

I. COURSE DESCRIPTION:

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Teaching activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning and implementing activities for children's learning, and as well, for guiding behaviour.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. analyze and implement a variety of observational methods and strategies

(Reflection of ECE Program Standard Vocational Outcome #3)

Potential Elements of the Performance:

- develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
- record and interpret observations using various methods
- propose strategies for assisting children in improving skills

2. act in a professional manner

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- Contribute one's own ideas, opinions and information while demonstrating respect of those of others
- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Work collaboratively with others
- Take responsibility for one's own actions, decisions, and consequences
- Apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- Cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- provide field practice examples in a comprehensive, concise, factual and objective manner.
- Demonstrate reflective practice.

3. evaluate own progress in the field related to the competencies outlined for

Semester 3 *(Reflection of ECE Program Standard Vocational Learning Outcome #1-9, Essential Employability Skills #4 & 5)*

Potential Elements of the Performance:

- engage in self-evaluation
- identify and explain concrete examples of achieved field practice competencies
- develop strategies that will contribute to success in the field.
- clarify one's own role in the field practice setting

4. **Propose developmentally appropriate approaches for responding sensitively to and guiding child's behaviour.** (*Reflection of ECE Program Standard Vocational Learning Outcomes 2, #4, #8*)

Potential Elements of the Performance:

- Outline the goals for positive guidance
- Formulate appropriate guidance methods based on strategies learned in class discussions and related readings
- Describe developmentally appropriate means of intervening in conflict situations

5. **Evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through**

Learning Language and Loving It.

Potential Elements of Performance

- Use observing and recording skills to identify conversation styles and stages of language development
- Design and implement action plans that will support the child's ability to interact in groups and use conversation to extend learning.
- Evaluate own skills using a video recording of planned activities.

III. TOPICS:

- On-going discussions concerning field practice topics, as generated by the students and the professor
- Learning Language and Loving it:
 - *Encourage Interactions in Group Settings*
 - *Provide Information that Promotes Language Learning*
- What is Developmentally Appropriate Behaviour? What is considered Challenging Behaviour?
- Issues and Strategies to Prevent Challenging Behaviour
- Issues and Strategies to Manage Challenging Behaviour

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kaiser, Barbara, Rasminsky, Judy Sklar. (1999) ***Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments.*** Canadian Child Care Federation ISBN:-9685157-1-1

Previously purchased or Purchased for other courses:

- Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem. (Revised).*** Minnesota: Redleaf Press
- Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators (2nd ed.).*** Toronto: Nelson Publishing
- Weitzman, E. & Greenberg, J. ***Learning Language and Loving It*** 2nd Edition. The Hanen Centre 2002. ISBN0-921145-18-7

- **Day Nurseries Act**
- Sault College ECE Faculty (2011) **Field Practice Binder**

V. EVALUATION PROCESS/GRADING SYSTEM:

In-Class Experiential Learning Activities and Collaborative Teams = 35%

Students are expected to participate in course related experiential learning activities scheduled in and out of class. The focus of the activities will be to provide students with the opportunity to engage in experiential learning that reflects the theory being discussed. Students will be engaging in discussions related to their experiences in Field Practice. Much of the focus for Seminar III is on developing effective best practices for guiding children's behaviour and specific training around these issues will be part of this evaluation factor.

Professional Practice = 10%

You will be engaging in professional practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. These will be submitted on a weekly basis. Also, there will be an overall evaluation of your professional practice (a self-reflection evaluation and an evaluation completed by the professor) prior to midterm and at the end of the semester.

Learning Language and Loving It (LLLI) Video Training #2:

- **Encourage interactions in Group situations = 15%**

You will be videotaping yourself in your Field Practice setting facilitating a planned group activity and then analyzing your effectiveness in implementing the LLLI principles. You will then meet individually with one of the ECE Faculty LLLI Program Leaders for a one-to-one video feedback session.

Learning Language and Loving It (LLLI) Video Training #3:

- **Provide information that promotes Language Learning = 15%**

You will be videotaping yourself in your Field Practice setting facilitating a learning experience and then analyzing your effectiveness in implementing the LLLI principles. You will then meet individually with one of the ECE Faculty LLLI Program Leaders for a one-to-one video feedback session

Seminar 3 Journal = 15%

You will be completing a Field Practice Journal reflecting on your observations/experiences in the field, including strategies to deal with various issues related to children's behaviour.

Sault College Child Development Lab School Experience = 10%

You will be scheduled during the semester to spend time in the Sault College Child Development Centre (CDC) Lab School. During this time, you will be involved in completing a Diversity Checklist of the CDC Lab.

Details and due dates related to all of the above will be discussed in class and posted on LMS

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
 1. Major assignments that are late are to be handed in to Room E3207 (slip under the door).
 2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date

Regarding Student Progression through the three Co-Requisite Core ECE courses:

- ***Teaching Methods III, Seminar III, Field Practice III***
- Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice*** within the same semester, in order to proceed to the next semester’s co-requisite courses.
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- Also taking into consideration all the courses that the student takes in Semester 3, he/she must also have an overall 2.0 G.P.A. for Semester 3 in order to be registered in Field Practice IV.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within classroom discussions in any of their courses.
4. Students are expected to be prepared each day with all assigned work due completed.

5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in “texting” during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume “meals” will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the “garbage” / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

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

Dates for projects or tests may be revised depending upon course content/flow.

Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.