

ELCC 334

Practicum III

4 credits, 185 hours

This practicum course is designed to help students translate early childhood theory into developmentally appropriate practice with children. The ability to self-reflect on one's practice through writing and discussion is emphasized.

Prerequisite: ELCC certificate or equivalent

Prerequisite or Co-requisite: two 300 level ELCC courses

Co-requisite: ELCC 335 Practicum Seminar III

NOTE: Not available to students with credit in ELCC 320 and ELCC 321

College Consultant:

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CC202

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Office Hours

Monday 10:00 - 11:00 am

Monday 3:00 – 4:00 pm

Friday 10:00 – 1:00 pm

Delivery Method:

Field placement

Required Resources

Childhood Studies REPROPACK

Copple, C. & Bredekamp, S. (Ed.) (2008). *Developmentally appropriate practice in early childhood programs* (3rd ed.). Washington D.C.: NAEYC.

Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Flight: Alberta's early learning and care framework*. Retrieved from flightframework.ca

Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Play, participation, and possibilities: An early learning and child care curriculum framework for Alberta*. Retrieved from www.childcareframework.com

Stacey, S. (2018). *Emergent curriculum in early childhood settings: From theory to practice* (2nd ed.). St. Paul, MN: Redleaf Press.

AND (depending on your practicum setting) EITHER

Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2017). *Infant/Toddler environment rating scale (ITERS-3)*. New York, NY: Teachers College Press.

OR

Harms, T., Clifford, R. M., & Cryer, D. (2014). *Early childhood environment rating scale (ECERS-3)*. New York, NY: Teachers College Press.

OR

Harms, T., Clifford, R. M. & Cryer, D. (2007). *Family child care environment rating scale (FCCERS-R)* (revised edition). New York, NY: Teachers College Press.

OR

Harms, T., Jacobs, E. V., & White, D. R. (2013). *School-age care environment rating scale updated (SACERS)*. New York, NY: Teachers College Press.

Recommended:

Articles in *Child Care Information Exchange*, *Young Children* and other early childhood journals/websites

Access to and use of a digital camera and USB flash drive

Course Outcomes

Upon successful completion of this course, the student shall be able to:

- Implement achievable goals based on past evaluations and content of recent and present courses.
- Utilize observations skills to observe and document children and their interests and needs.
- Plan child-centred, emergent, developmentally appropriate programs for children.
- Implement program plans for child-centred, emergent, developmentally appropriate programs for children.
- Facilitate play and development in children.

Further, students will complete **4** of the following:

1. Demonstrate effective skills for guiding children's behavior and growth.
2. Demonstrate professional behavior in relation to children, families, and child care educators.
3. Examine an environment and make suggestions for changes that reflect recommended practices and the program's goals.
4. Utilize developmental screening tools to support children and families in your program.
5. Implement an Anti-Bias Education leadership plan.
6. Reflect and implement feedback from college consultant, director, and colleagues.
7. Apply Alberta licensing regulations for safety, nutrition, child/staff ratios, and space requirements.
8. Identify and analyze resources to support Indigenous children and families.

Evaluation: *detailed assignment instructions and rubrics will be handed out in class.*

Assignment	Value
<p>Strengthening Skills:</p> <p>Students will be strengthening skills that facilitate developmentally appropriate child-centered practice and planning. Students will complete the Booklet Section (A) (REPROPACK) that addresses the following competencies:</p> <ul style="list-style-type: none"> • Professionalism • Taking initiative in program planning • Maintaining a safe and healthy environment • Communicating with children and adults • Guiding children's behaviour • Facilitating play and development 	5%
<p>Application to Practice:</p> <p>Students will choose four of the following sections (REPROPACK) to complete (based on course completion):</p> <ul style="list-style-type: none"> • Families (B) • Challenging Behaviour (C) • Inclusion (D) • Environments (E) • Anti-Bias Leadership (F) • Licensing (G) • Supporting Indigenous Children and Families (H) • Feedback and Goal Setting (I) 	60%
<p>Site Visit Evaluation:</p> <p>Students will be visited by College Consultant a minimum of two times. On each visit, the college consultant will provide written feedback of competencies demonstrated. Students are expected to demonstrate the skills achieved in certificate year. The student will receive feedback on the emerging skills they are working on. Students are expected to apply feedback and demonstrate improvement between site visits.</p>	35%

The minimum passing grade for this course is a C- (60%), which is required for progression or transfer.

Grading System

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
90-93	A	4.0	
	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

Proposed Schedule of Topics

See Application to Practice

Performance Requirements**Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Students are required to keep careful, signed timesheets or copies of their employment attendance to demonstrate their completion of required hours. Students must make up any hours absent from practicum.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss

the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Please watch your Keyano email for workshop announcements from our Student Academic