

COURSE NAME:	ECE265 Field Placement IV
Credit Value:	5
Total Course Hours:	184
Prerequisite Course(s):	Valid (issued within 6 months of the scheduled field placement) Criminal Reference Check (CPIC) complete with a Vulnerable Sector Screen Health Clearance Card issued by the Canadore College Health Centre - Communicable Disease Screen
	ECE 223
Corequisite Course(s):	None

COURSE DESCRIPTION

This final consolidation of field placement provides students with the opportunity to apply knowledge and skills learned throughout the duration of the ECE program. Students will benefit from both in class instruction and experiential learning within a licensed early learning environment or school board. In this placement, students will focus on supporting pedagogical documentation and reflective practices as well as the role of leadership within the field of early childhood education. As a consolidating placement, students will reflect upon and implement practices based on all courses from the program.

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:

- | | |
|---|--|
| 1.0 Demonstrate competencies and capabilities in authentic and engaged learning during class lectures, learning experiences | the faculty |
| 1.1 Demonstrate sustained focus during learning with the ability to self regulate | 1.10 Demonstrate ability to self-regulate, self-motivate and effectively time manage and self-organize |
| 1.2 State the role of failure and mistakes in the process of learning | 1.11 Contribute to a positive class environment |
| 1.3 Demonstrate ownership of learning and take risks in pursuit of personal development | 1.12 Construct a professional online presence |
| 1.4 Discuss thoughtful ideas, reflective answers, and questions relevant and appropriate to learning | 1.13 Identify and describe key components of the How Does Learning Happen? and The Kindergarten Program document |
| 1.5 Demonstrate effective listening skills and respect the contributions of others | 1.14 Recognize the College of Early Childhood Educators Code of Ethics and Standards of Practice |
| 1.6 Participate in collaborative group learning | 1.15 Recall selected components of the Child Care and Early Years Act |
| 1.7 Construct independence and confidence to initiate and complete tasks with limited prompting | 1.16 Distinguish between various forms of pedagogical documentation and relate the value of each |
| 1.8 Consistently and punctually attend all classes and as scheduled | 1.17 Describe how documentation is used as a tool to interpret children's learning and growth in relation to curriculum expectations |
| 1.9 Comprehensively complete all tasks assigned according to deadlines as outlined by | 1.18 Describe what it means to be a reflective practitioner and discuss the purpose of |

- reflective practices
- 1.19 Describe effective leadership qualities of an Early Childhood Educator
 - 1.20 Review assignments and expectations of ECE 265 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 Demonstrate effective qualities of an Early Childhood Educator
 - 2.16 Implement skills and competencies obtained from all aspects of the program

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.
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.
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
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

In class:

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

In Class:

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

Students must pass all elements of assessment to receive a passing grade for this course.

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 resources 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.