

I. COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods II. This course focuses on the environment that incorporates discovery-based learning as a teaching strategy. Students will learn how to plan naturalistic, informal and structured learning experiences,

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **use process-oriented and divergent teaching techniques to incorporate cognitive experiences throughout the curriculum.** *Reflection of *VLO, 2012: #1, 2*

Potential Elements of the Performance:

- use a variety of strategies to support learning through inquiry and play-based experiences
- recognize the importance of focusing on development holistically; understanding that there is a connection between cognitive development and other areas of development
- foster attitudes that encourage cognitive development
- foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning
- include children as active and competent contributors in their learning
- evaluate one's teaching to determine if children's needs are met and their abilities, interests, and ideas are acknowledged

2. **understand the fundamental principles of science and math**

*Reflection of *VLO, 2012: #1,*

Potential Elements of the Performance:

- identify the five strands of math and the concepts associated with each strand
- identify three areas of science; life, physical and earth, and the concepts associated with each area
- promote learning opportunities in natural settings that foster an understanding of and appreciation for the environment
- plan developmentally appropriate experiences to facilitate children's understanding of math and science concepts

* VLO - Ministry of Training, Colleges and Universities, ECE Program Standards Vocational Learning Outcomes

3. **select and use a variety of observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.** *Reflection of *VLO #3*
 - identify and select technology tools to facilitate documentation and record-keeping
 - use appropriate strategies to identify and interpret children's abilities, interests and ideas
 - use a variety of observation techniques to enhance work with children
 - document and report observations in a professional manner

4. **act in a professional manner** *Reflection of *VLO #6, 8 and 10, and Essential Employability Skills #1, 5 and 6*

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- comply with ECE Confidentiality Policy, ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice

III. TOPICS:

1. Fostering cognitive development
2. Documentation
3. Facilitating conversations with children
4. Fundamental math principles
5. Fundamental science principles
6. Connecting children with nature

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

1. Outdoor clothing, including rain gear. Several classes will be held outdoors. 'There is no such thing as bad weather.... only bad clothing'
2. Use of a camera (Some placements require you to use their cameras. Cameras can be signed out at the Sault College library.)
3. Card-stock paper folder, with pockets
4. Membership in the ECE Resource Room is strongly recommended.

Textbooks: *Previously purchased in other courses:*

1. Weitzman, E., and Greenberg, J. (2010). *ABC and Beyond. Building Emergent Literacy in Early Childhood Settings*. Toronto: Hanen Early Learning Program. (previously purchased)
2. Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It*. (2nd Ed.) Toronto: Hanen Early Learning Program. (previously purchased)

On-Line Documents: Only portions will be used

1. College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice*. Only portions will be used. Available online: <http://www.college-ece.ca/Pages/default.aspx>
2. Government of Ontario Publications. (1990) *Revised Statutes of Ontario*. Available online: http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm
3. Ontario Ministry of Child and Youth Services. (2007). *Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007* Available online: <http://www.gov.on.ca>.
4. Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Available online: <http://www.ontario.ca/edu>
5. Ontario Ministry of Education. (2013). *Think, Feel, Act*. Available online: <http://www.ontario.ca/edu>

V. EVALUATION PROCESS/GRADING SYSTEM:**EXPERIENTIAL LEARNING OPPORTUNITIES (IN-CLASS) 20%**

A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared to discuss readings, present ideas and, at times, activities. These learning opportunities will also help you to develop professional skills required for the ECE field.

READING REFLECTIONS 10%

You will provide reflection about your reading reflections using the LMS dropbox system

QUIZZES 10%

Short quizzes at the end of each module will be completed on LMS during designated non-class time periods.

ASSIGNMENTS 60%

1. Learning Story 20%
Using a learning story format, you will document a learning experience with a focus on the cognitive domain
2. Stories Reflecting Learning 20%
You will share stories that illustrate how you have facilitated math and science learning experiences with young children.
3. Conversations with Children 20%
You will analyze your conversation with children during an open-ended, inquiry-based learning experience.

Notes about Assignments

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class and posted on LMS.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

This is a “process” course, and class participation is **essential**

PLEASE NOTE

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

Teaching Methods III, Seminar III, Field Practice III

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***, 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:

<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%	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.	

A minimum of an overall **2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

VI. SPECIAL NOTES:

ECE Program Guide

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.