



COURSE OUTLINE: ED 136 - FIELD PRACTICE II

Prepared: ECE Faculty

Approved: Karen Hudson, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 136: FIELD PRACTICE II
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2023-2024
Course Description:	<p>This course assists students in the further development of knowledge and skills acquired in-class.</p> <p>Students will build responsive relationships with children, families and other professionals. Students are expected to maintain standards of professional conduct and become familiar with early learning environments including physical space, routine and schedule.</p> <p>Competencies in observation and interpretation of children’s behavior are focal points of this practical experience. Students work with families and children (birth to six years) in licensed childcare settings or kindergarten programs.</p>
Total Credits:	9
Hours/Week:	14
Total Hours:	162
Prerequisites:	ED 135
Corequisites:	ED 137
This course is a pre-requisite for:	ED 286
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 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service



	<p>agencies to meet legal and ethical standards of the early years sector.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Essential Employability Skills (EES) addressed in this course:	<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> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	<p>Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
Other Course Evaluation & Assessment Requirements:	<p>In order to be eligible to register for this course a student must achieve</p> <ul style="list-style-type: none"> • a minimum of an overall 2.0 Term Grade Point Average in Semester 1 • Must be registered in the co-requisite courses ED 137 • 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:	<p>Excerpts from ELECT by Ontario Ministry of Education. (2014) http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf</p> <p>How Does Learning Happen? by Ontario Ministry of Education. (2014) http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</p> <p>The Kindergarten Program 2016 by Ontario Ministry of Education (2016) http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html</p>



Sault College Lanyard
 Details regarding the requirements will be posted on the course LMS site.

3-ring binder with clear cover with 8 dividers
 Details regarding the requirements will be posted on the course LMS site.

Current Mandatory Field Placement Requirements Completed and Verified by Field Placement Officer
 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 1.3 be 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 placement setting) 1.5 identify and act in accordance with licensed agency and school board policies and procedures 1.6 demonstrate professionalism in all areas of performance 1.7 support 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 pro-social behaviour 2.4 support self- and co-regulation in children 2.5 give consistent direction and follow through on decisions and commitments made to children
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Use a variety of observation methods to review, support and promote children's learning across the continuum of early childhood development and in various contexts	3.1 apply observation methods to identify children's abilities, interests and ideas. 3.2 interpret observations to facilitate the design and implementation 3.3 observe children engaging in play and learning 3.4 observe how educators interact with one another, children and families
Course Outcome 4	Learning Objectives for Course Outcome 4
4. design and implement inclusive play-based early	4.1 support children's play using a variety of teaching methods 4.2 practice strategies to support sustained play

	<p>learning experiences that are responsive to individual children's and groups of children's observed abilities, interests and ideas</p>	<p>4.3 practice following the child's lead during their play and recognizing when to interject 4.4 demonstrate the skills for planning and implementing relevant and developmentally-appropriate learning experiences 4.7 capably plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful and developmentally appropriate 4.8 competently facilitate inclusive learning experiences using a variety of strategies 4.9 proficiently engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences</p>
	<p>Course Outcome 5</p>	<p>Learning Objectives for Course Outcome 5</p>
	<p>5. Complete all assigned mandatory field practice documents and learning experiences to achieve satisfactory level</p>	<p>5.1 review and sign all mandatory field practice documents 5.2 create thorough and detailed learning experiences, in a timely manner 5.3 complete general field practice experiences as applicable 5.4 evaluate personal performance and growth through ongoing self-reflection and consideration of feedback provided by educators and college faculty</p>
	<p>Course Outcome 6</p>	<p>Learning Objectives for Course Outcome 6</p>
	<p>6. Prepare and use professional written, verbal and nonverbal communication when working with college faculty and field practice mentors</p>	<p>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</p>

<p>Date:</p>	<p>June 22, 2023</p>
<p>Addendum:</p>	<p>Please refer to the course outline addendum on the Learning Management System for further information.</p>