



COURSE OUTLINE: ECE120 - FLD PRAC. & SEM. ECE

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Approved: Karen Hudson - Dean

Course Code: Title	ECE120: EARLY LEARNING FIELD PRACTICE & SEMINAR
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2025-2026
Course Description:	In this course, students will identify and practice professionalism in the field of Early Childhood Education. Students will explore the practical side of the profession in conjunction with a regular, in-class seminar designed to engage them in critical reflection, guiding them to analyze their field practice experience and develop and apply teaching methods. Through collaborative learning and guided reflection, students will share perspectives, ideas, and resources.
Total Credits:	9
Hours/Week:	9
Total Hours:	224
Prerequisites:	ECE110
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ECE230
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 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	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 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.



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 5 Use a variety of thinking skills to anticipate and solve problems.
- 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%,
 A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Plain Binder - 1.5
 Purchased for ECE110
 Sault College Lanyard with Provided Nametag
 Purchased in ECE110
 Professional and seasonal attire appropriate for working with children in all weather.
 Field Practice Requirements Portfolio

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Recognize how to create welcoming, inclusive spaces where every child and family feels they belong.	1.1 Observe examples of inclusive practices in the learning environment 1.2 Discuss the effectiveness of the environment as the third teacher 1.3 Recognize how bias or assumptions can affect inclusion and belonging 1.4 Identify strategies for welcoming and including all children and families
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Use basic observation tools to notice and describe children`s play, interests, and learning.	2.1 Identify different observation tools used in early learning settings (e.g., anecdotal notes, checklists). 2.2 Practice using observation tools to record children`s play and interactions 2.3 Use objective, non-judgmental language when describing children`s actions 3.4 Discuss what observations reveal about children`s interests and learning
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Follow routines and	3.1 Demonstrate understanding of daily routines that support



	safety practices that promote children's health and well-being.	children's health and safety 3.2 Identify and follow workplace health and safety policies and procedures 3.3 Recognize and respond appropriately to potential safety hazards 3.4 Explain why consistent routines support children's sense of security and well-being 3.5 Assist with routines and transitions with guidance from mentor and educators
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Build caring and respectful relationships with children, families, and educators.	4.1 Participate in teamwork by contributing to shared tasks with guidance 4.2 Observe children's cues and identify appropriate ways to respond 4.3 Demonstrate positive, respectful communication with children and adults 4.4 Describe qualities of caring, responsive relationships in early learning settings 4.5 Practice active listening and empathy in interactions with others 4.6 Reflect on how relationships influence children's sense of belonging and learning
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Identify key professional expectations and demonstrate ability to meet them in practice.	5.1 Follow the supervisor, mentor, and educators' instructions 5.2 Demonstrate punctuality and reliability 5.3 Maintain confidentiality 5.4 Engage in clear and respectful communication 5.5 Identify key legislation and policies that guide early learning programs (e.g. CCEYA, Code of Ethics, legislation, placement policies, Sault College and Program Policies, etc.) 5.6 Explain how professional expectations protect children, families, and educators 5.7 Discuss examples of ethical decision-making in early childhood contexts
	Course Outcome 6	Learning Objectives for Course Outcome 6
6. Reflect on personal learning and experiences to set professional goals.	6.1 Identify strengths and areas for personal and professional growth 6.2 Use feedback from educators and peers to support ongoing learning 6.3 Set achievable and measurable professional goals 6.4 Reflect on how experiences in the field contribute to professional identity and philosophies	

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Practice Evaluation	60%
Seminar Assignments and Participation	40%



Date: November 3, 2025

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

