COURSE OUTLINE: ED 286 - FIELD PRACTICE III

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Course Code: Title	ED 286: FIELD PRACTICE III
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2022-2023
Course Description:	Through experiential growth and the support of academic course work, the student is able to further solidify his/her philosophy of early childhood education, while incorporating this into improved teaching techniques. Students are expected to plan and carry out activities designed to extend children`s play and learning opportunities and to exhibit developmentally appropriate and anti-biased practices. Added responsibility is placed on the student to lead group experiences as well.
Total Credits:	9
Hours/Week:	14
Total Hours:	200
Prerequisites:	ED 136
Corequisites:	ED 287
This course is a pre-requisite for:	ED 289
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 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. 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. 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. 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. VLO 5 Use observation strategies to identify children's strengths and challenges and to 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 8	Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
	VLO 9	Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.
	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.
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 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	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:	Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Other Course Evaluation & Assessment Requirements:	In order to be eligible to register for this course a student must: • Achieve a `D` grade in the pre-requisite courses - ED136, ED137, and ED131 • Be registered in the co-requisite courses ED223 and ED287 • Achieve a minimum of an overall 2.0 Term Grade Point Average in Semester 2 • The student must have verification that they have completed and updated (as required) all mandatory Field Placement Requirements as per the Sault College and ECE Program policies.	
Books and Required Resources:	How Does Learning Happen? by Ontario Ministry of Education. (2014) Link available through LMS	

The Kindergarten Program by Ontario Ministry of Education (2016)
Link available through LMS

Student Name Tag
Details regarding the requirements will be posted on the course LMS site.

Personal Protective Equipment as Indicated by the Public Health Unit
Details regarding the requirements will be posted on the course LMS site.

Binder (1.5) with Dividers
Details regarding the requirements will be posted on the course LMS site.

Mandatory Field Placement Requirements Completed and Verified
Details regarding the requirements will be posted on the course LMS site.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Maintain professional conduct and practices	1.1 demonstrate positive and effective interpersonal skills in all interactions with others 1.2 maintain confidentiality as per the signed Confidentiality Policy agreement 1.3 practise in compliance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2017) 1.4 comply with key legislation impacting the early learning environment, including the Early Childhood Educators Act, 2007, the Child and Family Services Act, 2017 and the Education Act, 1990 (as it relates to the ECE student`s Field Practice setting) 1.5 identify and act in accordance with licenced agency and school board (related to practice in Kindergarten Program classrooms) policies and procedures 1.6 demonstrate responsibility and reliability in all areas of performance 1.7 ensure the health and safety of the children 1.8 adhere to all Sault College ECE Program Field Policies
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Establish and maintain responsive relationships with individual children and groups of children	2.1 initiate genuine, authentic interactions with children and where there are appropriate opportunities, also with families 2.2 promote competency and positive self-esteem in children. 2.3 support the development of positive pro-social behaviour 2.4 use a variety of positive guidance techniques that support self-regulation in children 2.5 give consistent direction and maintain stated limits, follow through on decisions and commitments to children 2.6 engage children in reflection on own learning
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Use a variety of observation and documentation strategies to	3.1 use appropriate strategies to identify and interpret children`s abilities, interests and ideas. 3.2 use a variety of observation techniques to document

	review, support and promote children`s learning across the continuum of early childhood development	children`s abilities to self-regulate and engage in conflict resolution strategies. 3.3 create effective pedagogical documentation that demonstrates children`s growth and learning and communicate this clearly within the learning community and with families.
	Course Outcome 4	**Learning Objectives for Course Outcome 4**
	4. Design and implement inclusive play based early learning experiences that are responsive to individual children and groups of children`s observed abilities, interests and ideas	4.1 effectively plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful, and developmentally appropriate. 4.2 plan developmentally appropriate experiences to facilitate children`s understanding of math and science concepts. 4.3 provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children. 4.4 use a variety of strategies to support learning through inquiry and play-based experiences. 4.5 use phonological awareness and other language and literacy strategies. 4.6 identify and respond to spontaneous opportunities which enhance and extend all children`s inquisitiveness. 4.7 use strategies to connect children with nature. 4.8 engage children to model and support their successful interactions in groups, including interactions with peers. 4.9 engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences.
	Course Outcome 5	**Learning Objectives for Course Outcome 5**
	5. Complete all Field Practice Minimum Requirements to meet program standards at a satisfactory level	5.1 create thorough and detailed minimum requirement documents 5.2 complete minimum requirements in a timely manner 5.3 assess performance by thoroughly completing self-reflection
	Course Outcome 6	**Learning Objectives for Course Outcome 6**
	6. Prepare and use professional written, verbal and nonverbal communication when working with college faculty and field practice mentors	6.1 evaluate and act upon constructive feedback 6.2 communicate respectfully, positively and openly without judgment or personal bias 6.3 communicate information comprehensively, concisely, accurately, objectively and in a timely manner 6.4 communicate professionally in written documents including vocabulary, grammar, spelling and format to meet a college standard of writing 6.5 establish and maintain effective communication as a member of the early learning team

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Assignments and Competencies	100%

Date: June 1, 2022

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