



**Corequisites:** ED116, ED269

**Prerequisites:** ED108, ED140

**I: COURSE DESCRIPTION:**

Through this course the teacher-in-training will develop skills in presenting developmentally appropriate activities to young children, on both an individual and a group basis. Students are scheduled for field practicum two days/week in community placement settings. These supervised field work hours assist the student in practicing observation and teaching skills.

**II: LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

**Learning Outcomes and Elements of the 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 Two, at Least at a Satisfactory Level.**

**Elements of the Performance:**

- *utilize competencies acquired in Semester I as a foundation for achieving the objectives for Semester II*
- *submit relevant planning forms on time*
- *implement planned activities and analyze their merit*
- *initiate discussions with the Supervising Teacher regarding ongoing progress*

**2. Consistently Perform in a Professional Manner.**

**Potential Elements of the Performance:**

- *act in accordance with ethical and Professional Standards*
- *maintain confidentiality at all times*
- *use available resources and feedback to effect personal and professional change*

**3. Utilize Appropriate Developmental Practices with Young Children.**

**Potential Elements of the Performance:**

- *observe children's behaviours and respond sensitively to children's (ongoing) needs*
- *support children effectively by providing responses geared to the child's developmental level*
- *initiate positive interactions with children*
- *take steps to intervene in potential conflict situations*

**4. Expand on Children's Learning in Both Spontaneous and Planned Activities.**

**Potential Elements of the Performance:**

- *promote respect for the environment and others*
- *encourage self-help and independence*
- *research and prepare developmentally appropriate activities*
- *take advantage of learning opportunities and teachable moments*
- *monitor, educate, and assist children in matters of hygiene and safety*

**5. Communicate and Interact Effectively with Co-Workers.**

**Potential Elements of the Performance:**

- *use sensitive and supportive verbal communication*
- *use body language which portrays openness and approachability*
- *relate positively to children, parents and co-workers*
- *use correct written format for plans and materials*

**6. Look Objectively at One's Own Performance and Teaching Behaviours.**

**Potential Elements of the Performance:**

- *request on-going feedback from field placement staff*
- *accept and follow through on suggested alternatives for improving teaching skills*
- *use text information and field evaluations as a guide for determining strengths and for areas needing growth*

**III. TOPICS:**

Refer to Early Childhood Education Progress Review Two

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. 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 two days per week in an assigned field placement setting. A block placement at the end of the term will help to consolidate the student's competencies in 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 Two satisfactorily in order to receive a passing grade.*

- **GO OVER** the contents of the Field Placement Binder and **SIGN** the contracts with the Supervising Teacher.
- **READ** all of the policies and procedures outlined, in order to fulfill the contract with the placement.
- **FOLLOW** all of the Guidelines for professionalism and responsibilities (see Field Placement Policies).
- **MAINTAIN** an accurate recording of *hours worked (excluding lunch time and breaks) and completed Activity Requirements*.
- **FOLLOW** the scheduled Minimum Activity Requirements as outlined on the Time Sheet.
- **NO** rescheduling will be permitted except by the placement Supervising Teacher (if any of the activities conflict with the placement's schedule).
- **POST** The Time Sheet 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.*
- **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 student may be terminated from the placement and/or will have to repeat the placement.*

**EVALUATION PROCEDURES:**

1. **REQUEST** on-going feedback from the placement staff/Supervising Teacher.
2. **SUBMIT** a completed form at mid-term and end of term, one week prior to the scheduled evaluation date (See Field Work Schedule).
3. **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). 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.*
4. **RELIABILITY AND RESPONSIBILITY** for actions are emphasized. Field practicum is considered to be a job placement. Refer to the Field Placement Policies for further details.
5. **NOTIFY** the 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.*
6. **MAKE-UP DAYS:** Any time missed must be scheduled through the faculty field supervisor. **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.*
7. **FIELD WORK GRADE:** 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. *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.*
8. *If evaluation forms are incomplete or are submitted beyond the due date, then a failure grade (R) or an X-grade for the placement may apply.*

**GRADING:**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources. Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

See the ECE Field Work Policies for details.

**VIII DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.