



COURSE OUTLINE

ED 130

Prepared: Colleen Brady Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 130: TEACHING METHODS I IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
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 which utilize developmentally appropriate practices is emphasized.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
This course is a pre-requisite for:	ED 110, ED 116, ED 131
Vocational Learning Outcomes (VLO's):	<p>#1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas.</p> <p>#2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.</p> <p>#3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development.</p> <p>#4. Establish and maintain responsive relationships with individual children, groups of children and families.</p> <p>#6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.</p> <p>#7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.</p> <p>#10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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Essential Employability Skills (EES):

- #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- #4. Apply a systematic approach to solve problems.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Other Course Evaluation & Assessment Requirements:

Although a D grade is considered a passing grade, the student must achieve a minimum of C grade to be eligible to register for the subsequent ED131 Teaching Methods II course and ED131 course co-requisites.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Essay	25%
Projects	65%
Quizzes	10%

Books and Required Resources:

An introduction to how does learning happen? Ontario`s pedagogy for the early years by Ontario Ministry of Education
 Publisher: Queens` Printer for Ontario
 download the document for free @
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Anti-Bias Education for Young Children and Ourselves by Derman-Sparks,L, & Olsen, Edwards, J.
 Publisher: National Association for the Education of Young Children

Code of Ethics and Standards of Practice by College of Early Childhood Educators
 Publisher: College of Early Childhood Educators Edition: Current
 download the document for free @ www.collegeofece.ca

Creating Effective Learning Environments by Ingrid Crowther



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Publisher: Nelson Education Edition: 4th
ISBN: 9780176531768

Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer
Publisher: Teacher College Press Edition: 3rd
ISBN: 9780807755709

Excerpts from ELECT: Foundational knowledge from 2007 publication of Early learning for every child today . by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario
download the document for free @
<https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Infant/Toddler Environment Rating Scale (ITERS) Revised by Harms, Cryer, Clifford,
Publisher: Teacher College Press Edition: 3rd
ISBN: 9780807758670

Ontario Regulation 137/15 :General under Child Care and Early Years Act, 2014 by
Government of Ontario
Publisher: Queen`s Printer for Ontario
download only the information under tab General portion of the Act for free @
<https://www.ontario.ca/laws/regulation/150137>

The Art of Awareness: How Observation can Transform Teaching by Deb Curtis & Margie
Carter
Publisher: Redleaf Press Edition: 2nd

The Kindergarten Program 2016 by Ontario Ministry of Education
Publisher: Queen`s Printer for Ontario.
download the document for free @
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

Course Outcomes and Learning Objectives:

Course Outcome 1.

Explain the current research in early learning pedagogy and discuss how this information is applied to developmentally appropriate early learning environments.

Learning Objectives 1.



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- Explain the role of the early childhood educator in supporting healthy early brain development.
 - Outline the current pedagogical principles that guide best practices within the Ontario early years and child care community.
 - Explain the principles of learning and the relationship of these principles to play based learning.
- *Discuss the value of inquiry and play based approach to early learning environments.
- Describe the concept of developmentally appropriate practices and explain how it is reflected in the design of an early learning environment.

Course Outcome 2.

Discuss and examine the components of a well-designed early learning environment that is welcoming, responsive, inclusive, and play based.

Learning Objectives 2.

- Explain the impact of the indoor and outdoor learning environment on healthy child development and learning.
- Outline the current legislative regulations that are related to the design of early learning environments.
- Defend the “learning centre” approach to environmental design that supports early learning.
- Explain the components of a developmentally appropriate early learning environment.
- Analyze early learning environments and make recommendations based on best practices.
- Explain the role of establishing daily schedules and routines to support a responsive and meaningful learning environment.
- Identify teaching strategies that reflect best practices to facilitate positive transitions between daily activities and between home and school environments.

Course Outcome 3.

Identify the components of an emotionally supportive and equitable early learning environment that support each child’s sense of belonging and well-being.

Learning Objectives 3.

- Outline the factors that are incorporated into an early learning environment to create a



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sense of belonging and well being for children, families, and educators.

- Discuss teaching methods that support the development and learning of children within the context of their family, culture, and community.

- Identify learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias approach.

- * Engage in self reflective practices to integrate the goals of the Anti-bias educator .

Course Outcome 4.

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.

Learning Objectives 4.

- Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing.

- Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication.

- Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.

- Contribute to the effective working relationships to achieve goals.

- 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

Date:

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.