



COURSE OUTLINE: ED 290 - INTEG. SEMINAR IV

Prepared: Colleen Brady

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 290: INTEGRATED SEMINAR IV
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	21W
Course Description:	This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Field practice experiences will form a basis for discussion to further develop their professional practice and to prepare for post-diploma opportunities.
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	ED 223, ED 286, ED 287
Corequisites:	ED 247, ED 289
Substitutes:	ED 219
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 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 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	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.

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this course:	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 3 Execute mathematical operations accurately. 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 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, the student must achieve a minimum of a C grade.					
Books and Required Resources:	Learning Language and Loving It by Weitzman, E., and Greenberg Publisher: Hanen Early Learning Program Excerpts from ELECT by Ontario Ministry of Education http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf 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 http://www.ontario.ca/laws/regulation/r15137#top How Does Learning Happen? Ontario`s Pedagogy for the Early Years by Ontario Ministry of Education http://www.ontario.ca/edu Early Childhood Environment Rating Scales (ECERS-3) by Harms Publisher: Teachers College Press, Teachers Edition: 3 ISBN: 9780807755709					
Course Outcomes and Learning Objectives:	<table><tr><th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr><tr><td>1.Demonstrate professional standards of practice in the following essential skills required for the early years sector: professional communication in all written</td><td>1.1 Communicate professionally in all written work including vocabulary, grammar, spelling, and format. 1.2 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions and correctly reference all sources of information following APA guidelines.</td></tr></table>		Course Outcome 1	Learning Objectives for Course Outcome 1	1.Demonstrate professional standards of practice in the following essential skills required for the early years sector: professional communication in all written	1.1 Communicate professionally in all written work including vocabulary, grammar, spelling, and format. 1.2 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions and correctly reference all sources of information following APA guidelines.
Course Outcome 1	Learning Objectives for Course Outcome 1					
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	and interpersonal communication, ongoing reflective practice, and effective collaboration with others.	1.3 Be respectful, positive and open in all communication recognizing one's own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 1.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. 1.5 Manage the use of time and resources to complete projects in a timely manner. 1.6 Demonstrate the ability to take responsibility for one's own actions, decisions, and consequences
	Course Outcome 2	Learning Objectives for Course Outcome 2
	2.Demonstrate the ability to engage in critical reflection and contribute to collaborative conversations related to meeting the field practice competencies required for the current field placement	2.1 Demonstrate strategies to establish and maintain confidentiality practices related to information about field practice, as well as, all information shared during class discussions. 2.2 Reflect on field practice experiences and critically examine personal knowledge and competence in relation to the field practice competencies outlined in the field practice Progress Review for the current placement. 2.3 Contribute to collaborative conversations with classroom peers to engage in critical reflection and inquiry to question theory and practice, discuss ideas, test theories, and to share learning
	Course Outcome 3	Learning Objectives for Course Outcome 3
	3.Evaluate and analyze one's own ability to engage in a responsive interaction with children using skills related to the Learning Language and Loving It approach.	3.1 Use relevant observing and recording skills to identify conversation styles and language development of one child within the field placement. 3.2 Design an action plan that will support the conversational needs of a child following specific Learning Language and Loving It strategies. 3.3 Analyze a video recording of the implementation of the Learning Language and Loving It action plan and evaluate one's own skills in applying the identified Learning Language and Loving It strategies outlined in the action plan. 3.4 Employ all the required policies and practices to ensure the consent process has been followed and all information related to the child and family remains confidential.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4.Demonstrate the ability to engage in professional learning in accordance with the regulatory requirements of the College of Early Childhood Educators (CECE) by interpreting the CECE Code of Ethics and Standards of Practice (2017) through reflective	4.1 Discuss the legal obligations to practice according to the Code of Ethics and Standards of Practice and RECEs. 4.2.Contribute to collaborative conversations with classroom peers to engage in critical reflection and inquiry to examine the expectations of RECE outlined in the Code of Ethics and Standards of Practice (2017) and discuss how these expectations may be applied in practice by referring to the published CECE Practice Guidelines and other relevant documents published by the College of Early Childhood Educators including but not limited to Standard V, professional

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	practice, professional collaborative discussions, and the development and evaluation of a professional learning plan.	judgment, using social media, and ethical decision making and reflecting on one's own professional practice in relationship to these professional expectations. 4.3 Demonstrate critical reflection and contribute to collaborative conversations on how the CECE Code of Ethics and Standards of Practice, including the CECE Practice Guidelines and discussion papers published by the CECE regarding Standard V, professional judgment, using social media, ethical decision making, and other topics on professionalism is interpreted and reflected in one's own current and future practice in the early learning field. 4.4 Explain the contribution that a professional learning plan makes to a safe, competent and professional practice in the early learning field. 4.5 Develop a written professional learning plan based on self-assessment of professional learning needs that contains specific learning goals, required resources, timeframes, as per the requirements of the College of Early Childhood Educators. 4.6 Evaluate and document progress towards achieving identified professional learning goals and modify the plan accordingly.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5.Evaluate an early learning program using current and relevant evidence informed method(s) to monitor and evaluate high-quality early learning environments and reflect on the evaluation process.	5.1 Implement a current, evidence informed, environmental rating scale(s) to evaluate an appropriate early learning environment. 5.2 Contribute to the collaborative inquiry opportunity to analyze an early learning environment, using the relevant environmental rating scale(s) and subsequently through critical reflection and conversation with peers, create a summary of recommendations to improve the environment. 5.3 Reflect on the experience of implementing the tool(s) to analyze and evaluate an early learning environment and summarize the benefits and drawbacks of such an evaluation tool. 5.4 Safeguard and protect the privacy and confidentiality of children's, families, and colleague's information in all written, verbal, and electronic communications.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assessing an early learning environment.	10%
Field Practice Debrief Reflections	30%
Learning Language and Loving It Video #4	15%
Professional Learning Portfolio	45%

Date:

June 15, 2020

Addendum:

Please refer to the course outline addendum on the Learning Management System for further

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