COURSE OUTLINE: ED 287 - INTEG. SEMINAR III

Prepared: Lorna Connolly
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 287: INTEGRATED SEMINAR III
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	21F, 22W
Course Description:	This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Teaching activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning and implementing activities for children`s learning, and as well, for guiding self-regulation and behaviour. Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	ED 131, ED 136, ED 137
Corequisites:	ED 223, ED 286
Substitutes:	ED 218
This course is a pre-requisite for:	ED 213, ED 247, ED 289, ED 290
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings. VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being. VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources. VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector. VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood

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		Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.
	VLO 8	Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
	VLO 10	Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.
Essential Employability Skills (EES) addressed in this course:	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.
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Other Course Evaluation & Assessment Requirements:	Although a D grade is considered a passing grade for ED 287, the student must achieve a minimum of a C grade in ED 287 in order to be eligible to register for the subsequent ED 290 Seminar IV and ED 289 Field Practice IV and ED 247 Teaching Methods IV course co-requisites.	
Books and Required Resources:	Learning Language and Loving It by Weitzman, E. & Greenberg, J. (2002) Publisher: Toronto: Hanen Centre Edition: 2nd ISBN: 978-0-921145-18-7 ABC and Beyond - Building Emergent Literacy in Early Childhood Settings by Weitzman, E. & Greenberg, J. (2010) Publisher: Toronto: Hanen Centre ISBN: 978-0-921145-37-0 Excerpts from ELECT by Ontario Ministry of Education (2014) http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf	

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.

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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 (2015)
http://www.ontario.ca/laws/regulation/r15137#top

The Kindergarten Program by Ontario Ministry of Education (2016)
http://www.edu.gov.on/eng/curriculum/elementary/kindergarten.html

Teacher Talk Workbook - Fostering Peer Interaction in Early Childhood Settings by Greenberg, J & Weitzman, E.
Publisher: The Hanen Centre
ISBN: 978-0-92114-523-3

Teacher Talk Workbook - Encouraging Language Development in Early Childhood Settings by Greenberg, J. & Weitzman, E.
Publisher: The Hanen Centre
ISBN: 978-0-92114-522-6

Teacher Talk Workbook - Let Language Lead the Way to Literacy by Greenberg, J. & Weitzman, E.
Publisher: The Hanen Centre
ISBN: 978-0-92114-524-0

Self-Reg: How to Help Your Child (and You) Break the Stress Cycle by Shanker, Stuart
Publisher: Penguin Canada Edition: Paperback edition
ISBN: 978-0143191575

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Analyze and implement a variety of observational methods and strategies	1.1 develop strategies to record observational data that demonstrates professionalism and maintains confidentiality 1.2 record and interpret observations using various methods 1.3 propose strategies for assisting children in improving skills 1.4 conduct an observation on one child using the functional assessment observation method and document an interpretation using Stuart Shanker`s Self-Reg perspective
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Evaluate own progress in the field related to the competencies outlined for Semester 3	2.1 engage in self-evaluation 2.2 identify and explain concrete examples of achieved field practice competencies and share these in field discussions 2.3 develop strategies that will contribute to success in the field.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Through collaborative discussions and reflective journaling, propose developmentally appropriate approaches for responding sensitively to and guiding	3.1 recognize standards and best practices related to guidance techniques 3.2 establish a learning environment that supports positive behaviour in all children 3.3 use observation techniques to analyze learning environments related to children`s behaviours

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children`s behaviour using Stuart Shanker`s Self-Reg approach	3.4 use a variety of positive guidance techniques that support self-regulation and positive behaviour in children 3.5 analyze strategies to develop self-regulation, resiliency and autonomy 3.6 describe developmentally appropriate means of intervening in conflict situations 3.7 analyze and evaluate the components of Stuart Shanker`s self-reg approach 3.8 collaborate with others through group discussions that critique the strategies for implementing the Stuart Shanker self-reg approach 3.9 engage in critical self-reflection and collaborative inquiry with colleagues to question theory and practice, discuss ideas and to share learning
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Evaluate, analyze and reflect upon Hanen Program strategies related to encouraging group interactions, peer interactions, phonological awareness and print awareness.	4.1 use observing and recording skills to identify conversation styles and stages of language development 4.2 identify keys skills related to promoting peer interaction 4.3 design, implement and reflect upon Teacher Talk Action Plans that will support the child`s ability to interact in groups and foster peer interactions 4.4 design, implement and reflect upon plans related to phonological awareness and print awareness
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Act in a professional manner	5.1 use self-reflection and self-evaluation skills in an ongoing manner 5.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. 5.3 communicate clearly, concisely, and effectively in written, spoken, and visual form 5.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals 5.5 take responsibility for one`s own actions, decisions, and consequences 5.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 5.7 cooperate fully with policies and procedures outlined in the Student Code of conduct, ECE Confidentiality Policy and CECE Code of Ethics and Standards of Practice 5.8 complete and/or update all necessary field practice requirements.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Child Observation Assignment	15%
Hanen Program Strategies Assignments	15%
Professional Contributions and Collaboration	20%
Self-Reg Discussions & Reflections	50%

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Date:	July 26, 2021
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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