

JUL 04 2002

**GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT**

**CD1060
INTEGRATION SEMINAR I**

SEMESTER: Fall 2001-2002	INSTRUCTOR: Karen Kennedy
CREDITS: 1	OFFICE: H128
HOURS: 15	PHONE: 539-2040
DATES: October 12, 19, 26 November 2 December 7, 14	OFFICE HOURS: After class or by appointment
TIMES: 12:30 - 2:30	
LOCATION: H135 ECD classroom	

COURSE DESCRIPTION: Seminar provides a forum for discussion of practicum and college experiences and integration of theory with practice.

PREREQUISITE: None

COREQUISITE: CCD1040 Practicum I

TEXT: None

ADDITIONAL MATERIALS AND EXPENSES: You may incur photocopying expenses. A small three-ring binder is required.

OBJECTIVES: Throughout this course, you will:

- ◆ explore your role in working with young children
- ◆ reflect on your own development as an early childhood practitioner
- ◆ consider issues relating to early childhood care and education

TEACHING METHODS: Lecture/discussion with independent learning tasks

CLASS POLICIES:

★★★Attendance at Seminar is mandatory. All absences will require make-up work in the form of out-of-class assignments.★★★

- ◆ All required tasks must be completed to receive credit for this course.

GRADING POLICY: Grades of CR(credit) or NC(no credit) will be assigned based on attendance, contribution to discussion, and completion of tasks and assignments.

TENTATIVE SCHEDULE

This is a **tentative** schedule of the content of this Integration Seminar. Changes to the schedule based on your needs or mine will be discussed with you in class.

DATE	TOPIC	TASKS
October 10	What is Seminar? Getting Ready for Practicum	Task #1
October 19	First week reflections/Planning experiences	Task #2
October 26	Interacting with Children/Ethics	Task #3
November 2	Exploring your Role	Task #4
December 7	Guiding behavior	Task #5
December 14	Reflections on Practicum 1	Task #6

What's In Integration Seminar?

Seminar is a time for discussion and reflection. It is the primary mode for exploring current issues and integrating what you are learning in class with your practicum experiences.

Tasks

Tasks have been assigned to help you reflect on your own practices and grow professionally. Your responses will often be the basis for class discussion. Completion of the tasks is one requirement for credit in Integration Seminar 1. I hope the tasks will encourage you to think about your own work with young children and stimulate your interest and commitment to the field of early childhood.

Your responses to the tasks should be written in complete sentences. (Correct grammar, spelling, and punctuation are always important.) Your tasks should be contained and submitted in a small three-ring binder. Please put a cover page with the course name and number, your name, and my name in the front of the binder.

Task #1 -Getting Ready for Practicum

To get ready for your first practicum, you will need to do some advance tasks.
Before October 10, do the following:

- ✓ Complete a Criminal Record check with the RCMP and give a copy of it to Kathy Weber or Edith Mongrain in the E.C.D. Department office.
This must be completed prior to your going out on practicum.
Your practicum setting will also request to see your Criminal Record check.
- ✓ Buy an ECD student name tag to wear in practicum from Kathy or Edith.
- ✓ Contact your practicum setting and arrange to meet with your practicum supervisor. (You *may* be part of a group of students who are all given an orientation at the same time.) Everyone should have a practicum setting by October 5 and you should meet with your supervisor by October 10.
- ✓ Prepare a small poster that introduces yourself to the staff and parents in your practicum setting. The poster should be no bigger than 11 x 17 in. Provide a photo and a brief, interesting personal description of yourself. You might describe your background, your hobbies, talents or interests, your previous experiences with young children, etc. This represents you and will be viewed by many others, so your poster should be professional looking (no spelling or grammatical errors, neatly presented, etc.). **Bring your poster to Seminar Oct. 10.**

Task #2 - First Week Reflections



My practicum setting is:

The number of children enrolled in my program is:

The ages of the children enrolled in my program are:

The first and last name of the director or administrator is:

The first and last names of the staff in my program are:

The program's daily schedule is:

My daily schedule is: (Time you start, take breaks, etc.)

My responsibilities are (or will be):

Draw a diagram of the room you are working in. Include the doors and windows and show the arrangement of the furniture. What was your first impression of the environment of your practicum setting?

What questions did you have after meeting with the program director or staff member for your orientation to the program?

What questions do you have now after your first week in the program? How will you find answers to your questions?

Who first greets you when you come in to your practicum setting?

Who do you first greet?

How were you introduced to the children in the first days of practicum? How did you feel about this introduction?

How were you introduced to the parents? How did you feel about this introduction?

My first days in the program were interesting because. . .

Task #3 - Interacting with Children

What was the most effective technique you used to get to know the children and establish a positive rapport with them?

What responses from the children seemed to be most difficult for you to accept? Why?

How many of the children do you feel you know well? (For example, do you know most of the following: first and last name, birth date, play preferences, preferred play mates, interests, activities outside of the program?)

What are you going to do in the next week to "get to know" the children in the program?

How was the program's guidance policy shared with you at the beginning of this practicum?

Briefly summarize the policy (you may need to ask for a copy of the policy or parent/staff handbook if you do not have it).

List the limits or rules that are apparent in the program. (These may not be stated in the guidance policy.)

Describe your understanding of the limits or rules.

What is the rationale for each?

How are they maintained?

Do they seem to be for adult convenience or the well-being of the children and why?

Are they necessary, fair, productive, developmentally appropriate?

What might the children learn from the rules or limits?

Are they followed by the children?

Describe one of the guidance strategies you successfully used this week.

Describe one of the aspects of guiding children's behavior that is most challenging for you.

Something that made me laugh during this week was. . .

I am going to "grow and learn" professionally during this practicum experience because . . .

Task #4 - Exploring your Role

The experiences I planned and carried out this week were. . .
(Include one completed planning sheet with your supervisor's or instructor's comments.)

I feel I was most successful at. . . because. . .

I am least satisfied about. . . because. . .

When and how is feedback given to you about your planned experiences (materials, procedure, objectives, your role, etc.) and your other responsibilities in the program? How do you feel about the content of the feedback?

What is the most constructive feedback you have received from your supervisor(s)?

How will you act on that feedback?

How and when have you asked for feedback from others?

What do you do on a daily basis to create and maintain positive interactions with adults (parents, supervisors) in the program? (Use the *Student Practicum Guide* as a basis for your comments.)

What are you going to do in the remaining weeks of practicum to build a collaborative relationship with your practicum supervisor(s)?

Based on the feedback that you have been given by your supervisor and instructor, and your own self-evaluations, what 3 goals do you hope to meet in the remaining weeks of practicum? What will you do to accomplish each goal?

Something I came to understand was. . .



Task #5

Before the practicum week.

Describe what you anticipate this week to be like. What are you looking forward to? What might be challenging for you?

Identify the particular skills that you want to focus on this week.

Identify one potential guidance issue that could arise. Write out the step-by-step process you would go through should such a problem actually occur.

At the end of the week.

Record whether or not the guidance issue came up. If it did, describe how you handled it. Talk about any changes that were made in your original script and why they were made. Identify ways you will improve your responses if the situation arose again.

What are you observing about the environment of the program?

Compare the room arrangement with the diagram you made in Task #2. Describe any changes you have noticed in the room arrangement and the materials.

What impact does the environment have on the children's behavior?

Which aspects of the environment would you change if you could? Why?

Describe a play episode you engaged in this week.

What was significant about this episode for you? (Did it help you understand a child? Did it give you an understanding about the ways children learn through their play? Did you come to an understanding about the importance of following the child's lead?)

What was significant about this episode for the child, or children?

Task #6 - Reflecting on Practicum 1

What is the most significant learning you have acquired from this practicum experience?

Identify at least one way that you positively contributed to the practicum setting.

How have you changed or grown over the practicum? (new attitudes, skills, or knowledge) What has contributed to this change or growth? How might these changes help you in the future?

What have you learned about yourself from this practicum experience?

If you had been your practicum supervisor, what feedback would you have given to yourself?

Identify 3 specific goals that you will work on in your next practicum. (Use the feedback given to you by your practicum supervisor and instructor as well as your self-evaluations)

Describe how this practicum experience has affected your future plans.

What will you most remember about this practicum?

