



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 him/her to solidify his/her philosophy of preschool education. ...

GOALS - Semester III

1. To help the student develop effective interpersonal relationships in the preschool setting.
2. To help the student meet the child's various developmental needs through the existing programme of the preschool.
3. To help the student be an effective preschool teacher in group settings as well as be considerate of 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 and promote a feeling of team co-operation and professionalism.
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 accommodate for these in the existing programme 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-concept.
4. The student must demonstrate the ability to be able to handle responsibility and assume a professional attitude in all aspects of the preschool programme.

METHODOLOGY

Field placement consists of two days per week in an assigned setting plus at least one full week placement in the College's demonstration Child Development Centre (C.D.C.).

The student will take responsibility for keeping an accurate record of hours worked at each placement and for completing the established procedures for evaluation of progress at mid-term and at the end of the placement.

Integrative seminars are held weekly. Attendance at seminar classes is crucial for the integration of theory and practice. The student will complete a "diary of activities" on a weekly basis to bring to the seminar for discussion purposes.

### EVALUATION

The student will receive a mid-placement evaluation relating to progress and a final evaluation. Both the student and the supervisor will complete a "Progress Review" Form which will be kept in the student's file. The student will be given on-going feedback by staff at the placement and the fieldwork faculty.

The student has three days sick leave per year and any time missed other than this is to be made up on her/his own time, scheduled through the field supervisor. The student must take responsibility to notify his/her placement when unable to report in at the scheduled time. If the contact person is not notified of an absence, then a penalty of one week make-up per day missed will apply.

If an evaluation is not satisfactory, that segment must be repeated. The student must successfully complete Semester III to be eligible for Semester IV.

If the student misses three or more field work seminar classes, then the field work grade will be reduced accordingly.

### GRADING - Semester III

- A+ - Consistently outstanding performance
- A - Exceptional integration of theory and practice
- B - Average competence
- C - Minimal performance
- X - As per College Policy
- R - "Repeat" - indicated failure to meet required competency level of that semester and field work course must be repeated.

NOTE: Students will be assigned one observation/week (25% of total grade)

