



COURSE OUTLINE: ED 287 - INTEG. SEMINAR III

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Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	ED 287: INTEGRATED SEMINAR III
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2024-2025
Course Description:	Students share and discuss ideas, questions and concerns related to field practice. Field practice assignments 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 facilitating math and science experiences and practicing an inquiry-based approach.
Total Credits:	2
Hours/Week:	2
Total Hours:	28
Prerequisites:	ED 137
Corequisites:	ED 286
This course is a pre-requisite for:	ED 290
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	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 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:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
Books and Required Resources:	<p>Excerpts from ELECT by Ontario Ministry of Education (2014) Link provided on course learning management system.</p> <p>Code of Ethics and Standards of Practice by College of Early Childhood Educators, Ontario Link provided on course learning management system.</p> <p>Ontario Regulation 137/15 Child Care and Early Years Act 2014 by Ontario Ministry of Education (2015) Link provided on course learning management system.</p> <p>The Kindergarten Program by Ontario Ministry of Education (2016) Link provided on course learning management system.</p> <p>Teacher Talk Workbook: Fostering Peer Interaction in Early Childhood Settings. by Greenberg, J & Weitzman, E Publisher: The Hanen Centre ISBN: ISBN: 978-0-92114-522-6</p>				
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Analyze and implement a variety of observational methods and strategies</td> <td> 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 </td> </tr> </tbody> </table>	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
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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				

	Course Outcome 2	Learning Objectives for Course Outcome 2
	2. Evaluate own progress in the field related to the competencies outlines for the co-requisite field placement course 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 the success in the field.
	Course Outcome 3	Learning Objectives for Course Outcome 3
	3. Act in a professional manner	3.1 use self-reflection and self-evaluation skills in an ongoing manner 3.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. 3.3 communicate clearly, concisely, and effectively in written, spoken, and visual form 3.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals 3.5 take responsibility for one`s own actions, decisions, and consequences 3.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 3.7 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 3.8 complete and/or update all necessary field practice requirements.
	Course Outcome 4	Learning Objectives for Course Outcome 4
4. Through collaborative discussions and reflections, propose developmentally appropriate approaches for responding sensitively to and guiding children`s behaviour using current pedagogical approaches.	4.1 recognize standards and best practices related to responsive child centred guidance. 4.2 analyze learning environments for indicators that promote or reduce children`s stress. 4.3 reflect on a variety of positive guidance techniques that support self regulation, resiliency and autonomy. 4.4 describe pedagogically appropriate means of intervening in conflict situations between children and between educators and children.	
Course Outcome 5	Learning Objectives for Course Outcome 5	
5. Reflect upon Hanen Program strategies related to group and peer interactions.	5.1 Identify key skills related to promoting peer interaction. 5.2. Prepare, implement, and reflect upon Teacher Talk: Fostering Peer Interactions Action Plan that will support a child`s ability to interact in groups and foster peer interactions.	

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Practice Assignments	30%
Field Practice Reflections	20%
In-class Learning Experiences and Discussions	30%
Teacher Talk: Fostering Peer Interaction participation and action	

	plan.	20%
Date:	June 21, 2024	
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.	