

**FIELD PLACEMENT IV**

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**INSTRUCTOR:** Mackenzie Powter

**OFFICE HOURS:** TBA

**OFFICE LOCATION:** TBA

**CLASSROOM:** Off Campus

**E-MAIL:** [mpowter@yukoncollege.yk.ca](mailto:mpowter@yukoncollege.yk.ca)

**TIME:** Monday - Friday, 8am - 12pm

**TELEPHONE:** 867-668-8781 (HEHS Office)

**DATES:** January 12, - April 12, 2016

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**COURSE DESCRIPTION**

This course will build on practical experience gained in previous field placements while focusing on how to support cultural and developmental diversity. Students will be encouraged to use observation to develop programming that is inclusive of all children. The field placement experiences provide students with the opportunity to demonstrate professional and ethical behaviour while developing their ability to work with children. An integration seminar will provide students with the opportunity to discuss and integrate their observations and experiences in relationship to theoretical concepts.

**PREREQUISITES/COREQUISITES**

ELCC 213/214, ELCC 222, ELCC 224

**EQUIVALENCY OR TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecc> for information about transferability of Early Learning and Child Care courses.

**LEARNING OUTCOMES**

Upon completion of this course, students will be able to

- demonstrate understanding of the system of early learning and child care in Yukon and Canada and how historical, social, and philosophical influences have shaped the system
- demonstrate the ability to plan, implement, document, and evaluate early learning and child care play and programming for culturally and developmentally diverse groups of children

- demonstrate the ability to access and utilize relevant resources to support development of early learning and child care programming for culturally and developmentally diverse groups of children
- demonstrate ability to apply regulations governing early learning and child care environments
- demonstrate skills, based on best practices, to support the overall development and guidance of all young children in early learning and child care environments
- demonstrate professional and ethical behaviour and communication in all areas of early learning and child care practice.

## **COURSE FORMAT**

This is a 240-hour practicum course held in an early learning and child care environment. This course is offered in tandem with an integration seminar where students will have an opportunity to link practice and theory.

## **ASSESSMENTS**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor. Therefore, attendance and appropriate participation is essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. The students own personal experience and thoughts will provide much of the material for discussion. Therefore it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. The emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." (Section 4.01). It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected, if a class will be missed, the student will communicate with their instructor ahead of time and at least upon their return to class.

Note: If a student is absent for more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and if undertaken, will be accompanied by an assignment contract.

### Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc). **ALL** assignments are expected to be submitted punctually. Five % will be deducted for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

### EVALUATION

Assignment Number	Topic	Grade
Assignment #1	Program Planning	40%
Assignment #2	Regulations	20%
Assignment #3	Display: Documentation Panel	10%
Assignment #4	Parent Education	10%
Assignment #5	Self-Evaluation	10%
Assignment #6	Supervisor Evaluation	10%
Total		100%

## REQUIRED TEXTBOOKS AND MATERIALS

- Allen, K., Paasche, C.L., Langford, R., and Nolan, K. (2011). *Inclusion in Early Childhood Programs: Children With Exceptionalities* (5th Ed.). Toronto, Ontario: Nelson Education Ltd.
- Ball, J. (2012). Identity and knowledge in Indigenous young children's experiences in Canada. *Childhood Education*, 88(5), p. 286-291. Retrieved from <http://www.ecdip.org/docs/pdf/Identity%20&%20Knowledge%20in%20Indigenous%20ch%20experiences%20in%20Canda.pdf>
- Copple, Carol, and Sue Bredekamp. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. 3rd ed. Washington, D.C.: National Association for the Education of Young Children, 2009.
- NQS PLP. (2013). Becoming culturally competent. *NQS PLP e-Newsletter* (65), p. 1-4. Retrieved from [http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/10/NQS\\_PLP\\_E-Newsletter\\_No65.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/10/NQS_PLP_E-Newsletter_No65.pdf)
- EYLFPLP. (2011). Understanding cultural competence. *EYLFPLP e-Newsletter* (7), p 1-3. Retrieved from [http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP\\_E-Newsletter\\_No7.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No7.pdf)
- Occupational standards for early childhood educators*. Ottawa, ON: Child Care Human Resources Sector Council, 2010. Retrieved from: [http://www.ccsc-cssge.ca/sites/default/files/uploads/ECE-Post-Secondary-docs/OSECE\\_2010\\_EN.pdf](http://www.ccsc-cssge.ca/sites/default/files/uploads/ECE-Post-Secondary-docs/OSECE_2010_EN.pdf)
- ECEBC (2008). Early Childhood Educators of British Columbia Code of Ethics. Retrieved from [http://www.ecebc.ca/resources/pdf/ecebc\\_codeofethics\\_web.pdf](http://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf)
- Wien, C.A. (2014). *The power of emergent curriculum: Stories from early childhood settings*. Washington, DC: NAEYC Books.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:  
[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when

students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## **WRITING CENTRE**

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).