

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** FIELDWORK IV; view WEB-CT page

**CODE NO. :** ED 210 **SEMESTER:** 4

**PROGRAM:** EARLY CHILDHOOD EDUCATION

**AUTHOR:** Donna Cushley; ext 563

**DATE:** Jan/02 **PREVIOUS OUTLINE DATED:** Jan/01

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 7

**PREREQUISITE(S):** ED 209, 218

**COREQUISITE(S)** ED 219, 273

**HOURS/WEEK:** 16 Weeks,  
Approximately 190 Total Credit Hours

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**Prerequisites:** ED 209, ED 218

**Corequisites:** ED 219, ED 273

**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 leadership responsibilities provide the student with the opportunity to refine and demonstrate the competencies required of a skilled entry-to practice level of teacher of young children.

A minimum of 650 field practice hours are required for meeting graduation requirements in this program. As well, the competencies outlined in the Progress Review Form - Semester Four. These competencies 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 PERFORMANCE:**

**Upon Successful completion of this course the student will demonstrate the ability to:**

- 1. Display All of the Competencies Outlined in the Early Childhood Education AProgress Review Form - Semester IV, at Least at a Satisfactory Level.**

**Potential Elements of the Performance:**

- < *utilize competencies acquired in Semester III as a foundation for achieving the objectives for Semester IV*
- < *submit relevant planning forms one week in advance*
- < *initiate discussions with the Supervising Teacher regarding on-going progress*
- < *complete duties and responsibilities in a responsible and professional manner*
- < *use language appropriate to child's developmental level*

**2. Present Developmentally-based Anti-biased Curriculum to Children and Determine Appropriate Follow-up Activities or Variations.****Potential Elements of the Performance:**

- < *based on careful observations, assess children's developmental needs, both individually and those of the group*
- < *research and implement relevant curriculum ideas which are developmentally appropriate, inclusive and anti-biased*
- < *analyze the merit and success of curriculum planning and implemented activities with children*
- < *revise ideas based on teacher suggestions and on cues from children*
- < *extend children's learning, both in one-to-one and in group situations, and take advantage of teachable moments*
- < *initiate positive interactions and use positive guidance to promote compliance*

**3. Provide Guidance and Direction in Spontaneous and Planned Learning Activities.****Potential Elements of the Performance**

- < *monitor and assess children's skills at peer group entry, emotional regulation, conflict resolution, and at maintaining play*
- < *model and reinforce positive behaviour*
- < *develop intervention strategies for improving children's social skills and peer relations*
- < *support children's efforts at relating to peers and others*
- < *model appropriate social skills*
- < *provide appropriate choices for children*
- < *present appropriate alternatives which facilitate child guidance*
- < *intervene effectively in conflict situations*

**4. Perform One's Professional Role Conscientiously****Potential Elements of the Performance**

- < *follow through on commitments to children and adults*
- < *use body language physical actions and facial expressions consistent with emotions*
- < *maintain confidentiality and perform consistently within ethical standards*
- < *communicate and respond in ways which increase team effectiveness*
- < *assume increased responsibility in the daily program*

5. **Examine One's Teaching Behaviours Realistically and Follow Through on Suggested Alternatives**

**Potential Elements of the Performance**

- < *analyze his/her own teaching competence*
- < *utilize feedback from performance video, Supervising Teacher (s), and College Faculty to assess one's teaching behaviours with honesty and in a realistic perspective*
- < *establish realistic goals for improvement and effect change as warranted*

**III. TOPICS:**

Refer to AEarly Childhood Education Progress Review - FOUR

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

**Texts:** *These resource books will be used over the course of the 4 semesters of field work.*

1. ***A Practical Guide To Early Childhood Curriculum, C. Eliason & L. Jenkins , Merrill***
2. Students must purchase a **NAME TAG** for wearing during field placement. The following must be indicated: student's full name, Sault College, Early Childhood Education Program. For further details regarding dress requirements, see the Field Work Policies.

**V. EVALUATION PROCESS/GRADING SYSTEM**

Field practicum consists of two days per week in an assigned field placement setting. A block at the start of the placement will aid in the student's assimilation into the program of the child care setting. As well, a one week rotational block in the CHILD DEVELOPMENT CENTER at Sault College is required, during which students are required to arrange for a classmate to take notes and to keep the student current with assignments, etc.

Learning outcomes are achievable through the support and feedback of the Supervising Teacher and College Supervising Faculty. ***The student must demonstrate all of the competencies outlined in Progress Review Four satisfactorily in order to receive a passing grade.***

At the beginning of the placement, the student will be given a Field Placement Binder which will contain the necessary record keeping forms, contracts, and placement procedures to follow. It is crucial that the student read and understand all of the policies and procedures outlined, in order that they can fulfill their contract with the placement.

Guidelines for professionalism and for fulfilling responsibilities must be followed (see Field Placement Policies).

The student will take *responsibility for keeping an accurate record of hours worked and completed AActivity Requirements* at their placement. The student must schedule the AMinimum Activity Requirements with the Supervising Teacher at the beginning of the placement. These dates are to be noted on the student's Time Sheet which is to be posted at the placement for easy referral. The Supervising Teacher will place his/her initial next to the date once the activity has been completed. *If the activities have not been completed as scheduled, this will be noted as well. Students may only reschedule activities for reasons which meet the accepted criteria (see Field Work Policies).*

Students must follow the established procedures for evaluation of progress at mid-term and at the end of the placement. *If these are procedures are not followed, the placement may be in jeopardy, and the student may be terminated and/or will have to repeat the placement.*

Once the student has met all graduation requirements, then the field work records become the possession of the graduate who is encouraged to pick them up from their file in the Field Work Coordinator's office, after the given date. *The student must ensure that the form outlining their field work record (hours and placement sites and dates) is complete in order that these may be entered into the College's records. These may be needed for future reference.*

#### **EVALUATION PROCEDURES:**

At the beginning of the placement, present the Supervising Teacher with the Field Placement Binder. Sign the placement agreement and confidentiality forms and schedule the AMinimum Activity Requirements; note these on the Time Sheet and post this at the placement. Request on-going feedback from the placement staff/Supervising Teacher.

At mid-term and end of term submit a completed form one week prior to the scheduled evaluation date (See Field Work Schedule).

Discuss the evaluation comments with the Supervising Teacher and sign the evaluation form in her presence. (Your signature means that you understand and agree with the evaluation.

***If you disagree with any part of the evaluation, your reasons are to be written down on the form with your signature next to your comments/reasons for disagreement. You must provide examples to support your disagreement.***

Field practicum is considered to be a job placement thus reliability and responsibility for actions are emphasized; refer to the Field Placement Policies for further details.

The student has 12 days for personal leave (see Field Placement Policies) per semester and any time missed other than this is to be made up on her/his own time, scheduled through their faculty field supervisor. The student must take responsibility to notify his/her placement when unable to report in at the scheduled time. ***If the Supervising Teacher and/or the student's Supervising Faculty are not notified of an absence, then a penalty of one week make-up per day missed will apply.***

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If a student misses more than the allowable 12 days, she/he must fill out the Make-up Days Form and have it approved according to the stated procedure. ***If a student leaves the placement early and needs to make up a couple of hours or so, then a full or half day must be made up.***

The student will be assigned a grade by the ECE faculty based on the combined evaluations and observations completed by the Supervising Teacher and College Faculty.

***If an evaluation is not satisfactory and/or an R grade is received, the placement hours accumulated will not be counted*** in the student's total, and this placement must be repeated. The student must successfully complete Semester I prior to registering for Semester II Field Work, etc.

#### GRADING:

- S - Consistently satisfactory performance
- U - Consistently unsatisfactory
- X - as per College policy
- R - Repeat - indicated failure to meet required competency level of that semester and field work course must be repeated.
- W - Withdrawal from course after the drop deadline

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

See the ECE Field Work Policies for details.