



## COURSE OUTLINE: ED 131 - TEACHING METHODS II

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED 131: TEACHING METHODS II IN ECE
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	21W
<b>Course Description:</b>	<p>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 behaviours and facilitative techniques. Developmental theories will be applied to program areas.</p> <p>Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.</p>
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	60
<b>Prerequisites:</b>	ED 130, ED 135
<b>Corequisites:</b>	ED 136, ED 137
<b>This course is a pre-requisite for:</b>	ED 223, ED 286, ED 287
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1030 - EARLY CHILDHOOD ED</b></p> <p>VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.</p> <p>VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.</p> <p>VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.</p> <p>VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.</p> <p>VLO 5 Use observation strategies to identify children's strengths and challenges and to</p>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	

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	ascertain when children and families might benefit from additional support or community resources.
	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
	VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.
	VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Although a D grade is considered a passing grade for ED131, the student must achieve a minimum of a C grade in ED131 in order to be eligible to register for the subsequent ED223 Teaching Methods III course and ED223 course co-requisites.
<b>Books and Required Resources:</b>	<p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators  Publisher: College of Early Childhood Educators  download the document for free @  <a href="https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf">https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf</a></p> <p>Creating Effective Learning Environments by Ingrid Crowther  Publisher: Nelson Education</p> <p>Early Childhood Environmental Rating Scales (ECERS-3) by Harms, Clifford, Cryer  Publisher: Teacher College Press</p> <p>Excerpts from ELECT by Ontario Ministry of Education</p>

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Publisher: Queen`s Printer for Ontario  
 download the document for free @  
<https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education

Publisher: Queen`s Printer for Ontario.  
 download the document for free @  
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Infant/Toddler Environment Rating Scale (ITERS-3) by Harms, Cryer, Clifford,  
 Publisher: Teacher College Press

Learning Language and Loving It: A Guide to Promoting Children`s Social, Language, and Literacy Development in Early Childhood Settings. by Elaine Weitzman & Janice Greenberg  
 Publisher: Hanen Centre Publications

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

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>

Truth and Reconciliation Commission of Canada: Calls to Action (205) by Government of Canada  
 download the document for free @ [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

The science of early child development (on-line resource) by Jamieson, J., Bertrand, J., effenbaum, M., & Koshyk, J. (Eds). (2012)  
 Publisher: Winnipeg, MB: Red River College Edition: 3rd

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Determine the meaning and learning potential observed within a variety of play experiences, and discuss responsive teaching methods that nurture, support, and extend the child`s learning and development based on current early learning pedagogical practices.	1.1 Interpret the meaning and value of play episodes based on several theoretical approaches to play and early learning pedagogy. 1.2 Assess and select developmentally appropriate and bias free learning materials that support, nurture, and extend children`s learning through play. 1.3 Discuss specific forms of responding and facilitating children`s learning through play that reflect emotionally supportive and inclusive teaching methods.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Plan developmentally appropriate group learning experiences that reflect	2.1 Explain the benefits of developmentally appropriate small and large group experiences to the child`s learning and development.

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	current early learning pedagogy and best practices.	<p>2.2 Compare and discuss the similarities and differences between small group and large group learning experiences.</p> <p>2.3 Discuss the significance of each component of a small and large group experience.</p> <p>2.4 Plan developmentally appropriate small and large group experiences based on current best practices.</p> <p>2.5 Identify several teaching methods used to facilitate an effective small and large group experience that support an emotionally responsive and meaningful learning experience for children.</p>
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	Produce pedagogical documentation panel(s) that reflect current standards of best practice.	<p>3.1 Explain the value and role of pedagogical documentation within the early learning environment.</p> <p>3.2 Compare the types of pedagogical documentation that can be created.</p> <p>3.3 Describe the process of creating a pedagogical documentation panel.</p> <p>3.4 Apply principles of critical reflection to analyze documentation panels and make recommendations.</p> <p>3.5 Analyze pedagogical documentation panels based on observations in the field.</p>
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	Explain and apply early learning pedagogy to the development of curriculum that supports children`s healthy social and emotional development.	<p>4.1 Discuss the skills associated with the continuum of social and emotional development.</p> <p>4.2 Explain the development of self-esteem and self-identity in early childhood and describe the current pedagogical approaches that nurture and support these aspects of healthy emotional domain development.</p> <p>4.3 Explain the development of pro-social skills, and describe pedagogical approaches that support and sustain the child`s peer entry and conflict resolution skills.</p> <p>4.4 Describe teaching methods that foster children`s ability to recognize bias and injustice.</p>
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills.	<p>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.</p> <p>5.2 Correctly cite the sources of information within written submissions following APA format.</p> <p>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</p> <p>5.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</p> <p>5.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to</p>

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assigned questions.  
5.6. Analyze, evaluate, and apply relevant information from a variety of sources.  
5.7. Manage the use of time and resources to complete projects in a timely manner.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Group Discussions	15%
Module Projects	65%
Module Quizzes	20%

**Date:**

January 12, 2021

**Addendum:**

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

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