



## I. COURSE DESCRIPTION:

This course introduces the student to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings utilizing developmentally appropriate practices is emphasized.

Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behavior and learning of young children.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

### 1 Explain the role and framework of early childhood education programs within Canadian society (VLO: 5,7,EES: 3,4)

#### Potential Elements of the Performance:

- Discuss the significance of quality early childhood education as well as the role of the educator on human development and society as a whole.
- Explain the role of government bodies and legislation within the field of early childhood education in Ontario.

### 2 Identify the standards of practice that support quality care in early childhood education programs. (VLO: 5,7,8, EES:1,2,3,4,)

#### Potential Elements of the Performance:

- Identify and interpret regulations outlined in the Ontario Day Nurseries Act
- Translate standards of care as outlined from various professional Codes of Ethics
- Explain the link between current research in the field of early childhood and best practices.
- Analyze and apply the principles of developmentally appropriate practice as it relates to early childhood education.

3. **Describe the components of a Developmentally Appropriate Environment within an early childhood program** (Reflected in CSAC VOCATIONAL Standards: #1,2,,6,7,9  
GENERIC Standards #2,5,9)

Potential Elements of the Performance

- Explain and compare early childhood environments based on best practices.
- Design a developmentally appropriate environment based on best practice.
- Critic and evaluate program schedules based on principles of best practice.

4. **Outline the Components of an effective team and how to establish good working relationships.** (VLO: 4,6,8,9: EES: 1,4,5)

Potential Elements of the Performance:

- Analyze key components of an effective team teaching approach
- Engage in reflective practice to evaluate personal interpersonal relationship skills
- Demonstrate effective interpersonal skills.

5. **Demonstrate effective written communication skills** (VLO: 6,9 EES: 1,5,6)

Potential Elements of the Performance)

- Plan and organize communications according to the purpose and audiences
- Incorporate content that is meaningful and necessary
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

### III. TOPICS:

1. **Introduction to the role early childhood education plays in our society.**
2. ***Introduction to best practice in the field of early childhood education.***
3. **Establishing the environment to become a method of teaching in terms of:**
  - *Space*
  - *Schedules*
  - *Staff*

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- **Creating Effective Learning Environments**. Second Canadian Edition. Ingrid Crowther, Athabasca University. Thomson Nelson Publishing 2007,
- **Day Nurseries Act: Revised Statutes of Ontario**, Most recent publication
- **Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education** 5<sup>th</sup> Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2007.
- **Early Childhood Environmental Rating Scale Revised** Harms, Teacher College Press
- **Access to LMS Course Content**
  - ***Resources Purchased in Other Courses but used in this course:***
    - *Practical Solutions to Practically Every Problem (Revised)* Saifer, Monarch Books Canada. 2003

#### V. EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

<b>Experiential Learning Activities</b>	<b>25%</b>
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Students are expected to participate in course related experiential learning activities scheduled in and out of class. The focus of the activities will be to provide students with the opportunity to engage in experiential learning that reflects the theory being discussed

**Types of Experiential Learning Activities:**

Students will be given points for their preparation and full participation in the following learning activities:

*Guest Speakers / Field Trip / Workshops = 10 points, Large Group discussions / activities = 5pts, Small group discussions / activities: 5 pts, Video training = 4pts, Individual reflective practices = 2 pts.*

**Criteria for Participation in Experiential Learning Activities**

These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these learning activity components will be given a “0” for the identified activity. These activities will not be rescheduled for students. Students are expected to attend class fully prepared to participate with all required materials.

**Quality of Participation in Experiential Learning Activities:**

Students will be evaluated on the level and quality of their engagement, behaviour, and attitude during the Experiential Learning Activities based on a set of criteria reflecting professional standards.

**Evaluation Breakdown**

Professor will record points the student earns for attending and participating in the type of experiential learning activities scheduled.

- *Assessed: 9%*

Students will submit a completed *Experiential Learning Self-Assessment* form to the professor 3 times during the semester as assigned

- *Assessed: 6%*

The Professor will complete an *Experiential Learning Instructor Assessment* form for each student 3 times during the semester as scheduled.

- *Assessed: /10%*

**TESTS** **30%**

Test 1:	10%
Test 2:	10%
Test 3:	10%

**ASSIGNMENTS** **45%**

Preschool Environment Design / Report	25%
CDC Lab School Workshop Report	10%
Analysis of Transition and Routine	10%

**PLEASE NOTE:**

Regarding Student Progression through the three  
Co-Requisite Core ECE courses:

***Teaching Methods, Seminar, Field Practice***

Students must receive a minimum of a **“C” (2.0 G.P.A.)** in each semester’s ***Teaching Methods, and Seminar***, courses **and receive an “S” Satisfactory in their Field Practice**, (in the case of Field Practice 1, students must receive a “C”) within the same semester, in order to proceed to the next semester’s co-requisite courses.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### **Instructor's Notes**

#### Class Activities:

1. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
2. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
3. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
4. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
5. Students are responsible for putting their own items in the "garbage" / recycling bins.
6. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
7. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
8. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

#### Assignments

1. All assignments must be submitted on the assigned **due date at the beginning of the class** period unless otherwise specified by the professor. Assignments submitted after the professor has collected the assignments on the due date at the beginning of the scheduled class time will **incur an automatic 5% deduction** from the final assignment mark.
2. Assignments marks will incur a 5% deduction for each calendar day past the scheduled due date.. **Assignments will not be accepted by the Professor after 7 calendar days from the scheduled due date.** Consequently, the student will receive an automatic "0" for the assignments. Students must submit a hard copy of their assignment unless otherwise specified by the instructor.
3. If extenuating circumstances exists that prevent the student from submitting their assignment on the scheduled date, students are encouraged to communicate with their Professor one day prior to the due date the nature of the extenuating circumstances and request an extension.. Granting extensions is up to the discretion of the instructor. An "assignment extension" form will be completed and require a student signature.
4. Students must **adhere to dates set for oral presentations** unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment
5. All assignments **must be typed and stapled** or they will be returned to the student un marked.
6. To protect students, assignments must be delivered by the student/author to the professor.

7. Students are responsible for **retaining a file of all drafts and returned assignments**. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

**Tests/Quizzes:**

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is NOT given to the Professor, the student will receive a mark of "0"**. It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.
3. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.

**Your instructor reserves the right to modify the course,  
as he/she deems necessary to meet the needs of students.  
Dates for projects or tests may be revised depending upon course content/flow**

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.