

**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 2013** **PREVIOUS OUTLINE DATED:** Fall 2012

**APPROVED:** "Angelique Lemay" Aug/13

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	<b>DEAN</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	4	

**PREREQUISITE(S):** None

**CO REQUISITES:** None

**HOURS/WEEK:** **4 hours /week**

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*School of Community Services and Interdisciplinary Studies.*

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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. **Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty in accordance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011)**

Potential Elements of the Performance:

- evaluate one's own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor's feedback
- be respectful, positive and open in all communication without judgment or personal bias
- model and provide positive conflict resolution strategies in all relationships
- communicate professionally in written documentation including vocabulary, grammar, spelling and format appropriate to early learning settings

2. **Summarize the current standards of best practices followed within the field of Early Childhood Education.**

Potential Elements of the Performance:

- Identify the standards outlined in the CECE Code of Ethics and Standards of Practice as it relates to best practice in early childhood education programs
- Explain how developmentally appropriate practices are linked to each of the Statement of Principles outlined in both the ELECT/FDELK documents
- Describe how a planned program supports early learning

3. **Distinguish and interpret the guidelines Early Childhood Educators apply to designing a developmentally appropriate environment.**

Potential Elements of the Performance

- Summarize the guidelines for effective learning environments
- Locate and interpret regulations outlined in the Ontario Day Nurseries Act related to the "environment".

4. **Analyze the effectiveness of a learning environments physical space based on the criteria of best practice.**

Potential Elements of the Performance

- Defend the Learning Centre approach and how it supports domain development.
- Evaluate effective room arrangements and floor plans for different age groups.
- Explain how to achieve an aesthetically pleasing environment using design elements.

5. **Describe the components of an emotionally supportive and inclusive early learning environment**

Potential Elements of the Performance

- Describe the foundations of an emotionally supportive and equitable environment
- Explain appropriate teaching methods to support an effective daily schedule that meet the needs of the children.
- Distinguishes appropriate teaching methods that support effective transitions and routines within the daily schedule.

III. **TOPICS:**

Module 1: Reflecting ECE Standards of Practice and Code of Ethics

Module 2: Current standards of best practice in the field of ECE

Module 3: Introduction to a rich learning environment

Module 4: Guidelines for an effective learning environment

Module 5: Design an inclusive, supportive, diverse learning environment

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

**Textbooks purchased for this class:**

- Bullard, Julie (2014) ***Creating Environments for Learning Birth to age Eight*** 2<sup>nd</sup> Ed. Toronto: Pearson Education Inc.
- Access to course materials on ***Desire2Learn (D2L)*** .

**Documents available for students to access online for this course:**

- Government of Ontario Publications **Day Nurseries Act: Revised Statutes of Ontario.** (available online)  
[http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_900262\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm)
- **Day Nurseries Act for Child Care Supervisors of Ontario:** (available online)  
<http://childcarelearning.on.ca/>
- College of ECE **Code of Ethics and Standards of Practice:** (available online)  
<http://www.collegeofece.on.ca/en/Public/News/Pages/The-Code-of-Ethics-and-the-Standards-of-Practice.aspx>

Early Learning For Every Child Today: A framework for Ontario early childhood settings (available online) <http://www.edu.gov.on.ca/childcare/oelf/>

- **The Full-Day Early Learning – Kindergarten Program (draft)** (available online)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

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

Achievement of course learning outcomes will be achieved as follows

**Assignments 90%**

Details of each assignment will be attached to the syllabus distributed to students and posted on D2L. Assignments range from agency profile presentations, reflection responses, self reflections, and advocacy assignments. **NOTE: As part of the Agency Profile, students will be participating in a field trip to a child care centers in the community on a scheduled date from 5:30-8:30 pm. Students will need to make arrangements ahead of time in order to participate. Students will be responsible for transporting themselves during this field trip.**

*All assignments are to be edited, typed, and stapled together with the name of the assignment and the student's name on the front page.*

*When assignments are required to be submitted electronically through ED134 D2L course site (only), students are expected to submit the document in PDF, doc. Or docx. format. If the instructor is unable to open or read the submission a mark of "0" will be given for the assignment.*

*Late submissions are accepted 5 days past the scheduled due date but will incur a 5% per day deduction to the overall mark given to the assignment. Assignments will not be accepted past the 5 day late submission period. The instructor will consider a request for extensions but only when the request is made prior to the scheduled due date / time.*

**Tests 10%**

**Students will be tested on their knowledge from the course content. Scheduled dates and content for each test will be discussed in class and posted on D2L.**

*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*

**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:**

<u>Grade</u>	<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%	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:**

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.

**VI. COURSE OUTLINE ADDENDUM:**

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