

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE: **Field Practice III**

CODE NO. : ED 286 **SEMESTER:** Three

PROGRAM: Early Childhood Education

AUTHOR: **ECE Faculty**

DATE: Sept. 2015 **PREVIOUS OUTLINE DATED:** Sept. 2014

APPROVED: 'Angelique Lemay' June/15

DEAN

DATE

TOTAL CREDITS: 9

PREREQUISITE(S): ED 136, ED 137, ED 131

CO-REQUISITE(S) ED 287, ED 223

HOURS/WEEK: 2 days/week of field placement plus block placement

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I. COURSE DESCRIPTION:

Through experiential growth and the support of academic course work, the student is able to further solidify his/her philosophy of early childhood education, while incorporating this into improved teaching techniques. Students are expected to plan and carry out activities designed to extend children's play and learning opportunities and to exhibit developmentally appropriate and anti-biased practices. Added responsibility is placed on the student to lead group experiences as well,

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

- 1 **maintain professional conduct and practices** *Reflection of VLO* #6 and Essential Employability Skills # 1,5, and 6*

Potential Elements of the Performance

- demonstrate positive and effective interpersonal skills in all interactions with others
- maintain confidentiality as per the signed Confidentiality Policy agreement
- practise in compliance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011)
- comply with key legislation impacting the early learning environment, including the Early Childhood Educators Act, 2007, the Day Nurseries Act, 1990, the Child and Family Services Act, 1990 and the Education Act, 1990 (as it relates to the ECE student's Field Practice setting)
- identify and act in accordance with licenced agency and school board (related to practice in Full Day Early Learning Kindergarten classrooms) policies and procedures
- demonstrate responsibility and reliability in all areas of performance
- ensure the health and safety of the children
- adhere to all Sault College ECE Program Field Policies

2. **establish and maintain responsive relationships with individual children and groups of children** *Reflection of VLO* #4*

Potential Elements of the Performance

- initiate genuine, authentic interactions with children and where there are appropriate opportunities, also with families
- promote competency and positive self-esteem in children.
- support the development of positive pro-social behaviour
- use a variety of positive guidance techniques that support self-regulation in children
- give consistent direction and maintain stated limits, follow through on decisions and commitments to children
- engage children in reflection on own learning

3. **use a variety of observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development** *Reflection of VLO* #3*

Potential Elements of the Performance:

- use appropriate strategies to identify and interpret children's abilities, interests and ideas.
- use a variety of observation techniques to document children's abilities to self-regulate and engage in conflict resolution strategies.
- create effective documentation that demonstrates children's growth and learning and communicate this clearly within the learning community and with families.

4. **design and implement inclusive play based early learning experiences that are responsive to individual children's and groups of children's observed abilities, interests and ideas** *Reflection of VLO* #1 and 2*

Potential Elements of the Performance:

- effectively plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful, and developmentally appropriate.
- plan developmentally appropriate experiences to facilitate children's understanding of math and science concepts.
- provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children.
- use a variety of strategies to support learning through inquiry and play-based experiences.
- use phonological awareness and other language and literacy strategies.
- identify and respond to spontaneous opportunities which enhance and extend all children's inquisitiveness.
- use strategies to connect children with nature.
- engage children to model and support their successful interactions in groups, including interactions with peers.
- proficiently engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences.
- provide and adapt in learning materials and opportunities that reflect an anti-bias approach

5. **complete all Field Practice Minimum Requirements to meet program standards at a satisfactory level** *Reflection of VLO* #6*

Potential Elements of the Performance:

- creates thorough and detailed minimum requirement documents
- completes minimum requirements in a timely manner
- assesses performance by thoroughly completing self-reflection

* VLO - Ministry of Training, Colleges and Universities, (2012). *ECE Program Standards Vocational Learning Outcomes*. Retrieved from <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/eerchedu.pdf>

6. **prepare and use professional written, verbal and nonverbal communication when working with college faculty and field practice mentors** *Reflection of VLO* #6 and Essential Employability Skills # 1 and 6*

Potential Elements of the Performance

- evaluates and acts upon constructive feedback
- communicates respectfully, positively and openly without judgment or personal bias
- communicates information comprehensively, concisely, accurately, objectively and in a timely manner
- communicates professionally in written documents including vocabulary, grammar, spelling and format to meet a college standard of writing
- establish and maintain effective communication as a member of the early learning team

III. TOPICS:

Refer to Semester Three timesheet and Final Progress Review for details.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

MATERIALS:

1. **All Field Practice Requirements have been met and approved prior to start of placement.**

- Current Criminal Record Check
- Immunization and Health Record Form:
- WHMIS training
- Current First Aid /CPR
- Anaphylaxis Review (done in ED124 Healthy Foundations)
- Child Abuse Orientation (done in ED124 Healthy Foundations)

If a student did not submit as required or was not approved for any or all of the above placement requirements, the student will not be permitted to complete Field Practice III resulting in a grade of "U" for ED286.

- ECE Field Placement **Name Tag**
- Grade of "C" in all pre-requisite courses
- GPA 2.0

2. **Blue 2” Binder with Sault College logo** – this will be used in field placement (purchased in Semester I). Print the following documents and place into the binder. These are posted on LMS. Use dividers to identify each section.
 - **ECE Field Practice Policies** (posted on LMS)
 - **ECE Field Practice General Information** (posted on LMS)
 - **ECE Field Practice Semester Three Package** (posted on LMS)
 - Include another three dividers labelled *Time Sheet*, *Minimum Requirements*, and *Progress Review*

Resource Materials

3. **Textbooks:** *Previously purchased in other courses:*
 - Bullard, Julie (2014) *Creating Environments for Learning Birth to age Eight 2nd Ed.* Toronto: Pearson Education Inc.
 - Weitzman, E., and Greenberg, J. (2010). *ABC and Beyond. Building Emergent Literacy in Early Childhood Settings.* Toronto: Hanen Early Learning Program.
 - Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It.* (2nd Ed.) Toronto: Hanen Early Learning Program
 - Wolpert, E. (2005) *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.* MN: Redleaf Press.(will be used in other semesters)
4. **On-line Documents**
 - Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings.* Available online: <http://www.edu.gov.on.ca/childcare/oelf/>
 - College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice.* Available online <http://www.college-ece.ca/Pages/default.aspx>
 - Ontario Ministry of Education (2010 – 2011) *The Full-Day Early Learning – Kindergarten Program (draft)* Available online: http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf
 - Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014.* Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>
 - Ontario Ministry of Education. (2014). *How Does Learning Happen Ontario’s Pedagogy for the Early Years.* Available online: <http://www.ontario.ca/edu>
5. Supplementary resources posted on LMS

Membership to the “**ECE Resource Room**” is strongly recommended

V. EVALUATION PROCESS/GRADING SYSTEM:

- Students must adhere to all **Field Practice Policies and Procedures** as outlined in the Sault College Early Childhood Education **Field Practice Manual**
- **FIELD PRACTICE GRADE:** The student will be assigned a grade by the ECE faculty (College Supervising Faculty) based on the
 - completion and evaluation of all minimum requirements to meet program standards which are outlined in the co-requisite course ED 137
 - observations completed by the ECE Mentor and College Supervising Faculty.
 - ECE mentor feedback
 - verbal
 - written
 - progress review (midterm and final)
 - College Supervising Faculty performance evaluation

Students with competencies at an unsatisfactory or minimal level and/or incomplete minimum requirements may receive a grade of U.

The signed and completed time sheet, evaluations and minimum requirement forms must be submitted to faculty **on the designated date**. Failure to do so could result in a U grade.

- ***If an evaluation is not satisfactory*** and/or a **U** grade is received, the ***placement hours accumulated will not be counted*** in the student's total, and this placement must be repeated.

PLEASE NOTE

Regarding Student Progression through the three Co-Requisite Core ECE courses
Teaching Methods III, Seminar III, Field Practice III

- Students must receive a minimum of a ***“C” (2.0 G.P.A.)*** in each semester's ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice, within the same semester***, in order to proceed to the next semester's co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>
CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Communication:

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.