

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT  
COLLEGE

## COURSE OUTLINE

**COURSE TITLE:** **Field Practice IV**

**CODE NO. :** ED 289 **SEMESTER:** Four

**PROGRAM:** Early Childhood Education

**AUTHOR:** **ECE Faculty**

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

**APPROVED:** "Angelique Lemay" June/16

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 12

**PREREQUISITE(S):** ED 286, ED 287, ED 223

**CO-REQUISITE(S)** ED 299, ED 247

**HOURS/WEEK:** 2 days/week of field placement plus block placement

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## I. COURSE DESCRIPTION:

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 600 field practice hours is required for graduation. In field 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,

## 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, the Child Care and Early Years Act, 2015, 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 licenced 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***

- initiate genuine, authentic interactions with children and where there are appropriate opportunities, also with families
- promote a sense of belonging and acceptance in all children within a variety of learning environments
- promote competency and positive self-esteem in children
- support the development of positive pro-social behaviour.
- provide children with strategies to develop self-regulation, resiliency and autonomy
- model and provide positive conflict resolution strategies in all relationships with children
- give consistent direction and maintain stated limits, 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:***

- use appropriate strategies to identify and interpret children's abilities, interests and ideas.
- effectively observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development in an on-going and systematic basis
- create effective documentation that demonstrates children's growth and learning and communicate this clearly and in an ongoing manner within the learning community and with families.

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 and 2*

***Potential Elements of the Performance:***

- interact with children to observe their emerging abilities, interests and ideas
- effectively plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful, and developmentally appropriate.
- facilitate inclusive learning experiences based on an accurate, on-going and systematic observation of children
- identify and respond to spontaneous opportunities which enhance and extend all children's inquisitiveness.
- use follow the child's lead, turn-taking and other language and literacy strategies
- design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experience
- plan and adapt curriculum when necessary, in accordance with individual abilities and approaches to learning, in order to optimize children's development and learning.
- use strategies to connect children with nature.
- proficiently engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences and curriculum development

5. **establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families** *Reflection of VLO\* #2*

***Potential Elements of the Performance:***

- provide a welcoming and nurturing environment for all children and their families
- promote a sense of belonging and acceptance in all children within a variety of learning experiences
- apply responsive and inclusive practices in all aspects of early learning environments
- provide and adapt learning materials, environment, and opportunities that reflect an anti-bias approach

6. **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

7. **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 Four Time Sheet and the Final Progress Review

### 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 IV resulting in a grade of "U" for ED289.*

- 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 Four Package** (posted on LMS)
- Include another three dividers labelled *Time Sheet, Minimum Requirements, and Progress Review*

#### Resource Materials

3. **Textbooks:** *Previously purchased in other courses:*

- Crowther, Ingrid. (2015). *Creating Effective Learning Environments 4th Ed.* Toronto: Nelson Education
- Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It. (2<sup>nd</sup> Ed.)* Toronto: Hanen Early Learning Program
- Wolpert, E. (2005) *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.* MN: Redleaf Press.

#### 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/>
- 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. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Available online: <http://www.ontario.ca/edu>
- Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>

#### 5. Supplementary resources posted on LMS

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.
  - 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 IV, Seminar IV, Field Practice IV***

- 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>
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.