COURSE OUTLINE

ED 290

Prepared: Andrea Welz   Approved: Martha Irwin
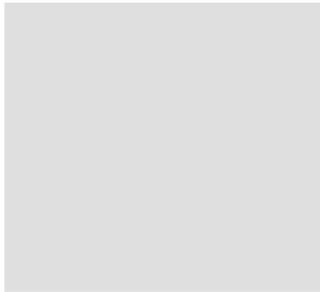
Course Code: Title	ED 290: INTEGRATED SEMINAR IV
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
Course Description:	This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Field practice experiences will form a basis for discussion to further develop their professional practice and to prepare for post-diploma opportunities.
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	ED 223, ED 286, ED 287
Corequisites:	ED 247, ED 289
Substitutes:	ED 219
Vocational Learning Outcomes (VLO's): **Please refer to program web page for a complete listing of program outcomes where applicable.**	#3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development. #5. Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. #6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. #7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments. #10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields
Essential Employability Skills (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.

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	#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #3. Execute mathematical operations accurately. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade.
Evaluation Process and Grading System:	<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th></tr><tr><td>Assignments</td><td>30%</td></tr><tr><td>Content Integration</td><td>30%</td></tr><tr><td>Field Practice Exchange</td><td>40%</td></tr></table>
Books and Required Resources:	Learning Language and Loving It by Weitzman, E., and Greenberg Publisher: Hanen Early Learning Program Anti-Bias Education for Young Children & Ourselves by Derman-Sparks, L. Publisher: National Association for the Education of Young Children Excerpts from 'ELECT' by Ontario Ministry of Education http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf Code of Ethics and Standards of Practice by • College of Early Childhood Educators, Ontario http://www.college-ece.ca/Pages/default.aspx Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Ontario Ministry of Education http://www.ontario.ca/laws/regulation/r15137#top How Does Learning Happen? Ontario's Pedagogy for the Early Years by Ontario Ministry of Education

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http://www.ontario.ca/edu

Early Childhood Environment Rating Scales (ECERS-3) by Harms
Publisher: Teachers College Press, Teachers Edition: 3
ISBN: 9780807755709

Course Outcomes and Learning Objectives:

Course Outcome 1.

analyze and implement a variety of observational methods and strategies.

Learning Objectives 1.

- use environmental rating scales to assess learning environments effectively
- develop strategies to record observational data that demonstrates professionalism and maintains confidentiality

Course Outcome 2.

prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers and community partners.

Learning Objectives 2.

- ensure confidentiality
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- provide field practice examples in a comprehensive, concise, factual and objective manner.
- communicate clearly, concisely, and correctly in the written, spoken, and visual form.

Course Outcome 3.

evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through Learning Language and Loving It.

Learning Objectives 3.

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- use observing and recording skills to identify conversation styles and language development.
- design and implement an action plan that will support the child in developing conversation skills
- evaluate own skills using a video recording of a planned activity

Course Outcome 4.

engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidenced-based practices in early learning and related fields.

Learning Objectives 4.

- assess personal learning needs and develop realistic strategies to meet educational goals
- research and use support and resources for learning within personal and professional environments
- develop a written personal development plan with specific learning goals, resources and timeframes
- evaluate and document progress towards achieving professional learning goals and modify plan accordingly
- assess personal health and well-being and develop strategies to maintain a healthy work-life balance
- identify career opportunities
- examine ethical dilemmas and build strategies to resolve them

Course Outcome 5.

act in a professional manner

Learning Objectives 5.

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form
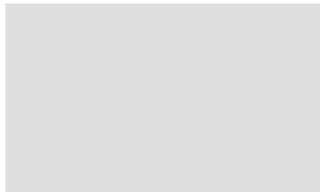
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	• work collaboratively with others • use critical thinking skills to analyze, problem solve and plan • take responsibility for one's own actions, decisions, and consequences • apply an accepted standard of writing, grammar, spelling and format to all submitted documents. • comply with ECE Confidentiality Policy, the ECE Program Guide, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice
Date:	Wednesday, August 30, 2017
	Please refer to the course outline addendum on the Learning Management System for further information.