

COURSE NAME: ECE120 Field Placement I - Introduction to Practice

Credit Value: 2
 Total Course Hours: 28
 Prerequisite Course(s): None
 Corequisite Course(s): None

COURSE DESCRIPTION

This field placement preparatory course is designed to introduce students to key aspects pertaining to the field of Early Childhood Education and will outline Canadore's framework for experiential learning within the program. Students will gain an understanding of the important connection between academic study and practical experience within the profession. Topics of study will include an introduction to the field of early childhood education, standards of practice as outlined by the College of Early Childhood Educators, professional practices and pedagogical approaches.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

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 an understanding of the Early Childhood profession and practices</p> <ul style="list-style-type: none"> 1.1 Articulate the role of the Early Childhood Educator 1.2 Discuss professional opportunities for Early Childhood Educators 1.3 Describe expectations of Early Childhood Educators in relation to governing bodies 1.4 Recognize and understand the value of professional documents associated with the field 1.5 Discuss the importance of responsive relationships <p>2.0 Demonstrate competencies in authentic and engaged learning</p> <ul style="list-style-type: none"> 2.1 Demonstrate sustained focus during a variety of learning activities with the ability to self regulate 2.2 State the role of failure and mistakes in the process of learning 2.3 Demonstrate ownership of learning in pursuit of personal development 2.4 Discuss thoughtful ideas, reflective answers, and questions relevant or appropriate to learning 2.5 Apply effective listening skills and respect | <ul style="list-style-type: none"> the contributions and opinions of others 2.6 Participate in collaborative group learning 2.7 Articulate the expectations of early childhood educators as outlined in the field placement manual and Early Childhood Education handbook <p>3.0 Articulate the important connection between academic study and the world of work</p> <ul style="list-style-type: none"> 3.1 Describe competencies that support readiness and suitability to practice in the early childhood profession 3.2 Interpret competencies by identifying gaps and setting goals 3.3 Construct a professional online and in class presence 3.4 Compose professional written communication <p>4.0 Explain the experiential learning framework</p> <ul style="list-style-type: none"> 4.1 Support the value of experiential learning opportunities 4.2 Describe community early learning programs 4.3 Formulate prerequisites required to practice in experiential learning opportunities - Curriculum, Student Profile, CPIC, Health 4.4 Describe student expectations, policies and |
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- procedures developed for experiential learning
- 4.5 Apply the assessment and evaluation protocol for experiential learning
- 5.0 Describe the fundamentals of the College of Early Childhood Educators and its relevancy to the field of Early Childhood Education
- 5.1 Explain the purpose and mandate of the College of E.C.E.'s
- 5.2 Describe the role of Early Childhood Educators and various career opportunities available to registered Early Childhood Educators
- 5.3 Articulate the acts and regulations pertaining to the College of E.C.E.'s
- 5.4 Describe professional practice as outlined in the Code of Ethics and Standards of Practice
- 5.5 Discuss the process for complaints and discipline
- 5.6 Describe the Public Registrar and how it is utilized by the College of E.C.E.'s and the public
- 5.7 Articulate the importance of the ECE's duty to report
- 6.0 Articulate Ontario's Early Learning Framework
- 6.1 Describe current pedagogical approaches in early learning
- 6.2 Restate Ontario's vision for early learning
- 6.3 Recognize current research that influences early learning practices
- 6.4 Analyze and understand provincial documents related to the Early Childhood Educator
- 7.0 Demonstrate the ability to meet course requirements and display professional skills required within the field
- 7.1 Consistently and punctually attend all classes as scheduled
- 7.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined
- 7.3 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times
- 7.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies
- 7.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting
- 7.6 Articulate the relevancy of the Child Care and Early Years Act to children's health and safety
- 7.7 Display the ability to work collaboratively and effectively with peer groups and professors

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.
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
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

Photocopy: Criminal Reference Check and Vulnerable Sector Screen - 5%

Photocopy: Health Clearance Card - 5%

Worker Health and Safety Certification - 5%

Student Profile - 5%

Handbook Assignment 5%

Student Information Posting - 10%

Assignments - 25%

Final Exam - 40%

No element of this course is optional. To receive a passing grade, all course work, exams, and assignments must be completed satisfactorily by the deadlines indicated by the faculty.

Mandatory attendance

Students who do not attend 100% of classes (arriving on time and staying until the end) will not be eligible for successful completion of the course.

PROGRAM SPECIFIC GRADING

Per College Grading System

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

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

How Does Learning Happen?

Early Learning for Every Child Today

The Kindergarten Program

Field Placement Manual

Early Childhood Education Handbook

Child Care and Early Years Act

(Resources will be provided to students on 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

Lecture

Engaged Learning Activities

DELIVERY MODE

In class

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.