COURSE OUTLINE: ED 130 - TEACHING METHODS I

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Course Code: Title	ED 130: TEACHING METHODS I IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	19F
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
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ED 131
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 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. VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. VLO 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. VLO 9 Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings. VLO 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

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Essential Employability Skills (EES) addressed in this course:	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.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 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 a C grade or to be eligible to register for the subsequent ED131 Teaching Methods II course and associated co-requisites in the winter semester.
Books and Required Resources:	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 Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators Publisher: College of Early Childhood Educators Edition: Current download the document for free @ https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf Creating Effective Learning Environments by Ingrid Crowther Publisher: Nelson Education Edition: Current ISBN: 9780176531768 Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer Publisher: Teacher College Press Edition: Current ISBN: 9780807755709 Excerpts from ELECT: 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-3) by Harms, Cryer, Clifford, Publisher: Teacher College Press Edition: Current 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

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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

The Truth and Reconciliation Commission of Canada: Calls to Action (2016 by Government of Canada
Publisher: Government of Canada
download the document for free @ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Explain the current research in early learning pedagogy and discuss how this information is applied to developmentally appropriate early learning environments.	1.1 Describe how the College of Early Childhood Educators Code of Ethics and Standards of Practice (2017) document guides early childhood educator`s pedagogical approach and practices. 1.2 Examine a variety of relevant principles that inform a shared understanding of how young children experience and interact with the world around them 1.3 Discuss the concept of children`s holistic development and explain how child`s family, culture, and community context influences their development and learning. 1.4 Identify the current models that represent the foundations necessary for learning and growth in the early years, and explain how each of the four components (Four Foundations, Four Frames, and Four Universal Growth Needs) are interrelated and reflected within early learning programming and environments. 1.5 Indicate how the regulations under the Child Care and Early Years Act (2014), guide program development, pedagogy and practice in early learning programs and in particular, to the design of the early learning environment.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Analyze and discuss aspects of a well-designed early learning environments that reflect current pedagogical approaches.	2. 1 Explain the foundations of early learning (Four Foundations, Four Frames, and Four Universal Growth Needs) and propose ways in which these foundations are reflected in the early learning environment. 2.2 Discuss the current view on the significant role of play as a means to learning, and relate how early learning environments are designed to support an inquiry and play based approach to learning where the environment is the third teacher . 2.3 Examine the learning centre approach to early learning environmental design and distinguish the elements of the environmental design based on children`s needs and interests in particular: layout, display, storage of materials, aesthetics, and function. 2.4 Outline the current legislative regulations under the Child Care and Early Years Act (2014) that regulate elements of the physical space within early learning environments.

	2.5 Discuss the ways that early learning environments are designed to reflect respect for the diversity of all of the children, families, and community by ensuring full participation of all children considering ability, cultural and linguistic diversity, sexual identity, socioeconomic diversity, spirituality, religious affiliation, refugee status or Indigenous identity. 2.6 Review and become familiar with assessment tools currently used in the early learning field to measure standards of quality in early learning environments. 2.7 Analyze early learning environments through the lens of current early learning pedagogy.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Analyze early learning program schedules and routines and explain how these program elements reflect early learning pedagogy	3.1 Recognize and compare the components of the daily flow / schedule within a variety of early learning environments. 3.2 Explain how the foundations of learning (Four Foundations, Four Frames, Four Universal Growth Needs) are reflected in the early learning daily schedule 3.3 Outline the current legislative regulations under the Child Care and Early Years Act (2014) that regulate the design of early learning daily schedules 3.3 Examine several pedagogical approaches to facilitate a responsive routine that reflects the view that the child is competent and capable and to ensure sufficient time for safe and supportive transitions in daily routines while maintain supervision at all times. 3.4 Review and become familiar with assessment tools currently used in the early learning field to measure standards of quality in early learning schedules and routines.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Distinguish the components of an emotionally supportive and equitable early learning environment that supports and nurtures children`s sense of belonging and well-being.	4.1 Discuss the professional responsibility of early childhood educators to develop caring responsive relationships with children and families 4.2 Outline strategies that nurture a caring and responsive relationship through interactions within the learning environment. 4.3 Identify ways in which early childhood educators design an early learning environment that promotes a sense of belonging and acceptance in all children and families and respects and honour the uniqueness and diversity of children, family, and community (including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender, age and sexual orientation) within the early learning environment. 4.4 Discuss the professional responsibility of early childhood educators to respond to the Truth and Reconciliation Commission of Canada: Call to Action (2015) and the College of ECE Code of Ethics (2017) to design an emotional responsive and culturally sensitive environment that respects and nurtures the rights and needs of Indigenous children and their families
Course Outcome 5	**Learning Objectives for Course Outcome 5**

5. Communicate professionally in all written work, as well as, in all verbal interactions with others in the course	5.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector. 5.2 Correctly cite the sources of their information within their written submissions following APA format 5.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 5.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals
Course Outcome 6	**Learning Objectives for Course Outcome 6**
6. Engage in reflective practice and apply critical thinking skills in all aspects of the course.	6.1 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 6.2 Analyze, evaluate, and apply relevant information from a variety of sources. 6.3 Write an in-depth analysis of the learning that has taken place, the value of the derived learning to self / others, and articulate multiple connections between the learning experience and content from the course material, past learning, life experience and or future goals. 6.4 Manage the use of time and resources to complete projects in a timely manner.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Module Projects	80%
Reflections on Learning	20%

Date: June 20, 2019

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