
Course Name

Code No.**I. COURSE DESCRIPTION:**

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning for children's learning and for guiding children's behaviour.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Report regularly on skill development and competencies outlined for Semester Four Fieldwork.Potential Elements of the Performance:

- provide specific examples of one's interactions to support self-analysis of one's teaching behaviours
- complete self-assessment reports thoroughly in order to assist in planning strategies for growth
- use thoughtful consideration in assessing one's strengths and suggest realistic alternatives for change

2. Design and implement developmentally appropriate activities for implementation in child care settingsPotential Elements of the Performance:

- design curriculum to support the observed developmental needs of children
- utilize available resources for preparing age-related inclusive activities
- prepare curriculum in a professional manner
- determine the merit of prepared plans and suggest alternatives for improvement

Course Name

Code No.**3. Participate actively in classroom discussion and group work**Potential Elements of the Performance:

- record child and or staff interactions in placement situations
- volunteer information recorded in field placement in a classroom
- share information and opinions in small groups
- function responsibly as part of a small group with respect to assigned work

4. Discuss and evaluate methods for managing challenging behaviours in early childhood environmentsElements of the Performance:

- complete required readings and interpret the implications for early childhood educators
- formulate developmentally appropriate strategies for guiding behaviour

III. TOPICS:

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. Researching and developing activity plans
4. Analyzing teaching strategies and integrating new skills
5. Meeting the Challenge : Effective Strategies for Challenging Behaviours

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Meeting the Challenge, Barbara Kaiser and Judy Sklar Rasminsky.1999

EVALUATION PROCESS/GRADING SYSTEM:**1. SELF ANALYSIS OF TEACHING BEHAVIOURS: 20%**

1. Using semester III final evaluation, complete your "INTRODUCING THE STUDENT TO STAFF" form.
2. Make TWO copies: one "Intro Sheet" for your placement binder and one as a reference for this assignment.
3. Using this "Intro Sheet", your working copy of the Semester IV Evaluation Form, and your mid-term evaluation, summarize your strengths. Identify competencies to work on and formulate a plan for successfully completing Semester IV placement.

*** Make a photocopy of the mid-term and submit the original to your seminar teacher.**

2. VIDEO-TAPE ANALYSIS and ACTIVITY ASSESSMENT- 30%

Make arrangements to have yourself video-taped in your field placement setting. Steps must be taken to ensure parental permission for children to be videotaped (form in placement binder)

The Sault College camcorder has been reserved on Mondays and Tuesdays for this purpose. You must book the recorder with Media Services in the LAC. Your student card is required. Purchase your own video-tape cassette!

STEPS:

- a) Complete a form for an activity and submit according to required procedures.
- b) Have yourself video-taped presenting this activity to the children; remember to make sure that the entire process of the activity is on tape (introduction to conclusion).
- c) Review the tape and analyze your teaching thoroughly, using the Video-tape Self-Analysis Form. Your *grade will be based on your own ability to assess and describe your teaching techniques*, not on the quality of the videotape itself. **THIS ANALYSIS MUST BE TYPED**
- d) Submit your VIDEO TAPE SELF-ANALYSIS, the completed ACTIVITY PLAN, and the VIDEO ACTIVITY EVALUATION. ***No late tapes will be accepted!***

 Course Name

 Code No.

3. ATTENDANCE, PARTICIPATION AND ASSIGNMENTS - 50%

a) Attendance = 20%

Attendance and participation in seminar classes are crucial to the integration of teaching theory and practice. Each student must take the responsibility of contributing constructively to seminar discussions, while always maintaining confidentiality and respect for others.

b) Participation = 10%

Students are asked to share experiences from their field placements. The purpose is to examine scenarios in order to best determine the appropriate positive teaching strategies. Students are expected to make constructive suggestions to peers. The course instructor will monitor student contributions.

c) Interaction Report = 5%

Each student will present one Interaction Report to the class over the course of the semester. This must be presented on the assigned date then the typed copy is submitted to the course instructor on the date presented.

d) Seminar Self-Evaluation Form = 5%

Submit completed form by due date.

4. TESTS - 10%

Students will be assigned readings from the text Meeting the Challenge. Random in-class testing will take place on the content.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	

Course Name

Code No.

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Disclaimer for meeting the needs of learners:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

All assignments are due **IN SEMINAR CLASS** on the date assigned by the instructor. The late policy of the ECE Department will be enforced.

VII. PRIOR LEARNING ASSESSMENT:

Not yet available