



COURSE OUTLINE

ED 247

Prepared: Andrea Welz Approved: Martha Irwin

Course Code: Title	ED 247: TEACHING METHODS IV IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
Course Description:	This course builds on concepts learned in Teaching Methods III. It will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Prerequisites:	ED 223, ED 286, ED 287
Corequisites:	ED 289, ED 290
Vocational Learning Outcomes (VLO's): Please refer to program web page for a complete listing of program outcomes where applicable.	<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>#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>
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.



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- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #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:

Other Course Evaluation & Assessment Requirements:

Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	60%
Content Integration	20%
Reading Reflections	20%

Books and Required Resources:

An Introduction to School-Age Care in Canada by Bisback, K. and Kopf-Johnson, L.,
 Publisher: Pearson Education Canada Edition: 2

The science of early child development by Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J.
 Publisher: Red River College Edition: 3

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

Excerpts from 'ELECT' by Ontario Ministry of Education
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Code of Ethics and Standards of Practice by College of Early Childhood Educators, Ontario
<http://www.college-ece.ca/Pages/default.aspx>

Revised Statutes of Ontario by Government of Ontario Publications



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http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm

Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education
<http://www.ontario.ca/laws/regulation/r15137#top>

The Kindergarten Program by Ontario Ministry of Education
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

The Art of Awareness. by Curtis, D and Carter, M.
Publisher: Redleaf Press Edition: 2

How Does Learning Happen? by Ministry of Education
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Course Outcomes and Learning Objectives:

Course Outcome 1.

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.

Learning Objectives 1.

- gather relevant information and observations about children from families, colleagues and other professionals
- use a variety of observation techniques to enhance work with children, families, and colleagues
- share observations of children's abilities, interests and ideas with family, colleagues and other professionals
- monitor children's development and assess on an ongoing and systematic basis
- use a variety of methods to document children's development and learning.

Course Outcome 2.

design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual and groups of children's observed abilities, interests and ideas.

Learning Objectives 2.



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- apply principles of early learning pedagogy to curriculum and program development
- identify a variety of curriculum models and approaches and determine the appropriateness for application to curriculum and program development
 - interact with children to observe their emerging abilities, interests and ideas
 - observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development
 - use a variety of strategies to support learning through inquiry and play-based experiences
 - revise and adapt curriculum and programs when necessary, in accordance with individual abilities and approaches to learning, in order to optimize children's development and learning
 - evaluate early learning curriculum and programs to determine if children's needs are met and their abilities, interests and ideas are acknowledged

Course Outcome 3.

establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.

Learning Objectives 3.

- promote a sense of belonging and acceptance in all children within a variety of learning environments
- apply responsive and inclusive practices in all aspects of early learning environments
- foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning
 - provide learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias philosophy
 - provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families
 - explain the rights of children and how they can be integrated into an early learning philosophy
 - design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experiences

Course Outcome 4.

demonstrate an understanding of the Child Care and Early Learning Act and other documents used to plan curriculum as it pertains to indoor and outdoor curriculum planning.



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Learning Objectives 4.

- identify the relevant sections of the Child Care and Early Learning Act related to curriculum planning
- examine provincial documents pertaining to curriculum planning
- use provincial documents pertaining to curriculum planning to evaluate curriculum approaches

Course Outcome 5.

act in a professional manner

Learning Objectives 5.

- 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
- use critical thinking skills to analyze, problem solve and plan
- use critical thinking skills to analyze, problem solve and plan
- take responsibility for one's own actions, decisions, and consequences
- comply with ECE Confidentiality Policy, The ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice

Date:

Wednesday, August 30, 2017

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