



COURSE OUTLINE

ED 289

Prepared: ECE Faculty Approved: Martha Irwin

Course Code: Title	ED 289: FIELD PRACTICE IV
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
Course Description:	This final segment of field practicum encourages the student to develop further strategies for enhancing the young child’s developmental abilities based on presenting individual and group experiences. Additional responsibilities provide the student with the opportunity to refine and demonstrate the competencies required of a skilled teacher of young children. A minimum of 600 field practice hours is required for graduation. In field practice, the philosophy/goals and outcomes are reflected in the `Progress Review Form` for Semester IV. These are consistent with Provincial standard outcomes expected of an entry-level Early Childhood Educator who graduates from an Ontario Community College.
Total Credits:	12
Hours/Week:	14
Total Hours:	200
Prerequisites:	ED 223, ED 286, ED 287
Corequisites:	ED 247, ED 290
Substitutes:	ED 210
Vocational Learning Outcomes (VLO’s):	<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>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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#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

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 Child Care and Early Years Act, 2015, the Child and Family Services Act, 1990 and the Education Act, 1990 (as it relates to the ECE student’s Field Practice setting)



COURSE OUTLINE

ED 289

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- 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

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 a sense of belonging and acceptance in all children within a variety of learning environments
- promote competency and positive self-esteem in children
- support the development of positive pro-social behaviour.
- provide children with strategies to develop self-regulation, resiliency and autonomy
- model and provide positive conflict resolution strategies in all relationships with children
- give consistent direction and maintain stated limits, follow through on decisions and commitments to children

Course Outcome 3.

use a variety of observation and documentation strategies to 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.
- effectively observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development in an on-going and systematic basis
 - create effective documentation that demonstrates children's growth and learning and communicate this clearly and in an ongoing manner within the learning community and with



COURSE OUTLINE

ED 289

4

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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.

- interact with children to observe their emerging abilities, interests and ideas
- effectively plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful, and developmentally appropriate.
 - facilitate inclusive learning experiences based on an accurate, on-going and systematic observation of children
 - identify and respond to spontaneous opportunities which enhance and extend all children's inquisitiveness.
 - use follow the child's lead, turn-taking and other language and literacy strategies
 - design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experience
 - plan and adapt curriculum when necessary, in accordance with individual abilities and approaches to learning, in order to optimize children's development and learning.
 - use strategies to connect children with nature.
 - proficiently engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences and curriculum development

Course Outcome 5.

establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families

Learning Objectives 5.

- provide a welcoming and nurturing environment for all children and their families
- promote a sense of belonging and acceptance in all children within a variety of learning experiences
- apply responsive and inclusive practices in all aspects of early learning environments
- provide and adapt learning materials, environment, and opportunities that reflect an



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anti-bias approach

Course Outcome 6.

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

Learning Objectives 6.

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

Course Outcome 7.

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

Learning Objectives 7.

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