

**CAMOSUN COLLEGE**  
**EARLY LEARNING AND CARE PROGRAM**  
**FALL 2016**  
**ELC 240- PRACTICUM 2**

**INSTRUCTORS:** Enid Elliot, Jessica Hrechka-Fee, Joan Astren  
**OFFICE & PHONE:** 250-370-3237, 250-370-3216, 370-3205  
**OFFICE HOURS:** As posted or by appointment.  
**CLASS TIME:** Practicum Seminars: Mondays, 1:30-2:50  
**ROOM:** P111, WT 204, F310  
**TEXT:** The Unscripted Classroom by Susan Stacey; Loose Parts by Lisa Daly and Miriam Beloglovsky

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**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. 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 2 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 will not 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.

