



## COURSE OUTLINE: ED 289 - FIELD PRACTICE IV

Prepared: ECE Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED 289: FIELD PRACTICE IV
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	21W
<b>Course Description:</b>	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.
<b>Total Credits:</b>	12
<b>Hours/Week:</b>	14
<b>Total Hours:</b>	200
<b>Prerequisites:</b>	ED 223, ED 286, ED 287
<b>Corequisites:</b>	ED 247, ED 290
<b>Substitutes:</b>	ED 210
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

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	<p>VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service agencies to meet legal and ethical standards of the early years sector.</p> <p>VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one’s own role in early years and child care settings.</p> <p>VLO 8 Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.</p> <p>VLO 9 Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.</p> <p>VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	<p>Satisfactory/Unsatisfactory &amp; A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>In order to be eligible to register for this course a student must achieve</p> <ul style="list-style-type: none"> <li>• an S grade in ED 286</li> <li>• a `C` grade in both of the co-requisite courses - ED 223 and ED 287</li> <li>• a minimum of an overall 2.0 Term Grade Point Average in Semester 3</li> </ul> <p>In order to be successful in this course a student must achieve</p> <ul style="list-style-type: none"> <li>• a `C` grade in both of the co-requisite courses - ED 247 and ED 290</li> </ul>
<b>Books and Required</b>	<p>Field Practice Binder with Sault College logo (1.5)</p>

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**Resources:**

Excerpts from ELECT by Ontario Ministry of Education. (2014)  
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

How Does Learning Happen? by Ontario Ministry of Education. (2014)  
<http://www.ontario.ca/laws/regulation/r15137#top>

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Maintain professional conduct and practices	1.1 demonstrate positive and effective interpersonal skills in all interactions with others 1.2 maintain confidentiality as per the signed Confidentiality Policy agreement 1.3 practise in compliance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2017) 1.4 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, 2017 and the Education Act, 1990 (as it relates to the ECE student's Field Practice setting) 1.5 identify and act in accordance with licenced agency and school board (related to practice in Kindergarten Program classrooms) policies and procedures 1.6 demonstrate responsibility and reliability in all areas of performance 1.7 ensure the health and safety of the children 1.8 adhere to all Sault College ECE Program Field Policies
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Establish and maintain responsive relationships with individual children and groups of children	2.1 initiate genuine, authentic interactions with children and where there are appropriate opportunities, also with families 2.2 promote a sense of belonging and acceptance in all children within a variety of learning environments 2.3 promote competency and positive self-esteem in children 2.4 support the development of positive pro-social behaviour. 2.5 provide children with strategies to develop self-regulation, resiliency and autonomy 2.6 model and provide positive conflict resolution strategies in all relationships with children 2.7 give consistent direction and maintain stated limits, follow through on decisions and commitments to children
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Use a variety of observation and documentation strategies to support and promote children's learning across the continuum of early childhood development	3.1 use appropriate strategies to identify and interpret children's abilities, interests and ideas. 3.2 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 3.3 create effective documentation that demonstrates

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	children's growth and learning and communicate this clearly and in an ongoing manner within the learning community and with families.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
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	<p>4.1 interact with children to observe their emerging abilities, interests and ideas</p> <p>4.2 effectively plan learning experiences that reflect the following elements: hands-on, inclusive, relevant, meaningful, and developmentally appropriate.</p> <p>4.3 facilitate inclusive learning experiences based on an accurate, on-going and systematic observation of children</p> <p>4.4 identify and respond to spontaneous opportunities which enhance and extend all children's inquisitiveness.</p> <p>4.5 use follow the child's lead, turn-taking and other language and literacy strategies</p> <p>4.6 design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experience</p> <p>4.7 plan and adapt curriculum when necessary, in accordance with individual abilities and approaches to learning, in order to optimize children's development and learning.</p> <p>4.8 use strategies to connect children with nature.</p> <p>4.9 proficiently engage in self-reflection and goal setting pertaining to designing and implementing inclusive play experiences and curriculum development</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families	<p>5.1 provide a welcoming and nurturing environment for all children and their families</p> <p>5.2 promote a sense of belonging and acceptance in all children within a variety of learning experiences</p> <p>5.3 apply responsive and inclusive practices in all aspects of early learning environments</p> <p>5.4 provide and adapt learning materials, environment, and opportunities that reflect an anti-bias approach</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Complete all Field Practice Minimum Requirements to meet program standards at a satisfactory level	<p>6.1 create thorough and detailed minimum requirement documents</p> <p>6.2 complete minimum requirements in a timely manner</p> <p>6.3 assess performance by thoroughly completing self-reflection</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Prepare and use professional written, verbal and nonverbal communication when working with college faculty and field practice mentors	<p>7.1 evaluate and act upon constructive feedback</p> <p>7.2 communicate respectfully, positively and openly without judgment or personal bias</p> <p>7.3 communicate information comprehensively, concisely, accurately, objectively and in a timely manner</p> <p>7.4 communicate professionally in written documents including vocabulary, grammar, spelling and format to meet a college</p>

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standard of writing  
7.5 establish and maintain effective communication as a  
member of the early learning team

**Evaluation Process and  
Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Field Assignments and Competencies	100%

**Date:**

June 15, 2020

**Addendum:**

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

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