



COURSE OUTLINE: ED 287 - INTEG. SEMINAR III

Prepared: Lorna Connolly

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

Course Code: Title	ED 287: INTEGRATED SEMINAR III
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	20F
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 self-regulation and behaviour.
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	ED 131, ED 136, ED 137
Corequisites:	ED 223, ED 286
Substitutes:	ED 218
This course is a pre-requisite for:	ED 213, ED 247, ED 289, ED 290
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 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 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources. VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector. 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. 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

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	Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
	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.
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>Passing Grade: 50%, D</p> <p>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>Although a D grade is considered a passing grade for ED 287, the student must achieve a minimum of a C grade in ED 287 in order to be eligible to register for the subsequent ED 290 Seminar IV and ED 289 Field Practice IV and ED 247 Teaching Methods IV course co-requisites.</p>
Books and Required Resources:	<p>Learning Language and Loving It by Weitzman, E. & Greenberg, J. (2002) Publisher: Toronto: Hanen Centre Edition: 2nd ISBN: 978-0-921145-18-7</p> <p>ABC and Beyond - Building Emergent Literacy in Early Childhood Settings by Weitzman, E. & Greenberg, J. (2010) Publisher: Toronto: Hanen Centre ISBN: 978-0-921145-37-0</p> <p>Self-Reg - How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life by Shanker, Stuart (2017) Publisher: Penguin Random House Edition: Trade Paperback ISBN: 978-0-143191-57-5</p> <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? Ontario's Pedagogy for the Early Years by Ontario Ministry of</p>

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Education (2014)
<http://www.ontario.ca/edu>

Code of Ethics and Standards of Practice by College of Early Childhood Educators, Ontario
<http://www.college-ece.ca/Pages/default.aspx>

Ontario Regulation 137/15 Child Care and Early Years Act 2014 by Ontario Ministry of Education (2015)
<http://www.ontario.ca/laws/regulation/r15137#top>

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

The Art of Awareness by Curtis, D. & Carter, M. (2013)
 Publisher: Redleaf Press Edition: 2nd
 ISBN: 978-1-60554-086-3

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Analyze and implement a variety of observational methods and strategies	1.1 develop strategies to record observational data that demonstrates professionalism and maintains confidentiality 1.2 record and interpret observations using various methods 1.3 propose strategies for assisting children in improving skills
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Evaluate own progress in the field related to the competencies outlined for Semester 3	2.1 engage in self-evaluation 2.2 identify and explain concrete examples of achieved field practice competencies and share these in field discussions 2.3 develop strategies that will contribute to success in the field. 2.4 clarify one's own role in the field practice setting
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Propose developmentally appropriate approaches for responding sensitively to and guiding children's behaviour	3.1 outline the goals for positive guidance 3.2 establish a learning environment that supports positive behaviour in all children 3.3 recognize standards and best practices related to guidance techniques 3.4 use observation techniques to analyze learning environments related to children's behaviours 3.5 document and report observations in a professional manner 3.6 use a variety of positive guidance techniques that support self-regulation and positive behaviour in children 3.7 analyze strategies to develop self-regulation, resiliency and autonomy 3.8 describe developmentally appropriate means of intervening in conflict situations
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Evaluate and analyze own ability to engage in a responsive interaction with children using skills	4.1 use observing and recording skills to identify conversation styles and stages of language development 4.2 identify keys skills related to promoting peer interaction 4.3 design and implement action plans that will support the

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	identified through Learning Language and Loving It and ABC and Beyond	child's ability to interact in groups and with peers 4.4 design and implement action plans related to phonological awareness and print awareness 4.5 evaluate own skills using video recordings of planned activities.						
	Course Outcome 5	Learning Objectives for Course Outcome 5						
	5. Act in a professional manner	5.1 use self-reflection and self-evaluation skills in an ongoing manner 5.2 contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. 5.3 communicate clearly, concisely, and effectively in written, spoken, and visual form 5.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals 5.5 take responsibility for one's own actions, decisions, and consequences 5.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 5.7 cooperate fully with policies and procedures outlined in the Student Code of conduct, ECE Confidentiality Policy and CECE Code of Ethics and Standards of Practice						
Evaluation Process and Grading System:	<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th></tr><tr><td>Field Practice Exchange and Assignments</td><td>65%</td></tr><tr><td>Learning Language and Loving It (LLLI) Certificate Training: Video #2 and #3</td><td>35%</td></tr></table>		Evaluation Type	Evaluation Weight	Field Practice Exchange and Assignments	65%	Learning Language and Loving It (LLLI) Certificate Training: Video #2 and #3	35%
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Date:	June 15, 2020							
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.							

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