



COURSE OUTLINE: ED 286 - FIELD PRACTICE III

Prepared: ECE Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 286: FIELD PRACTICE III
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	19F
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 131, ED 136, ED 137
Corequisites:	ED 223, ED 287
Substitutes:	ED 209
This course is a pre-requisite for:	ED 213, ED 247, ED 289, ED 290
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 children's 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.
	Essential Employability Skills (EES) addressed in this course:
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.



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	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 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

- 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 1

In order to be eligible to register for ED 289 a student must achieve

- an S grade in ED 286
- a `C` grade in both of the co-requisite courses - ED 223 and ED 287
- a minimum of an overall 2.0 Term Grade Point Average in Semester 3

Books and Required Resources:

Field Practice Binder with Sault College logo (1.5 or 2) 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 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 review, support and promote children`s learning across the continuum of early childhood development	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 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	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,



	working with college faculty and field practice mentors	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
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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.