

I. COURSE DESCRIPTION:

This course is a continuation of Teaching Methods I. It expands on the role of the teacher as mediator between the child and the learning environment. The student will explore the teacher's role in facilitating children's learning and in meeting their developmental needs through positive teaching behaviors and facilitative techniques. Developmental theories will be applied to program areas. A Web-based format will be used for some assignments and for course notes

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Detail the elements in the environment which promote the development of the Affective domain.** (*Reflection of CSAC Vocational #1, #2,#4,#6,#9*)

Potential Elements of the Performance:

- Outline the stages that children develop self-awareness and emotional development.
- Determine children's self-awareness and emotional development and determine methods of supporting children in their further development.
- Outline the teaching methods used to establish an emotionally healthy climate for young children.
- Determine how to include children in crisis situations and to cope with emotional events

2. **Detail the elements in the environment that support the development of the Social domain.** (*Reflection of CSAC Vocational #1, #2,#4,#6,#9*)

Potential Elements of the Performance:

- Identify the aspects inherent in the social domain
- Outline the development of social skills in young children
- Determine the teaching methods used to support social skills.
- Outline supportive strategies for fostering pro-social skills
- Suggest teaching strategies for responding sensitively to a child's behaviour and for facilitating positive interactions

3. **Identify the significance of how children learn in relation to the value of play as a developmentally appropriate teaching method.** (*CSAC Vocational #1 (CSAC Vocational #2"*)

Potential Elements of the Performance:

- Outline the characteristics of play as the primary source through which children learn.
- Assess children's developmental stage of play and determine methods of supporting children in their further development.
- Identify and describe various developmentally appropriate activity types and how they are used to facilitate play.
- Demonstrate the ability to plan developmentally appropriate small and whole group activities

4. **Describe various teaching strategies used to support children's learning (CSAC Standard #4)**

Potential Elements of the Performance:

- Describe developmentally appropriate interactions
- Observe group times and assess the teaching strategies used to facilitate the experiences.
- Explore strategies to initiate positive interactions with children and sensitively to the child(ren)'s behavior
- Develop a variety of positive guidance techniques and gentle care-giving techniques
- Develop strategies for small and large group management that are based on developmentally appropriate practices
- Identify and describe developmentally appropriate strategies to facilitate small and whole group activities.

III. TOPICS:

- **The value of PLAY as the way in which children learn.**
- **Teaching Methods that support children's play**
- **Planning Effective Small and Whole Group Activities**
- **Teaching Methods that support affective domain development**
- **Teaching Methods that support social domain development**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Resources Purchased in Other Courses but used in this course:

- Crowther, Ingrid (2007) **Creating Effective Learning Environments**. Third Canadian Edition. (or most recent) 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
- **Learning Language and Loving It** 2nd Edition. Weitzman and Greenberg
- The Hanen Centre 2002
- **LMS access**

V. EVALUATION PROCESS/GRADING SYSTEM:

Professional Practice Evaluation	5%
This activity provides students with an opportunity to develop or sustain their professional practice skills. <i>Details discussed in class and posted on LMS</i>	
Assignments:	65%
<i>Details will be discussed in class and posted on LMS</i>	
• Course Reflective Practice Portfolio.	15%
• Small Group experience planning / presentation	10%
• Stage of Play Report	20%
• Article Summary Response Report	15%
• CDC Field Trip Reflection	5%
Tests	30 %

- Test #1 10% Planning and Presenting experiences.
- Test #2 10% Learning through play.
- Test #3 10% Social Emotional Development

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 2***, 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%	
B	70 - 79%	3.00
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

VII. COURSE OUTLINE ADDENDUM:

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