

COURSE NAME:	ECE223 Field Placement III - Integration of Practice
Credit Value:	6
Total Course Hours:	218
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
	ECE 140
Corequisite Course(s):	None

COURSE DESCRIPTION

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 III will carry a focus on the environment as a third teacher, educator as co-learner and inter-professional education.

PLAR INFORMATION

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

COURSE LEARNING OUTCOMES

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

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| <p>1.0 Demonstrate competencies and capabilities in authentic and engaged learning during class lectures, learning experiences</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</p> | <p>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 Identify how the environment is used as a third teacher in early learning environments</p> <p>1.16 Recognize the importance of the educator as a co-learner</p> <p>1.17 Describe their own professional role and responsibilities and the general scope of practice of other professionals within the field.</p> |
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- 1.18 Appreciate the relationship between one's own professional role and roles of other early childhood professionals.
- 1.19 Demonstrate knowledge and skills linked to Interprofessional practice.
- 1.20 Appreciate value of and use of team approaches for improved relationship outcomes.
- 1.21 Review assignments and expectations of ECE 223 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 Implement interprofessional practices
 - 2.13 Demonstrate a team approach in your learning environment
 - 2.14 Implement intentional use of the environment in learning experiences
 - 2.15 Understand and embrace your role as a co-learner alongside children and other professionals
 - 2.16 Administer effective and positive communication skills verbally, non-verbally and electronically
 - 2.17 Prepare and implement assignments and expectations by deadline as requested
- 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 environment in supporting child development
 - 3.6 Analyze the role of co-learning in an early learning environment
 - 3.7 Investigate strategies to build inter-professional relationships

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

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.
8. apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
9. advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
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
3. Execute mathematical operations accurately
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. 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 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

Field Placement

Course assignments/expectations

Field Placement Mentoring Educator Assessment

Adherence to expectations as outlined in the learning outcomes

100% attendance/punctuality

There will be in-class activities and a mandatory IPE event that will connect with this course. **Date and time of IPE event TBA.

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

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

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

Required:

ECE Field Placement Manual

ECE Handbook

Additional materials will be provided in class

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

Lecture

Engaged Learning Groups

Experiential Learning: Field Placement

DELIVERY MODE

In Class

Experiential Learning: Field Placement

ACADEMIC POLICIES

- 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

- 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

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

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

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.