

INTEGRATION SEMINAR IV

INSTRUCTOR: Mackenzie Powter

OFFICE HOURS: TBA

OFFICE LOCATION: TBA

CLASSROOM: Off Campus

E-MAIL: mpowter@yukoncollege.yk.ca

TIME: Fridays, 3 - 4:30 pm

TELEPHONE: 867-668-8781 (HEHS Office)

DATES: January 11, - April 27, 2016

COURSE DESCRIPTION

This seminar provides bi-weekly opportunities for students to discuss field placement experiences with the instructor and other students. The focus of the seminars is to integrate early childhood development theories with practice using a reflective process. This integration seminar will have a specific focus on inclusive and diverse early learning and child care.

PREREQUISITES/COREQUISITES

ELCC 100, ELCC 213/214, ELCC 223 and ELCC 222

EQUIVALENCY OR TRANSFERABILITY

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

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

- explain connections between play theory, child guidance theories, and practical skills developed in the field placement with a particular focus on inclusive and diverse early learning and child care
- explain ethical practice and methods for approaching ethical dilemmas in early learning and child care settings with a particular focus on diversity and inclusion

- identify, analyze and develop strategies, using appropriate resources, to approach issues arising from field placement experiences with a particular focus on diversity and inclusion
- describe, with a particular focus on inclusion and diversity, observations of developmentally appropriate best practices experienced in field placement settings
- identify, using occupational standards of practice for early childhood education, areas of growth in knowledge and practice, refine goals for future learning, and describe multiple influences on the field of early learning and child care
- explain cultures, values and traditions experienced in field placement settings

COURSE FORMAT

During this 15-hour seminar, participants will discuss and reflect on field placement experiences. Their experiences in field placements will form the basis for discussion. The instructor will present additional material, as appropriate, and encourage connection to course readings. Emphasis will be placed on personal reflection on professional experiences and connecting theory to practice.

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 are 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. Their 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.

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.

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. **5% 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	Learning Log	20%
Assignment #2	Field Placement Journal	25%
Assignment #3	Developmentally Appropriate Practice Response Paper	25%
Assignment #4	Self-Reflective Essay	25%
Assignment #5	Learning Portfolio	5%
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
- 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
- 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
- ECEBC (2008). Early Childhood Educators of British Columbia Code of Ethics. Retrieved from 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

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.

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.

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.

TOPIC OUTLINE

CLASS	TOPIC	READINGS
1	Introduction to Instructor, Classmates, Course, and Assignments	
2	ELCC: The Practice Cultural Competency	DAP pages 44-46 Ball, J. (2012). Identity and knowledge in Indigenous young children's experiences in Canada. NQS PLP. (2013). Becoming culturally competent. EYLFPLP. (2011). Understanding cultural competence.
3	ELCC: The Practice Inclusion of Children with Developmental Differences	DAP page 331 Emergent Curriculum Chapter 10 Allen, Paasche, Langford & Nolan. (2011). <i>Inclusion in Early Childhood Programs: Children With Exceptionalities</i> (5th Ed.)
4	ELCC: The Industry Inclusion and Diversity	Review Yukon Child Care Act & Regulations http://www.gov.yk.ca/legislation/legislation/page_c.html Occupational Standards for Early Childhood Educators, page 11-34, 50
5	ELCC: Professional Ethics Working across Diversity	ECEBC (2008). Early Childhood Educators of British Columbia Code of Ethics. Retrieved from http://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf
6	Sharing Displays Evaluations Wrap-Up	