



## COURSE OUTLINE: ED 136 - FIELD PRACTICE II

Prepared: ECE Faculty

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

<b>Course Code: Title</b>	ED 136: FIELD PRACTICE II
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	21S
<b>Course Description:</b>	<p>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.</p> <p>Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.</p>
<b>Total Credits:</b>	9
<b>Hours/Week:</b>	14
<b>Total Hours:</b>	200
<b>Prerequisites:</b>	ED 135
<b>Corequisites:</b>	ED 131, ED 137
<b>This course is a pre-requisite for:</b>	ED 223, ED 286, ED 287
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1030 - EARLY CHILDHOOD ED</b></p> <p>VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.</p> <p>VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.</p> <p>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.</p> <p>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.</p> <p>VLO 6 Use professional communication in interactions with children, families, colleagues,</p>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	

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	<p>employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.</p> <p>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.</p> <p>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 Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.</p> <p>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.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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>
<b>Course Evaluation:</b>	<p>Satisfactory/Unsatisfactory &amp; A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>In order to be eligible to register for this course a student must achieve</p> <ul style="list-style-type: none"> <li>• a `C` grade in both of the co-requisite courses - ED 135 and ED 130</li> <li>• a minimum of an overall 2.0 Term Grade Point Average in Semester 1</li> </ul> <p>In order to be eligible to register for ED 286 Field Practice III, a student must achieve</p> <ul style="list-style-type: none"> <li>• an S grade in ED 136</li> <li>• a `C` grade in both of the co-requisite courses - ED 137 and ED 131</li> <li>• a minimum of an overall 2.0 Term Grade Point Average in Semester 2</li> </ul>
<b>Books and Required Resources:</b>	<p>Excerpts from ELECT by Ontario Ministry of Education. (2014) <a href="http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf">http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf</a></p> <p>How Does Learning Happen? by Ontario Ministry of Education. (2014) <a href="http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf">http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</a></p>

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**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
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
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
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
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
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 create effective pedagogical documentation that demonstrates children's growth and learning and communicate this clearly within the learning community
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. design and implement inclusive play based early learning experiences that are responsive to individual children's and groups of	4.1 support children's play using a variety of teaching methods such as scaffolding 4.2 intervening when needed and helping children to engage in sustained play 4.3 effectively support and possibly extend the children's stage

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	children`s observed abilities, interests and ideas	of play in all learning areas 4.4 effectively follow the child`s lead during their play 4.5 demonstrate the skills of OWL (observe, wait, listen) 4.6 demonstrate the planning process required as part of planned learning experiences 4.7 capably plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful and developmentally appropriate 4.8 competently facilitate inclusive learning experiences using a variety of strategies 4.9 proficiently engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	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
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	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

<b>Evaluation Process and Grading System:</b>	<b>Evaluation Type</b>	<b>Evaluation Weight</b>
	Field Assignments and Competencies	100%

**Date:** April 12, 2021

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

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