CAMOSUN COLLEGE EARLY LEARNING AND CARE PROGRAM FALL 2011 ELC 240- PRACTICUM 3

INSTRUCTORS: Linda Leone Enid Elliot
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OFFICE HOURS: As posted or by appointment.

CLASS TIME: Practicum Setting - Monday, Tuesday, Friday, hours negotiated

Practicum Class - Thursdays Time: 1:30 - 3:20 -Room: P111

(F310 breakout room)

TEXT: Emergent Curriculum in Early Childhood Settings from Theory to

Practice (2009) Susan Stacey

COURSE DESCRIPTION:

Students continue to apply learning in all aspects of early childhood programs. Focus is on supporting children's well being and learning within teams using collaborative program planning methods. Demonstrating positive guidance strategies is emphasized.

LEARNING OUTCOMES:

- 1. Plan and evaluate components of early learning, caring and inclusive programs that support children's well-being and holistic learning in the context of family and community.
 - Observe and document children's play and learning experiences.
 - Use a variety of observation and documentation techniques to plan early learning experiences and begin to plan for early learning programs in context of diverse family traditions within communities.
 - Apply holistic developmental perspectives and inclusive approaches for program planning.
 - Provide responsive active learning environments that are rich in language and literacy.
- 2. Assist in establishing and maintaining inclusive, nurturing, safe and healthy environments which meet or exceed the requirements of current legislation, regulatory bodies and program policies.
 - Assist in ensuring healthy and safe environments that meet or exceed Licensing Regulatory requirements.
 - Assist in supporting the well-being and the specific health and nutritional needs of children.
 - Organize natural environments for play and exploration both indoors and outdoors.
 - Assist in developing program policies that are strength-based and appreciate the diversity of children, families and communities.

- 3. Demonstrate interpersonal communication that contributes to caring and responsive relationships with children, families, colleagues and other professionals in the community.
 - Initiate and maintain secure, professional and trusting relationships.
 - Establish an environment of mutual respect.
 - Use a variety of respectful, responsive positive guidance strategies.
 - Use effective oral, written and non-verbal communication.
- 4. Demonstrate professional responsibility and accountability as an early childhood educator.
 - Assume beginning leadership roles within the context of early childhood education.
 - Cooperate and collaborate with colleagues, families and community professionals.
 - Evaluate personal practice and take responsibility for ongoing professional development.
 - Apply a personal philosophy of early childhood education using a framework of ethical and professional standards.

ATTENDANCE:

Students are required to attend all practicum sessions in the field and all classroom seminars unless they have a legitimate medical reason.

Practicum: Students must notify *both* the Mentor and Instructor prior to any absences. If you are suddenly too sick to attend practicum, *both* the centre and your instructor must be contacted that morning). As all missed hours will need to be made up, students must connect with the College instructor within one week of absences to make a plan for make-up hours.

Seminar Class: Students are requested to notify their Seminar Instructor of any absences. If a seminar is missed students are required to complete a "missed seminar" assignment and hand it in within one week by the next seminar class. (See Practicum 3 Workbook)

ASSIGNMENTS & EVALUATIONS:

Students will be evaluated primarily on the basis of their performance in the practicum setting. Evaluation will be based on performance, not potential, the mentor in the field will be aware that this is a process with competency as the final goal. Students will be encouraged to consider their own performance, both in discussions with the field placement mentor and in weekly Practicum seminars. The Camosun College instructors will schedule visits to the facility and be available for discussions. Working well in your placement setting is the most important indicator of suitability for this field.

Missed practicum hours and/ or erratic attendance during practicum will place the student in jeopardy of successfully completing practicum.

Practicum experience will also be the basis for course assignments and weekly reflections. Completed assignments are to be handed in to your supervising practicum instructor. In addition to the following assignments, you will be working towards reaching competency as an early childhood educator.

ASSIGNMENT POLICY FOR PRACTICUM 2:

- 1. Assignments are expected on the due date. Extensions must be negotiated with your instructor prior to due dates.
- 2. Opportunity to rewrite assignments supports articulation of ELC knowledge, skills and attitudes. Late assignments submitted in the last week of term <u>will not</u> have the opportunity for rewrites.
- 3. All assignments (including "Missed Seminar Assignments) must be completed before a grade will be assigned.
- 4. Late assignments and missed practicum hours will impact the final grade.
- 5. Grading is either a "COM" for Completed or "NC" for Not Completed. To be graded as satisfactory all assignments must have the equivalent of a 'C+' grade level or better.

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PRACTICUM 3 SEMINARS AND ASSIGNMENTS

Practicum 3 is scheduled for 15 hours per week over three days, hours are individually arranged. There is one Orientation. Seminar is 2 hours per week, a total of 17 hours for 11 weeks. The practicum officially ends on <u>December 2nd, 2011</u>. Students have until <u>December 9th 2011</u> to complete all assignments and make up any missed hours (with the permission of the instructor and the onsite Mentor).

Please note: Getting behind in assignments for Practicum 3 can put the student in jeopardy of being successful. We encourage all students to be pro-active by completing assignments on time and immediately communicating any difficulties to their practicum instructor.

Orientation		September 15
	Introductory Meeting Introductory poster Acknowledgement Form Resume'	September 16
Seminar 1	Assignment: Signed ACF Read Emergent Curriculum, pages 11-23	September 22
Seminar 2	Assignment:General Obs Read Emergent Curriculum, pages 40 - 46 Review Emergent Curriculum pages 107-128	September 29
Seminar 3	Assignment: Goals and Action Plan (1) Read Emergent Curriculum pages 85-106 Introduce Program Planning Assignment	October 6

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Seminar 5

Seminar 6

Seminar 11

Assignment Program Plan
Part A Community Profile,
Web and Summary of
Mentor's Response

Developing your project

October 20

Assignment: Mid-Term
Evaluation

October 27

Implementing your project Implementing the project Seminar 7 November 3 Seminar 8 Layering, modifications November 10 invitations Assignment: Goals and Action Plan (2) Seminar 9 November 17 Assignment Field Trip Layering, invitations and experiences Evaluating the plan: Part C Seminar 10 November 24

Assignment: Program Plan

Part B and C

Sharing Projects

Dec 1st

Final Evaluation and Self

Evaluation Tool