



COURSE OUTLINE: ED 136 - FIELD PRACTICE II

Prepared: ECE Faculty

Approved: Martha Irwin, 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
Semesters/Terms:	19F
Course Description:	Through this course the teacher-in-training will develop skills in presenting developmentally appropriate activities to young children, on both an individual and a group basis. Students are scheduled for field practicum two days/week in community placement settings. These supervised field work hours assist the student in practicing observation and teaching skills.
Total Credits:	9
Hours/Week:	14
Total Hours:	200
Prerequisites:	ED 135
Corequisites:	ED 131, ED 137
This course is a pre-requisite for:	ED 223, ED 286, ED 287
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas.
	VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
	VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development.
	VLO 4 Establish and maintain responsive relationships with individual children, groups of children and families.
	VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
	VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
	VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields
Essential Employability	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Skills (EES) addressed in this course:

- 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

Other Course Evaluation & Assessment Requirements:

- In order to be eligible to register for this course a student must achieve
- a `C` grade in both of the co-requisite courses - ED 135 and ED 130
 - a minimum of an overall 2.0 Term Grade Point Average in Semester 1
- In order to be eligible to register for ED 286 Field Practice III, a student must achieve
- an S grade in ED 136
 - a `C` grade in both of the co-requisite courses - ED 137 and ED 131
 - a minimum of an overall 2.0 Term Grade Point Average in Semester 2

Books and Required Resources:

Field Practice Binder with Sault College logo 1.5 by Sault College

Excerpts from ELECT by Ontario Ministry of Education. (2014)
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

How Does Learning Happen? by Ontario Ministry of Education. (2014)
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

The Kindergarten Program 2016 by Ontario Ministry of Education (2016)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

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



	<p>school board (related to practice in Kindergarten Program classrooms) policies and procedures</p> <p>1.6 demonstrate responsibility and reliability in all areas of performance</p> <p>1.7 ensure the health and safety of the children</p> <p>1.8 adhere to all Sault College ECE Program Field Policies</p>
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Establish and maintain responsive relationships with individual children and groups of children	<p>2.1 initiate genuine, authentic interactions with children and where there are appropriate opportunities, also with families</p> <p>2.2 promote competency and positive self-esteem in children.</p> <p>2.3 support the development of positive pro-social behaviour</p> <p>2.4 use a variety of positive guidance techniques that support self-regulation in children</p> <p>2.5 give consistent direction and maintain stated limits, follow through on decisions and commitments to children</p> <p>2.6 engage children in reflection on own learning</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Use a variety of observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development	<p>3.1 use appropriate strategies to identify and interpret children's abilities, interests and ideas.</p> <p>3.2 use a variety of observation techniques to document children's abilities to self-regulate and engage in conflict resolution strategies.</p> <p>3.3 create effective pedagogical documentation that demonstrates children's growth and learning and communicate this clearly within the learning community and with families</p>
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's and groups of children's observed abilities, interests and ideas	<p>4.1 effectively plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful, and developmentally appropriate.</p> <p>4.2 plan developmentally appropriate experiences to facilitate children's understanding of math and science concepts.</p> <p>4.3 provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children.</p> <p>4.4 use a variety of strategies to support learning through inquiry and play-based experiences.</p> <p>4.5 use phonological awareness and other language and literacy strategies.</p> <p>4.6 identify and respond to spontaneous opportunities which enhance and extend all children's inquisitiveness.</p> <p>4.7 use strategies to connect children with nature.</p> <p>4.8 engage children to model and support their successful interactions in groups, including interactions with peers.</p> <p>4.9 engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Complete all Field Practice Minimum Requirements to meet program standards at a satisfactory level	<p>5.1 create thorough and detailed minimum requirement documents</p> <p>5.2 complete minimum requirements in a timely manner</p> <p>5.3 assess performance by thoroughly completing self-reflection</p>

	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 30, 2019	
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.	