



**I. COURSE DESCRIPTION:**

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result, the student will be better prepared for planning for children's learning and for guiding children's behaviour.

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

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

1. **analyze and implement a variety of observational methods and strategies** (*Reflection of VLO #3*)  
Potential Elements of the Performance:
  - identify the reasons for observing young children
  - compare the advantages and disadvantages of each type of observational method
  - develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
  
2. **communicate professionally** (*Reflection of CSAC Vocational Standard #6, Generic Skills #1,#2,#5,*)  
Potential Elements of the Performance:
  - ensure confidentiality
  - contribute one's own ideas, opinions and information while demonstrating respect of those of others
  - provide field practice examples in a comprehensive, concise, factual and objective manner.
  - communicate clearly, concisely, and correctly in the written, spoken, and visual form.
  
3. **evaluate own progress in the field of early childhood education related to the competencies outlined for Semester Four** (*Reflection of CSAC Vocational Standard #1-9, Generic Skills #6, #10, #13*)  
Potential Elements of the Performance:
  - present concrete oral examples of achieved field practice competencies
  - present documented examples of achieved field practice competencies
  - identify one's strengths
  - engage in self-evaluation
  - clarify one's own role in the field practice setting

4. **evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It*.**

Potential Elements of the Performance:

- use observing and recording skills to identify conversation styles
- design and implement an action plan that will support the child in conversation skills evaluate own skills using a video recording of a planned activity

5. **search for employment**

Potential Elements of the Performance:

- examine standards of practice and the code of ethics and relate to personal skill development and knowledge
- identify strategies to maintain skills
- identify career opportunities
- use effective resume writing and interviewing strategies
- entering the workforce

### III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

1. Competencies expected of fourth semester students
2. Professionalism and confidentiality
3. Learning Language and Loving It
4. Researching and developing activity plans
5. Analyzing teaching strategies and integrating new skills
6. Exploration of career possibilities in the field of early childhood education
7. Preparing to enter the work force
8. Developing observation skills

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

1. Child Care Human Resource Sector Council. (2010). **Occupational Standards for Early Childhood Educators**. It can be downloaded [http://www.ccsc-cssge.ca/english/research/occupationalstandards\\_ece.cfm](http://www.ccsc-cssge.ca/english/research/occupationalstandards_ece.cfm)

#### Previously Purchased

2. College of Early Childhood Educators (2011) **The Code of Ethics and the Standards of Practice**. It can be downloaded from <http://collegeofece.on.ca>
3. Haig, J., Raikes, G., Sutherland, V. (2003). **Cites and Sources**. Canada: Thomson Canada.
4. Ontario Ministry of Child and Youth Services. (2007). **Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007** Not available in the bookstore. Only portions will be used. It can be downloaded from. <http://www.gov.on.ca>.
5. Weitzman, E., and Greenberg, J. (2002). **Learning Language and Loving It**. (2<sup>nd</sup> Ed.) Toronto: Hanen Early Learning Program
6. Wylie, Sally, (2004). **Observing Young Children –A Guide to Early Childhood Educators** (2<sup>nd</sup> ed.). Toronto: Nelson Publishing

#### V. EVALUATION PROCESS/GRADING SYSTEM:

##### **IN-CLASS EXPERIENCES 60%**

**Attendance at and participation in** seminar classes is crucial to the integration of teaching theory and practice. Participation will require pre-class preparation. Details are outlined in the assignment.

1. Field Practice Discussion ..... 25%  
*Students will have the opportunity to share and reflect on field practice experiences and problem solve any challenges they may encounter.*
2. Other Experiences ..... 35%  
*Includes Job Search, Guest Speakers, Standards of Practice, reflections. Students, in collaboration with their professor, will design and complete other activities that meet their ECE field goals.*

**ASSIGNMENTS**

**40%**

1. CDC Lab School Experience ..... 10%  
*Students will spend one day at the lab school and using ECERS/ITERS will assess and analyze the learning environments.*
  
2. 'Exploring Early Years Professions ..... 10%  
*Students will have the opportunity to shadow a professional working in a non-traditional early learning setting.*
  
3. Learning Language and Loving It – Video Analysis ..... 20%
  - *Students will complete their last video analysis - Fostering Peer Interaction.*
  - *In addition, this component will be part of a larger LLLI Certificate that graduating ECE students will earn by the time they complete the ECE Program. Therefore, participation will be tracked and only ECE students completing the number of hours prescribed by the Hanen Centre will receive the certificate. Components of LLLI will be presented in this course and in ED 131, ED 116, ED 218 and ED 219*

**PLEASE NOTE**

Regarding Student Progression through the three Co-Requisite Core ECE courses

***Teaching Methods IV, Seminar IV, Field Practice IV***

- Students must receive a minimum of a **“C” (2.0 G.P.A.)** in each semester’s ***Teaching Methods, and Seminar***, courses **and receive an “S” Satisfactory in their Field Practice**, within the same semester, in order to proceed to the next semester’s co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average per semester** must be maintained to continue in the placement sequence

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **VI. SPECIAL NOTES:**

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

### ECE Program Manual:

Students are expected to be familiar with and adhere to the policies and practices outlined in the ECE program manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Course Syllabus

Students are expected to be familiar with the details outlined in the course syllabus which will be handed out in class and posted on LMS

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.