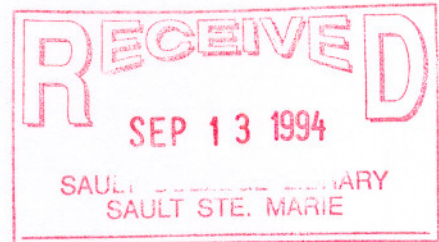


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE



Course Title: Field Work I

Code No.: ED 108
(Previously ED 109)

Program: EARLY CHILDHOOD EDUCATION (E.C.E.)

Semester: FIRST

Date: SEPTEMBER 1994 Previous Date: SEPTEMBER 1993

Author: B. BROWNING

New: _____ Revision: X

APPROVED: *K. DeRosario*
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

Date *aug 7/94*

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

I. PHILOSOPHY/GOALS

This course is designed to orient students to the various facets of the Early Childhood Educator's role. Through this supervised field practicum the student is exposed to a range of teaching and caregiving duties for a group of young children. Skills, knowledge, and attitudes gained enable the student to consistently demonstrate the competencies expected of a beginning student teacher.

GOALS – Semester I

1. To develop a professional attitude, behaviour and relationships in a setting providing care and education to children.
2. To develop an awareness of the range of roles of an Early Childhood Educator.
3. To show enjoyment in a settings for young children.
4. To develop an awareness of various safety and health hazards in a setting for young children.
5. To interact effectively with co-workers.

II. STUDENT PERFORMANCE OBJECTIVES

The student will incorporate appropriate teaching practices into his/her teaching behaviours as a result of analyzing and discussing observations and teacher-child interactions:

1. to show sensitivity and respond appropriately to both verbal and non-verbal communication of others;
2. to use verbal and written communication skills appropriately;
3. to display warmth and enthusiasm while working in a child care setting;
4. to assist appropriately and participate enthusiastically in children's activities;
5. to be aware of and help children follow through on healthy and safe practices;
6. to display dependability and reliability;
7. to behave and perform in compliance with the ECE Professional Code of Ethics;
8. to examine one's teaching behaviours realistically;
9. to accept and follow through constructively on suggested alternatives for teaching practices.

III. LEARNING ACTIVITIES/REQUIRED RESOURCES

Field practicum consists of one day per week in an assigned placement setting. A block at the beginning of the student's assigned placement will aid in the student's assimilation into the programme.

Resources: Creative Activities ...

IV. METHOD OF EVALUATION

- 1a) At the beginning of the placement, present the Supervising Teacher with the Placement Package which includes, among other information, the appropriate completed forms including: Time Sheet (listing expected dates of placement); Introductory Sheet (detailing student information); and a signed Confidentiality Form and Placement Contract; and a Progress Review Form.
 - b) Request on-going feedback from the placement Supervising Teacher.
 - c) At midterm and end of term submit a completed form **one week prior** to the scheduled evaluation date (see Fieldwork schedule).
 - d) Discuss the evaluation comments with the supervising Teacher and sign the evaluation form in her presence. (Your signature means that you have read and understand the completed evaluation).
 - e) If you disagree with any part of the evaluation, your reasons are to be written down on the form with your signature next to your comments/reasons for disagreement.
 - f) If a student misses more than the allowable 3 days, she/he must fill out the appropriate form and have it approved by the Coordinator of the ECE programme.
2. Field practicum is considered to be a job placement thus reliability and responsibility for actions are emphasized; refer to Field Placement Policies for further details.
 3. The student will take responsibility for keeping an accurate record of hours worked at the placement and for completing the established procedures for evaluation of progress at mid-term and at the end of the placement. Guidelines for professionalism and fulfilling responsibilities must be followed.
 4. The student has three days sick leave per year and any time missed other than this is to be made up on her/his own time, scheduled through the field supervisor. The student must take responsibility to notify his/her placement when unable to report in at the scheduled time. If the contact person and the student's Supervising Faculty is not notified of an absence, then a penalty of one week make-up per day missed will apply.
 5. The student will be assigned a grade by the ECE Faculty based on the combined evaluations and observations completed by the Supervising College Faculty.

IV. EVALUATION METHOD (cont)

6. If an evaluation is not satisfactory and/or an "R" grade is received, that segment or semester must be repeated. If an "R" is received, the placement hours accumulated will not be counted in the students's total and must be repeated. The student must successfully complete Semester I prior to registering for Semester II Field Work.

V. GRADING POLICY

A+ = 90-100%
A = 80- 89%
B = 70- 79%
C = 60- 69%
R = Repeat (Less than 60%)
PLA: not yet available

VI. COURSE SYLLABUS

Learning outcomes are achievable through the feedback and efforts of the Placement Supervising Teacher, supported by the College Supervising Faculty.

The student must demonstrate the competencies outlined in Progress Review one satisfactorily in order to achieve a passing grade.

On an on-going basis, the student and Supervising Teacher will examine and discuss student performance. An on-going checklist will be maintained for this purpose.

VII. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.