

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. Explain and apply early learning pedagogy to the development curriculum that supports children's healthy emotional development.**(Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10

Potential Elements of Performance

- Identify the learning of children along a continuum of development in relation to healthy emotional domain development.
- Identify and apply best practices in supporting healthy emotional domain development.
- Use appropriate strategies to identify and interpret children's abilities, interests, and ideas in the area of emotional domain development

- 2. Explain and apply early learning pedagogy to the development curriculum that supports children's healthy social development.**(Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10

Potential Elements of Performance

- Identify the learning of children along a continuum of development in relation to healthy social domain development.
- Identify and apply best practices in supporting healthy social domain development.
- Use appropriate strategies to identify and interpret children's abilities, interests, and ideas in the area of social domain development

- 3. Use pedagogical documentation to review, support and promote children's learning.**(Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10

Potential Elements of Performance

- Explain the value of documenting to review, support, and promote children's learning.
- Identify the types of documentation methods used in an early years setting.
- Design a documentation page based on a criteria of best practice

- 4. Design and evaluate inclusive play based early learning programs that support children's holistic development and responsive to individual and groups of children observed abilities, interests and ideas.**(Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10

Potential Elements of Performance

- Explain current early learning pedagogy that supports individual play experiences in early learning programs
- Observe and identify the learning of individual children along the continuum of development related to play.
- Describe current early learning pedagogy that supports group experiences in early learning programs.
- Identify strategies based on current research that facilitate inclusive learning experiences, responding to individual and group needs.
- Identify learning materials and opportunities that are culturally inclusive*, diverse* and reflect anti-bias

5. Select and evaluate multiple ways to facilitate learning through developmentally appropriate technology (Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10)

Potential Elements of Performance

- Explain and apply the criteria for effectively using technology in the classroom.
- Discuss multiple ways that technology can be used in the classroom to enhance the curriculum
- Describe multiple strategies that facilitate developmentally appropriate learning activities through technology

6. 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) (Reflecting ECE Program Standard #1,2,4,6, and Essential Skill #1,4,7,6,9,10)

Potential Elements of 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

III. TOPICS:

Teaching Methods that support healthy emotional and social development in early learning.

Teaching Methods that support inclusive and play based learning in an early learning environment.

Teaching Methods that include technology to support learning in an early learning environment.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbooks purchased for this class:

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

Other required resources

- Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It.* (2nd Ed.) Toronto: Hanen Early Learning Program

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
- **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:

Reading briefs

25%

Students will submit a short summary of the assigned readings. The briefs will become the focus of discussion during in class activities. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

Module Quizzes

10%

After each module is covered in the course, students will complete a short quiz on the module. The quiz will be available only through LMS Quiz feature. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

Professional Practice Self Evaluations

5%

Students will be asked to conduct a self-evaluation of their professional conduct during the course (once at mid term and again at the end of term). The criterion is based on the College of ECE Standards of Practice and Code of Conduct. The total of the student self-evaluation will be calculated against the number of classes the student attended. This assignment will be available to download on LMS and submit through the LMS Dropbox. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

Small Group Activity plans**15%**

Students will demonstrate their knowledge in developing small group activity plans following current early learning pedagogy.

Documentation Panels**20%**

Students will design three documentation panels based on their observations of children within their field placement.

Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.

Responding to social and emotional domain development**15%**

Based on observations and interpretations conducted in their field placement, students will develop recommendations to support the observed child's social and emotional domain development. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

Using technology to support learning in early learning.**10%**

Students will be given a topic suitable for an early learning environment and asked to conduct a research on available technology that would be appropriate to use to support early learning. *Details will be posted on LMS and discussed in class. Please read about assignment submission formats under Special Notes.*

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PLEASE NOTE

Regarding Student Progression through the three Co-Requisite Core ECE courses
Teaching Methods II, Seminar II, Field Practice II

- 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.
- In addition, **a minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence.

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	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.

Assignment submission format

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted. All assignment submissions must be sent in PDF format. If the professor is unable to “open” or read the submission,; the student will be notified by email and receive a mark of “0” for the assignment.

Submission due dates:

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days). *NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course.*

Requests for Extensions:

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.

Presentations

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment.

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor fo their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

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.
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.