COURSE OUTLINE: ED 137 - INTEG. SEMINAR II

Prepared: Colleen Brady
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 137: INTEGRATED SEMINAR II
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	21S
Course Description:	Attendance at this weekly discussion seminar is required to assist the student in interpreting and following through on theories and methods of teaching and observing the young child. Emphasis is placed on confidentiality and on the development of professional and ethical behaviours crucial for working in the Early Childhood Education field. Assigned observations and placement activities will form a basis of discussion in this integrative seminar.

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. |
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	ED 135
Corequisites:	ED 131, ED 136
This course is a pre-requisite for:	ED 223, ED 286, ED 287
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 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. 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. 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.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

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	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 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:	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.
	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:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade for this course, the student must achieve a minimum of a C grade to be eligible to register for the subsequent ED287 Integrated Seminar III course and the ED287 course co-requisites.	
Books and Required Resources:	Excerpts from ELECT . by Ontario Ministry of Education Publisher: Queens` Printer for Ontario download the document for free @ https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf	

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	Learning Language and Loving It: A Guide to Promoting Children`s Social, Language, and Literacy Development in Early Childhood Settings. by Elaine Weitzman & Janice Greenberg Publisher: Hanen Centre Publications The Kindergarten Program .(2016) by Ontario Ministry of Education download this document for free @ http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html How does learning happen? Ontario`s pedagogcy for the early years. by Ontario Ministry of Education download the document for free @ http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Course Outcomes and Learning Objectives:	**Course Outcome 1**	**Learning Objectives for Course Outcome 1**
	1. Demonstrate the knowledge and skill of documenting children`s learning through written observations, critical reflection and collaborative conversations.	1.1 Apply all required safeguards (outlined in the ECE Program Field Practice Policies) and comply with all policies and procedures from field placement agencies that ensure consent has been given and to protect the privacy and confidentiality of children`s and families` information in all written, verbal, and electronic communications. 1.2 Apply effective peer review strategies to support the collaborative learning process of writing observations and interpretations. 1.3 Collaborate with others in the class to encourage reflection, co-learning, and discovery of meaning underlying children`s experiences as documented in the written observations and interpretations
	Course Outcome 2	**Learning Objectives for Course Outcome 2**
	2.Collaborate with others in the development and evaluation of group learning experience plans to be implemented in field practice.	2.1 Plan learning experiences based on the interests and needs of the children observed in the field placement. 2.2 Use the learning experience planning guide to develop thoughtful and relevant group learning experience plans to be implemented within the field practice environment. 2.3 Contribute to collaborative conversations and apply effective peer review strategies to support the development of writing meaningful group learning plans. 2.4 Reflect and share insights into the experience of planning and delivering group learning plans. 2.5 Research and share relevant and appropriate learning activities that contribute to an electronic learning activities resource portfolio
	Course Outcome 3	**Learning Objectives for Course Outcome 3**
	3.Demonstrate the ability to engage in critical reflection	3.1 Demonstrate strategies to establish and maintain confidentiality practices related to information about field

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	and contribute to collaborative conversations related to meeting the field practice competencies required for the current field placement.	practice, as well as, all information shared during class discussions.
		3.2 Reflect on field practice experiences and critically examine personal knowledge and competence in relation to the field practice competencies outlined in the field practice Progress Review for the current placement.
		3.3 Contribute to collaborative conversations with classroom peers to engage in critical reflection and inquiry to question theory and practice, discuss ideas, test theories, and to share learning.
	Course Outcome 4	**Learning Objectives for Course Outcome 4**
	4.Recognize Hanen Program strategies that encourage language development in early childhood settings, specifically Follow the Child`s Lead .	4.1 Analyze video recordings of educators interacting with young children.
		4.2 Interpret the strategies used by the educators in the video by applying their knowledge of the Hanen Program Principles related to recognizing conversations styles, stages of language development , and the six strategies linked to the Hanen practice Follow the Child`s Lead.
		4.3 Discuss specific examples of how the Hanen Program strategies are reflected in the video and reflect on the impact of the strategies on the interaction.
	Course Outcome 5	**Learning Objectives for Course Outcome 5**
	5.Demonstrate professional standards of practice in the following essential skills required for the early years sector: professional communication in all written and interpersonal communication, ongoing reflective practice, and effective collaboration with others.	5.1 Communicate professionally in all written work including vocabulary, grammar, spelling, and format.
		5.2 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions and correctly reference all sources of information following APA guidelines.
		5.3 Be respectful, positive and open in all communication recognizing one`s own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others
		5.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
		5.5 Manage the use of time and resources to complete projects in a timely manner.
		5.6 Demonstrate the ability to take responsibility for one`s own actions, decisions, and consequences

Evaluation Process and Grading System:	**Evaluation Type**	**Evaluation Weight**

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	Collaborative Discussion and Reflection	65%
	Electronic Resource Portfolio	10%
	Recognizing Hanen Program Strategies: Follow the Child`s Lead	25%

Date:	April 12, 2021
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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