

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE



Course Title: FIELD WORK IV

Code No.: ED 210

Program: EARLY CHILDHOOD EDUCATION (E.C.E.)

Semester: FOUR

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New: \_\_\_\_\_ Revision:  X

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DATE: Jan. 16/95

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

## ED 210 - FIELD WORK IV

Prerequisite(s): ED 201, ED 209, ED 218,  
Corequisite(s) : ED 212, ED 219

### PHILOSOPHY/GOALS

This final segment of field practicum encourages the student to develop further strategies for enhancing the young child's developmental abilities based on presenting individual and group experiences. Additional responsibilities provide the student with the opportunity to refine and demonstrate the competencies required of a skilled teacher of young children.

A minimum of 700 field practice hours are required for graduation.

In practice, the philosophy/goals and outcomes are reflected in the "Progress Review Form" for Semester IV. These are consistent with Provincial standard outcomes expected of an entry-level Early Childhood Educator who graduates from an Ontario Community College.

### GOALS - Semester IV

1. To relate effectively and professionally with children and staff in the child care setting.
2. To schedule required activities with the Supervising Teacher and to discuss ongoing progress.
3. To complete field practice activity requirements as scheduled in the community placement setting.
4. To implement planned activities and analyze their merit.
5. To develop an ability to look objectively and realistically at one's own performance and progress in developing appropriate teaching behaviours.

### STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course, the student will be able to:

1. Demonstrate all of the competencies outlined in the "Progress Review Form" for Semester IV at a satisfactory (or better) level:
  - a. communicate effectively in the fieldwork placement;
  - b. provide guidance and direction in spontaneous and planned learning activities;
  - c. demonstrate consistent professional practices;
  - d. monitor and maintain a healthy and safe environment for young children;
  - e. demonstrate and reinforce positive behaviour management strategies;
  - f. take on a leadership role as a team member in all areas of responsibility;
  - g. stimulate children's curiosity, problem-solving and learning skills by providing an interesting and enjoyable learning environment for children.

## METHODOLOGY

At the beginning of the placement, the student will be given a list of "Minimum Placement Requirements", a brief description of the specific day nursery's program, and any additional requirements of the centre. The student will schedule activity requirements of the placement. These dates are to be noted on the student's timesheet and posted at the placement. The supervisor will place her initial next to the date once the activity has been completed. If the activities are not completed as scheduled, this will be noted as well.

Guidelines for professionalism and fulfilling responsibilities must be followed.

The student will take responsibility for keeping an accurate record of hours worked and completed "activity requirements", at each placement and for completing the established procedures for evaluation of progress at mid-term and at the end of the placement. Upon graduation, the student's time sheets and Field Evaluations should be retrieved for his/her record.

## EVALUATION METHODS

1.
  - a) At the beginning of the placement, present the supervisor with the field work binder including completed forms: Time Sheet (listing expected dates of placement), Introductory Sheet (detailing student needs), and a "Progress Review Form" with signed confidentiality statement.
  - b) Make arrangements for carrying out minimum activity requirements and put scheduled dates on time sheet.
  - c) Have appropriate activity forms completed and initialed by the field seminar teacher and submit to the placement one week prior to scheduled presentation date, eg. if scheduled for a Monday art activity, then the Art Form must be submitted to the placement, the Monday before the scheduled day of presentation. If this procedure is not followed, then the student will not be allowed to present the activity.
  - d) Request on-going feedback from the placement staff/supervisor.
  - e) At mid-term and end of term submit a completed form one week prior to the scheduled evaluation date.
  - f) Discuss the evaluation comments with the placement supervisor and sign the evaluation form in her presence. (Your signature means that you agree with the evaluation).
  - g) If you disagree with any part of the evaluation, your reasons are to be written down on the form with your signature next to your comments.
2. The student has 1.5 sick days per semester and any time missed other than this is to be made up on her/his own time, scheduled through the in-field supervisor. The student must take responsibility to notify his/her placement and ECE faculty placement supervisor when unable to report in at the scheduled time. If the contact person is not notified of an absence, then a penalty of one week make-up per day missed will apply.
3. If an evaluation is not satisfactory and/or an "R" grade is received, that segment or semester must be repeated. If an "R" is received, the placement hours accumulated will not be counted in the student's total and must be repeated. The student must successfully complete Semester IV and the corresponding Integrative Seminar (ED 219) to meet ECE program graduation requirements.

## **REQUIRED RESOURCES**

1. ECE 2nd year Field Practicum Journal
2. Creative Resources for the Early Childhood Classroom

## **ADDITIONAL RESOURCE MATERIALS**

Many resource materials are available on loan from the ECE department to assist students with field work.

## **COLLEGE GRADING POLICY**

90 - 100% = A+  
80 - 89% = A  
70 - 79% = B  
60 - 69% = C  
BELOW 60% = R

## **SPECIAL NOTE**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.