



# COURSE OUTLINE

## ED 136

Prepared: ECE Faculty    Approved: Martha Irwin

<b>Course Code: Title</b>	ED 136: FIELD PRACTICE II
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semester/Term:</b>	18W
<b>Course Description:</b>	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.
<b>Total Credits:</b>	9
<b>Hours/Week:</b>	14
<b>Total Hours:</b>	200
<b>Prerequisites:</b>	ED 135
<b>Corequisites:</b>	ED 131, ED 137
<b>This course is a pre-requisite for:</b>	ED 223, ED 286, ED 287
<b>Vocational Learning Outcomes (VLO's):</b>	<p>#1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas.</p> <p>#2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.</p> <p>#3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development.</p> <p>#4. Establish and maintain responsive relationships with individual children, groups of children and families.</p> <p>#6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.</p> <p>#10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields</p>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	



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### Essential Employability Skills (EES):

- #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #4. Apply a systematic approach to solve problems.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

### Course Evaluation:

Satisfactory/Unsatisfactory

### Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Assignments and Competencies	100%

### Course Outcomes and Learning Objectives:

#### Course Outcome 1.

maintain professional conduct and practices

#### Learning Objectives 1.

- demonstrate positive and effective interpersonal skills in all interactions with others
- maintain confidentiality as per the signed Confidentiality Policy agreement
- practise in compliance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011)
  - comply with key legislation impacting the early learning environment, including the Early Childhood Educators Act, 2007, the Day Nurseries Act, 1990, the Child and Family Services Act, 1990 and the Education Act, 1990 (as it relates to the ECE student's Field Practice setting)
    - identify and act in accordance with licenced agency and school board (related to practice in Kindergarten Program classrooms) policies and procedures
    - demonstrate responsibility and reliability in all areas of performance
    - ensure the health and safety of the children
    - adhere to all Sault College ECE Program Field Policies



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### **Course Outcome 2.**

establish and maintain responsive relationships with individual children and groups of children

### **Learning Objectives 2.**

- initiate genuine, authentic interactions with children and where there are appropriate opportunities, also with families
- promote competency and positive self-esteem in children.
- support the development of positive pro-social behaviour
- use a variety of positive guidance techniques that support self-regulation in children
- give consistent direction and maintain stated limits, follow through on decisions and commitments to children
- engage children in reflection on own learning

### **Course Outcome 3.**

use a variety of observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development

### **Learning Objectives 3.**

- use appropriate strategies to identify and interpret children's abilities, interests and ideas.
- use a variety of observation techniques to document children's abilities to self-regulate and engage in conflict resolution strategies.
- create effective pedagogical documentation that demonstrates children's growth and learning and communicate this clearly within the learning community and with families

### **Course Outcome 4.**

design and implement inclusive play based early learning experiences that are responsive to individual children's and groups of children's observed abilities, interests and ideas

### **Learning Objectives 4.**



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- effectively plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful, and developmentally appropriate.
- plan developmentally appropriate experiences to facilitate children's understanding of math and science concepts.
- provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children.
- use a variety of strategies to support learning through inquiry and play-based experiences.
- use phonological awareness and other language and literacy strategies.
- identify and respond to spontaneous opportunities which enhance and extend all children's inquisitiveness.
- use strategies to connect children with nature.
- engage children to model and support their successful interactions in groups, including interactions with peers.
- engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences

### **Course Outcome 5.**

complete all Field Practice Minimum Requirements to meet program standards at a satisfactory level

### **Learning Objectives 5.**

- creates thorough and detailed minimum requirement documents
- completes minimum requirements in a timely manner
- assesses performance by thoroughly completing self-reflection

### **Course Outcome 6.**

prepare and use professional written, verbal and nonverbal communication when working with college faculty and field practice mentors

### **Learning Objectives 6.**

- evaluates and acts upon constructive feedback
- communicates respectfully, positively and openly without judgment or personal bias



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- communicates information comprehensively, concisely, accurately, objectively and in a timely manner
- communicates professionally in written documents including vocabulary, grammar, spelling and format to meet a college standard of writing
- establish and maintain effective communication as a member of the early learning team

**Date:**

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.