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**COURSE NAME: ECE140 Field Placement II - Fundamentals of Practice**


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Credit Value: 4

Total Course Hours: 162

Prerequisite Course(s): Valid (issued within 6 months of the scheduled field placement) Criminal Reference Check (CPI) complete with a Vulnerable Sector Screen  
Health Clearance Card issued by the Canadore College Health Centre - Communicable Disease Screen  
Worker Health and Safety Certification  
ECE120, ECE111, ECE145 and ECE118

Students without the above noted materials completed by the deadlines as outlined by faculty, will not be permitted to attend a field placement ECE 140.

Corequisite Course(s): None

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**COURSE DESCRIPTION**


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This course is broken down into three components inclusive of a placement preparation course, a field placement with a licensed community early learning environment or school board, and weekly seminar sessions while students attend placement. The scope of this course is to provide students with practical opportunities to implement knowledge and skills gained from course instruction through experiential learning in a field placement setting. This initial opportunity to practice will allow students to become comfortable and familiar with practices supported in early learning environments. Field placement II will carry a focus on supporting the well-being of children, professionalism, observation skills, responsive relationships, and facilitating learning through play-based experiences.

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**PLAR INFORMATION**


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This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

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**COURSE LEARNING OUTCOMES**


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Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p><b>1.0 Demonstrate competencies and capabilities in authentic and engaged learning during class lectures, learning experiences</b></p> <p>1.1 Demonstrate sustained focus during learning with the ability to self regulate</p> <p>1.2 Demonstrate ownership of learning and utilize respectful dialogue in communications with others</p> <p>1.3 Discuss thoughtful ideas, reflective answers, and pose relevant questions appropriate to learning</p> <p>1.4 Demonstrate effective listening skills and respect the contributions and opinions of others</p> <p>1.5 Participate in collaborative group learning</p> <p>1.6 Construct independence and confidence to initiate and complete tasks with limited prompting</p> <p>1.7 Consistently and punctually attend all classes and as scheduled</p> | <p>1.8 Comprehensively complete all tasks assigned according to deadlines as outlined by the faculty</p> <p>1.9 Demonstrate ability to self-regulate, self-motivate and effectively time manage and self-organize</p> <p>1.10 Contribute to a positive class environment</p> <p>1.11 Construct a professional online presence</p> <p>1.12 Identify and describe key components of the How Does Learning Happen? and The Kindergarten Program document</p> <p>1.13 Recognize the College of Early Childhood Educators Code of Ethics and Standards of Practice</p> <p>1.14 Recall selected components of the Child Care and Early Years Act</p> <p>1.15 Describe responsive relationships and how they can be supported on field placement</p> <p>1.16 Distinguish between various observation</p> |
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and documentation techniques and their appropriate uses

1.17 Discuss the importance and value of play based learning

1.18 Review assignments and expectations of ECE 140 placement

2.0 Demonstrate competencies and capabilities consistently while attending field placements in early learning environments within the community

2.1 Consistently and punctually attend all assigned placement hours

2.2 Execute expectations of the student as outlined in the Field Placement Manual and Early Childhood Education Program Handbook

2.3 Plan, implement, and comprehensively complete all tasks assigned according to deadlines established by the faculty

2.4 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector at all times

2.5 Demonstrate competencies in supporting children's well-being at all times

2.6 Display capabilities of safely and competently engaging with young children, their families and respected agencies

2.7 Identify, select and apply relevant legislation/regulations pertaining to the College of Early Childhood Educators Code of Ethics and Standards of Practice

2.8 Articulate and implement the legislation of the Child Care and Early Years Act

2.9 Apply pedagogical ideologies of the How Does Learning Happen? document and/or The Kindergarten Program document

2.10 Engage in positive and respectful, responsive relationships with children, families and professionals

2.11 Implement strategies to support a play based learning environment to support child development according to the ELECT document

2.12 Employ a variety of observation and documentation techniques

2.13 Administer effective and positive communication skills verbally, non-verbally and electronically

2.14 Prepare and implement assignments and expectations by deadline as requested

2.15

3.0 Demonstrate competencies and capabilities to engage in authentic learning during class seminars

3.1 Examine challenges faced while practicing in the field and discuss suitable strategies for problem solving

3.2 Engage in collaborative conversations with peers in order to share experiences and techniques while maintaining confidentiality

3.3 Explain how our beliefs shape our practices in creating supportive and effective learning environments

3.4 Articulate the important connection between academic study and the world of work

3.5 Analyze the role of the Early Childhood Educator in supporting the needs of children

3.6 Investigate strategies to build responsive relationships with children and families

3.7 Articulate the value in observation and reflective practices to becoming an effective early childhood educator

## GENERAL EDUCATION

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This is not a General Education course.

## PROGRAM VOCATIONAL OUTCOMES

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This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

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 children's observed abilities, interests and ideas.

2. establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
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.
4. establish and maintain responsive relationships with individual children, groups of children and families.
5. assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
6. prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
7. identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
8. apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
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 OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils 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
7. Analyse, 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 in ways 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 one's own actions, decisions, and consequences.

## EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

### COURSE EVALUATION

This course is a pass/fail course. The grading system will be based on the following elements:

In Class & Seminar:

Engaged Learning Experiences/Discussions

Adherence to expectations as outlined in the learning outcomes

100% attendance/punctuality

**IMPORTANT:** students must successfully complete all requirements of the in class portion in order to attend field placement.

#### Field Placement

Course assignments/expectations

Field Placement Mentoring Educator Assessment

Adherence to expectations as outlined in the learning outcomes

100% attendance/punctuality

**Note:** If at any time a student jeopardizes the physical and/or emotional well-being, health or safety of a child through actions or behaviours and the Mentoring Educator or Faculty Advisor determines that the student is not capable of the required level of independent functioning, the student may be withdrawn from placement and may fail the course. The student may also be asked to leave the program.

### PROGRAM SPECIFIC GRADING

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Please be advised that this course is graded on a pass/fail contingency; therefore, all aspects of this course must be satisfactorily completed by the specified deadline in order to successfully receive the credit.

### GRADING SYSTEM

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A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

\*For a complete detailed description please refer to the College website.

### LEARNING RESOURCES

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Required:

ECE Field Placement Manual

Early Childhood Education Program Handbook

How Does Learning Happen?

The Kindergarten Program

College of Early Childhood Educators Code of Ethics and Standards of Practice

Child Care and Early Years Act

Course resources will be provided to students through D2L

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

## LEARNING ACTIVITIES

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Lecture

Engaged Learning Groups

Experiential Learning: Field Placement

## DELIVERY MODE

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In Class: prior to attending field placement

Experiential Learning: Field placement (4 weeks)

Seminars: once a week at the college during field placement

## ACADEMIC POLICIES

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- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

## COLLEGE POLICIES

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- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## STUDENT SUCCESS SERVICES

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### YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

## FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

## WAIVER OF RESPONSIBILITY

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Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

## HISTORICAL COURSE OUTLINES

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Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.