

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Field Practice II

CODE NO. : ED136 **SEMESTER:** Two

PROGRAM: Early Childhood Education

AUTHOR: ECE Faculty

DATE: Jan 2017 **PREVIOUS OUTLINE DATED:** Jan 2016

APPROVED: “Angelique Lemay” June/17

DEAN **DATE**

TOTAL CREDITS: 9

PREREQUISITE(S): ED135

CO-REQUISITE(S): ED131, ED137

SUBSTITUTE(S): ED110

HOURS/WEEK: 200 Field Placement hours. Two placement days each week for the duration of the semester including a block placement.

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I. COURSE DESCRIPTION:

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 (with some block periods) in community placement settings. These supervised fieldwork hours assist the student in practicing observation and teaching skills.

A minimum of 600 field practice hours are required for meeting graduation requirements in this program, as well as successful completion of the competencies outlined in the Progress Review Form – SEMESTER II. These competencies are consistent with Provincial Standard Outcomes expected of an entry-level Early Childhood Educator who graduates from an Ontario Community College

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **maintain professional conduct and practices** *Reflection of VLO* #6 and Essential Employability Skills # 1,5, and 6*

Potential Elements of the Performance

- demonstrate positive and effective interpersonal skills in all interactions with others
- maintain confidentiality as per the signed Confidentiality Policy agreement
- practise in compliance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011)
- comply with key legislation impacting the early learning environment, including the Early Childhood Educators Act, 2007, *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*, the Child and Family Services Act, 1990 and the Education Act, 1990 (as it relates to the ECE student's Field Practice setting)
- identify and act in accordance with licensed agency and school board (related to practice in Full Day Early Learning Kindergarten classrooms) policies and procedures
- demonstrate responsibility and reliability in all areas of performance
- ensure the health and safety of the children
- adhere to all Sault College ECE Program Field Policies

2. **establish and maintain responsive relationships with individual children and groups of children** *Reflection of VLO* #4*

Potential Elements of the Performance

- model respectful relationships which are trustworthy and inclusive
- support children's transitions between daily activities and between home and school environments
- respond with sensitivity to children's behaviours
- use a variety of positive guidance strategies
- give consistent direction and maintain stated limits and follow through on decisions and commitments to children

3. use a variety of observation and documentation strategies to support and promote children's learning across the continuum of early childhood development *Reflection of VLO* #3*

Potential Elements of the Performance:

- successfully observe and identify the learning of individual children and groups along a continuum of development and in relation to planned learning expectations
- effectively observe, record and interpret the behaviours of individual children and groups of children using the observation techniques assigned within the minimum requirements
- create effective documentation that promotes children's learning

4. design and implement inclusive play based early learning experiences that are responsive to individual children's and groups of children's observed abilities, interests and ideas *Reflection of VLO* #1*

Potential Elements of the Performance:

- support children's play using a variety of teaching methods such as scaffolding, intervening when needed and helping children to engage in sustained play
- effectively support and possibly extend the children's stage of play in all learning areas
- effectively follow the child's lead during their play
- demonstrate the skills of OWL (observe, wait, listen)
- demonstrate the planning process required as part of planned learning experiences
- capably plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful and developmentally appropriate
- competently facilitate inclusive learning experiences using a variety of strategies
- proficiently engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences

5. complete all Field Practice Minimum Requirements to meet program standards at a satisfactory level *Reflection of VLO* #6*

Potential Elements of the Performance:

- creates thorough and detailed minimum requirement documents
- completes minimum requirements in a timely manner
- assesses performance by thoroughly completing self-reflection

6. **prepare and use professional written, verbal and nonverbal communication when working with college faculty and field practice mentors** *Reflection of VLO* #6 and Essential Employability Skills # 1 and 6*

Potential Elements of the Performance

- evaluates and acts upon constructive feedback
- communicates respectfully, positively and openly without judgment or personal bias
- communicates information comprehensively, concisely, accurately, objectively and in a timely manner
- communicates professionally in written documents including vocabulary, grammar, spelling and format to meet a college standard of writing
- establish and maintain effective communication as a member of the early learning team

III. TOPICS:

Refer to Semester Two timesheet and Final Progress Review for details.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. **All Field Practice Requirements have been met and approved prior to start of placement.**

- Current Criminal Record Check
- Immunization and Health Record Form:
- WHMIS training
- Workplace Violence & Harassment training
- MOL Worker 4 Step Awareness Module
- Current First Aid /CPR
- Anaphylaxis Review (done in ED124 Healthy Foundations)
- Child Abuse Orientation (done in ED124 Healthy Foundations)

If a student did not submit as required or was not approved for any or all of the above placement requirements, the student will not be permitted to complete Field Practice II resulting in a grade of "U" for ED136.

- ECE Field Placement **Name Tag**
- Grade of "C" in all pre-requisite courses
- GPA 2.0

2. **Blue 2" Binder with Sault College logo** – this will be used in field placement (purchased in Semester I). Print the following documents and place into the binder. These are posted on LMS. Use dividers to identify each section.

- **ECE Field Practice Policies** (posted on LMS)
- **ECE Field Practice General Information** (posted on LMS)
- **ECE Field Practice Semester Two Package** (posted on LMS)
- Include another three dividers labelled *Time Sheet*, *Minimum Requirements* and *Progress Reviews*

Resource Material

3. **Textbooks:** *Previously purchased in other courses:*
 - Crowther, Ingrid. (2015). *Creating Effective Learning Environments 4th Ed.* Toronto: Nelson Education
 - Curtis, D., Carter, M. (2012). *The Art of Awareness: How Observation Can Transform Your Teaching, 2nd edition.* Redleaf Press
ISBN: 9781605540863
 - Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It. 2nd Ed.* Toronto: Hanen Early Learning Program

4. **On-line Documents**
 - Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings.* Available online: <http://www.edu.gov.on.ca/childcare/oelf/>
 - Or
 - Ontario Ministry of Education. (2014). *Excerpts from 'ELECT'.* Available on-line: <http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>
 - College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice.* Available online <http://www.college-ece.ca/Pages/default.aspx>
 - Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014.* Available online <http://www.ontario.ca/laws/regulation/r15137#top>
 - Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years.* Available online: <http://www.ontario.ca/edu>
 - Ontario Ministry of Education (2016) *The Kindergarten Program* Available online: <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

5. **Supplementary resources posted on LMS - Content**
Membership to the "ECE Resource Room" is strongly recommended

V. EVALUATION PROCESS/GRADING SYSTEM:

- Students must adhere to all **Field Practice Policies and Procedures** as outlined in the Sault College Early Childhood Education **Field Practice Manual**
- **FIELD PRACTICE GRADE:** The student will be assigned a grade by the ECE faculty (College Supervising Faculty) based on the
 - completion and evaluation of all minimum requirements to meet program standards which are outlined in the co-requisite course ED 137
 - observations completed by the ECE Mentor and College Supervising Faculty.
 - ECE mentor feedback
 - verbal
 - written
 - progress review (midterm and final)
 - College Supervising Faculty performance evaluation

Students with competencies at an unsatisfactory or minimal level and/or incomplete minimum requirements may receive a grade of U.

The signed and completed time sheet, evaluations and minimum requirement forms must be submitted to faculty **on the designated date**. Failure to do so could result in a U grade.

If an evaluation is not satisfactory and/or a U grade is received, the ***placement hours accumulated will not be counted*** in the student's total, and this placement must be repeated.

PLEASE NOTE

Regarding Student Progression through the three Co-Requisite Core ECE courses
Teaching Methods II, Seminar II, Field Practice II

- Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice, within the same semester***, in order to proceed to the next semester’s co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Communication:

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.