

Field Work

ED 209

INSTRUCTOR: Kathy Nielsen

Course Description

This course is designed to give the student further contact with children in a variety of preschool settings. It provides an opportunity for the student to relate theory to practice. The student is exposed to children with special needs and to different types of settings in order for her/him to solidify her/his own philosophy of preschool education.

Goals

Semester III

1. To help the student develop effective interpersonal relationships in the preschool centre.
2. To help the student meet the child's various developmental needs through the existing program of the preschool.
3. To help the student be an effective preschool teacher in group settings as well as considering the individual child.
4. To help the student demonstrate the ability to handle added responsibility in the preschool setting.

Objectives

Semester III

1. The student should be able to develop effective interpersonal relationships with staff, promoting a feeling of team co-operation and confidentiality.
2. The student must demonstrate, through the use of materials and equipment the ability to meet the child's social, emotional, physical and intellectual needs and be able to integrate it into the existing program of the preschool.
3. The student must demonstrate the ability to stimulate curiosity and participation with small groups, keeping in mind the building of the child's positive self-concepts.
4. The student must demonstrate the ability to be able to handle responsibility and assume a professional attitude in all aspects of the preschool program. Supervisors of centres will be asked to provide the student with the experience of taking greater responsibility for the children and program.

Old -
revised
Sept 79

Methodology

Field placements are scheduled a day and a half per week, and consist of three, ten week sessions. These placements will be in various preschool settings in the community.

The student must take responsibility for keeping an accurate record of hours worked in the various centres and will receive evaluation of progress in verbal and written form.

Integrative seminars are held weekly in order to discuss concerns in relating theory to practice.

Evaluation

The student will receive a verbal evaluation relating to progress approximately fifth week of placement and a written evaluation after tenth week.

The student has one day sick leave per placement and any time missed other than this is to be made up on her/his own time, scheduled through field supervisor.

If an evaluation is not satisfactory that segment must be repeated either in that same centre or the demonstration school.

Grading

Satisfactory or Unsatisfactory