

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 and 5*
Potential Elements of the Performance:
 - use environmental rating scales such as the Early Childhood Environment Rating Scale (ECERS) to assess learning environments
 - develop strategies to record observational data that demonstrates professionalism and maintains confidentiality

2. **prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers and community partners.** *Reflection of *VLO #6, Generic Skills #1, 3*
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 and analyze own ability to engage in a responsive interaction with children using skills identified through *Learning Language and Loving It*.** *Reflection of * VLO # 3*
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

4. **engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidenced-based practices in early learning and related fields.** *Reflection of *VLO #10*

Potential Elements of the Performance:

- assess personal learning needs and develop realistic strategies to meet educational goals
- research and use support and resources for learning within personal and professional environments
- develop a written personal development plan with specific learning goals, resources and timeframes
- evaluate and document progress towards achieving professional learning goals and modify plan accordingly
- assess personal health and well-being and develop strategies to maintain a healthy work-life balance
- identify career opportunities
- use effective resume writing and interviewing strategies
- examine ethical dilemmas and build strategies to resolve them

5. **act in a professional manner** *Reflection of *VLO #6 and Essential Employability Skills #1, 5 and 6*

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- comply with ECE Confidentiality Policy, the ECE Program Guide, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice

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. CECE Continual Professional Learning (CPL)
4. Learning Language and Loving It
5. Analyzing teaching strategies and integrating new skills
6. Using early learning environment rating scales
7. Exploration of career possibilities in the field of early childhood education
8. Preparing to enter the work force
8. Developing observation skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Materials

1. Recordable CD or memory stick

Text *Previously purchased in other courses*

1. Weitzman, E., and Greenberg, J. (2002). *Learning Language and Loving It*. (2nd Ed.) Toronto: Hanen Early Learning Program

On-line Documents Only portions will be used.

1. College of Early Childhood Educators (2011) *The Code of Ethics and the Standards of Practice*. Available on-line:
<http://collegeofece.on.ca>
2. Ontario Ministry of Child and Youth Services. (2007). *Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007*. Available on-line:
<http://www.gov.on.ca>.

V. EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS **30%**

1. CDC Lab School Experience 15%
You will spend one day at the lab school and using ECERS/ITERS will assess and analyze the learning environments.
2. Learning Language and Loving It – Video Analysis 15%
You will complete your 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 ED131, ED137, ED287 and ED290

Notes about Assignments

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with professor regarding the steps that should be taken if assignment submissions are late.
 There are deductions and final submissions dates which will be discussed in class and posted on LMS.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

EXPERIENTIAL LEARNING OPPORTUNITIES (IN-CLASS) **40%**

A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning, specifically field related. You will be expected to come to class prepared. These experiences include Job Search, Guest Speakers, Standards of Practice, reflections. You, in collaboration with their professor, will design and complete other activities that meet your ECE field and employment goals.

FIELD PRACTICE DISCUSSION **30%**

You will have the opportunity to share and reflect on field practice experiences using a variety of different modes.

Attendance at and participation in seminar classes is crucial to the integration of teaching theory and practice.

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.	

VI. SPECIAL NOTES:ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.