

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: FIELDWORK I

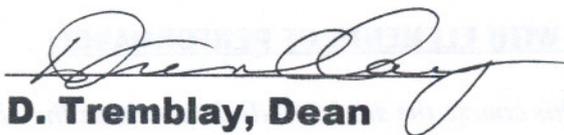
Code No.: ED 108-4 Semester: ONE

Program: EARLY CHILDHOOD EDUCATION

Author: BEV BROWNING

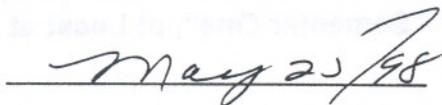
Date: Jan 98 Previous Outline Date: Jan 97

Approved:


D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:


May 25/98

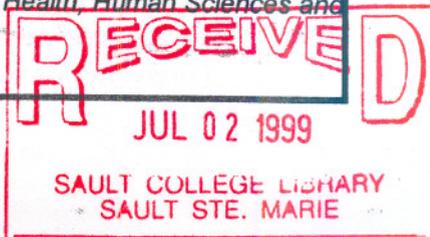
Total Credits: 4 Prerequisite(s): none

Length of Course: 16wks Total Credit Hours: 105hrs

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.



**Co-Requisites: ED 115 Integrated Seminar I
ED 140 Teaching Methods I**

I: COURSE DESCRIPTION:

This course is designed to orient students to the various facets of the Early Childhood Educator's role. Through this supervised field practicum, the student is exposed to a range of teaching and caregiving duties for a group of young children. Skills, knowledge, and attitudes gained enable the student to consistently demonstrate the competencies expected of a beginning student teacher.

II: LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A. *Learning Outcomes:*

1. **Demonstrate All of the Competencies Outlined in the Early Childhood Education "Project Review Form - Semester One", at Least at a "Satisfactory" Level.**
2. **Formulate a Professional Attitude.**
3. **Observe and assist in the many roles of an Early Childhood Educator.**
4. **Display Enjoyment and Enthusiasm in Working with Young Children.**
5. **Recognize and Accept the Limitations of One's Role.**

B. LEARNING OUTCOMES WITH ELEMENTS OF PERFORMANCE:

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

1. **Demonstrate All of the Competencies Outlined in the Early Childhood Education "Progress Review - Semester One", at Least at a "Satisfactory" Level.**

Elements of the Performance:

- *assist appropriately and participate enthusiastically in children's activities*
 - *willingly comply with and follow through on requests and directions*
 - *fulfill the expectations outlined in the competency evaluation*
2. **Articulate Professional Ethics and Display Professionalism**

Elements of the Performance:

- *Behave and perform in compliance with the Early Childhood Education Program Guidelines as well as the AECEO Code of Ethics*

- *display dependability and reliability*
- *accept and follow through constructively on suggested alternatives for teaching practices*
- *maintain confidentiality at all times*
- *examine one's own teaching behaviours realistically*

3. Observe and Assist in the Many Roles of an Early Childhood Educator.

Elements of the Performance:

- *be aware of and help children follow through on healthy and safe practices*
- *show sensitivity and respond appropriately to both verbal and non-verbal communication with others*
- *be involved in all aspects of the programme*
- *assist in transition times and in routines*

4. Display Enjoyment and Enthusiasm in Working with Young Children.

Elements of the Performance:

- *show obvious warmth and enthusiasm through both verbal and non-verbal means, when working with children*
- *acknowledge the efforts of children*
- *accept and enjoy the humour of children*
- *assist effectively and participate enthusiastically in children's activities*
- *demonstrate approachability and openness through body language*

5. Recognize and Accept the limitations of One's Role.

Potential Elements of the Performance:

- *participate as a team member*
- *refer parents to Supervising Teacher*
- *behave within the confines of the student role*
- *respect the position of others*

III. TOPICS:

Refer to "Early Childhood Education Progress Review One"

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

1. *Creative Resources for the Early Childhood Classroom*, J. Herr & Y Libby, Delmar
2. *A Practical Guide To Early Childhood Curriculum*, C. Eliason & L. Jenkins, Merrill

3. 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 one day 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.

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 One 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'S BINDER MUST BE KEPT AT THE PLACEMENT, AND ALL ACTIVITY FORMS SHOULD BE RETAINED IN THE BINDER. IT IS RECOMMENDED THAT THE STUDENT MAKE A PHOTOCOPY IF SHE/HE NEEDS TO REFER TO THE FORM OUTSIDE OF THE PLACEMENT.**

The student will take *responsibility for keeping an accurate record of hours worked and completed "Activity Requirements"* at their placement. The student must schedule the "Minimum 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.*

EVALUATION PROCEDURES:

1. 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 "Minimum Activity Requirements"; note these on the Time Sheet and post this at the placement.
2. Request on-going feedback from the placement staff/Supervising Teacher.
3. At mid-term and end of term submit a completed form one week prior to the scheduled evaluation date (See Field Work Schedule).
4. 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.
5. ***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.***
6. 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.
7. The student has 1 ½ 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.***
8. If a student misses more than the allowable 1 ½ 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.***
9. 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.
10. ***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 - Satisfactory Performance
- U - Unsatisfactory 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.
- W - Withdrawal from course after the "drop deadline"

SPECIAL NOTES:

- Special Needs

If you are a student with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 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 post-secondary institutions.

VII. PRIOR LEARNING ASSESSMENT

See the ECE Field Work Policies for details.