15
- Readings: Hendrik: pp. 236-252
- Articles: Aggressiveness in Children  
Dominion in Children's Play

WEEK 13/14:

- 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. 256-267

WEEK 15:

- A - Meaningful Work
  - dislike work
  - positive values
  - incorporating meaningful work
  - Review

WEEK 16:

Exam on materials to date. (December 14, 1992)

COURSE OUTLINE - ED 101-3 (Preschool Education I) Cont'd  
E.C.E. Program

**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 [Question sheets (3), art workshop evaluations (2),  
art activity form] 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.

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.

EARLY CHILDHOOD EDUCATION -- OBSERVATION FORM

OBSERVER \_\_\_\_\_ CHILD \_\_\_\_\_ AGE \_\_\_\_\_

DATE \_\_\_\_\_ SCHOOL \_\_\_\_\_

SETTING:

TIME                      OBJECTIVE OBSERVATION                      IMPRESSIONS & NOTE

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