

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Teaching Methods I in Early Childhood Education.

CODE NO. : ED 130 **SEMESTER:** 1

PROGRAM: **Early Childhood Education**

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DATE: **Fall 2011** **PREVIOUS OUTLINE DATED:** Fall 2010

APPROVED: "Angelique Lemay" July 2011

	Chair	DATE
TOTAL CREDITS:	4	
PREREQUISITE(S):	None	
CO REQUISITES:	None	
HOURS/WEEK:	4 hours /week	

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*For additional information, please contact Angelique Lemay, Chair, Community Services
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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 **Identify the standards of practice that support best practice in early childhood education programs.** (VLO: 5,7,8,)
Potential Elements of the Performance:
 - Explain the link between current research in the field of early childhood and best practices.
 - Locate and interpret regulations outlined in the Ontario Day Nurseries Act
 - Recognize the role of the CECE Code of Ethics and Standards of Practice as it relates to best practice in early childhood education programs.

- 2 **Assess developmentally appropriate and inclusive practices that guide the teaching method of early childhood educators.**
Potential Elements of the Performance:
 - Define developmentally appropriate practices and discuss its primary components.
 - Analyze situations based on developmentally appropriate and inclusive practices.
 - Propose methods of implementing developmentally appropriate and inclusive practice within early childhood education programs.

3. **Describe the components of a Developmentally Appropriate Environment within an early childhood program** (VLO: #1,2,,6,7,9)
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:)**

Potential Elements of the Performance:

- Analyze key components of an effective team teaching approach within an early childhood program.
- Demonstrate effective team teaching skills.

5. **Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty. (VLO#6)**

- Demonstrate self-awareness and intrapersonal communication skills through an effective evaluation of one's own performance and skills and effect change in one's performance, as warranted
- Demonstrate respect for diversity by monitoring and modifying interactions
- Demonstrate effective teamwork and team membership through effective collaboration and consultation
- Ensure confidentiality in all written, oral, and electronic communications
- Use an accepted standard of writing, grammar, spelling, and format

III. TOPICS:

1. **Standards of “Best Practice” that guide early childhood educators teaching methods.**
2. **The role of “Team Teaching” within an early childhood setting.**
3. **Planning a developmentally appropriate environment as an effective teaching method.**
4. **Planning schedules and routines to reflect developmentally appropriate practices as a teaching method.**

IV REQUIRED RESOURCES/TEXTS/MATERIALS:

- Crowther, Ingrid (2007) **Creating Effective Learning Environments**. Third Canadian Edition. Athabasca University: Thomson Nelson Publishing
- Dietze, B and Kashin, D. (2012). **Playing and Learning in Early Childhood Education**. Toronto: Pearson Canada
- Government of Ontario Publications **Day Nurseries Act: Revised Statutes of Ontario**,. (available online)
- Wolpert, E. (2005) **Start Seeing Diversity: The Basic Guide to an Anti Bias Classroom**. St Paul MN: Redleaf Press
- LMS access

V. EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

Professional Practice	5%
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- This activity provides students with an opportunity to develop or sustain their professional practice skills. *Details discussed in class and posted on LMS.*

Reflective Practice Papers	
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35%

- Each week, students will complete a Reflective Practice Paper during scheduled class time which will be submitted at the end of the class. Content of the Reflective Practice Paper will be based on the content covered in class (through discussion, lecture, activities) and require the student to provide a reflective response based on Reflective Practice questions. Details of the topic / rubric will be discussed in class and posted on LMS.

NOTE: These Reflective Practice Papers 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 opportunities will be given a "0" for the identified activity. These activities will not be rescheduled for students.

Documentation of Developmentally Appropriate Environment Presentation
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30%

- Students will be expected to participate in two evening field trips to various early learning environments whereby, students will gather information from each of the environments using a variety of tools. Students will analyze the information and assess qualities of developmentally appropriate practices. Finally, each student will present their information and assessment following "documentation" principle's and provides a brief presentation to the class. Further details of the assignment will be distributed to students and posted on LMS

NOTE: Students who do not present on their presentation date will forfeit the mark for that assignment, Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

Tests

30%

The following tests will be scheduled. Content of each test will be discussed in class.

- Test #1 10%
- Test #2 10%
- Test #3 10%

NOTE: 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.

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.

NOTE: All assignments must be submitted on the due date at the beginning of the class period

unless otherwise specified by the professor. Late submissions will be deducted 5% per day which commences at the end of the class in which the assignment was due, Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

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

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 ***Teaching Methods I***, in order to proceed to the next semester's co-requisite courses.

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

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

In the interest of providing an optimal learning environment, students are to follow these expectations;

1. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services. 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 expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
3. 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.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
5. Students are responsible for obtaining course material missed due to class absence

VII. COURSE OUTLINE ADDENDUM:

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