



EARLY CHILDHOOD EDUCATION



Field Placement Mentor Guide

Revised Spring 2023

INTRODUCTION

This guide is designed for Field Placement Mentors supporting Mohawk College Early Childhood Education students. The purpose of this guide is to outline the specific student requirements as well as provide the Field Placement Mentors with some understanding of the Mohawk College Early Childhood Education Program.

The Mentee (or student) is responsible for understanding the requirements during Field Placement. This guide includes a condensed version of the curriculum as well as guidelines for various Field Placement Sites.

This guide includes a “Glossary of Terms and Expectations” to provide clarification to Field Placement Mentors and other staff who may be supporting students.

OVERVIEW

Teaching is more than a set of observable skills. It involves knowledge, skills and dedication. Learning to be an effective Early Childhood Educator happens with ongoing feedback, guidelines, support and practice from Field Placement Mentors. The learning occurs best in an environment of mutual respect. We hope the students and Field Placement Mentors will be reflective, collaborative co-learners.

The Learning Outcomes Feedback Form is a collaborative assessment tool to support the Field Placement Mentor and Mentee (student) with planning, reflection and assessment during the Field Placement experience. The Learning Outcomes Feedback Form will be reviewed twice (midterm feedback and final feedback).

MOHAWK COLLEGE ECE FIELD PLACEMENT SUPPORT HUB

Designed for Field Placement Mentors. Explore resources, information, supports and contact details in a user-friendly format. Ask a Field Placement Specialist for access to this one stop hub when supporting an Early Childhood Education student.

GLOSSARY OF TERMS and EXPECTATIONS

ATTENDANCE:

DAYS/HOURS OF FIELD PLACEMENT: The students are to fulfill the required number of hours as if they were a full-time employee of the site/agency. The shift will not exceed 8 hours/day including lunch. The Field Placement has an identified number of days the students are required to complete in order to be successful on the Field Placement.

ABSENCES

Students are required to make up any time missed during the Field Placement/Practicum experience within a designated time period. The student is responsible to contact the Field Placement Site/Agency if they are going to be absent during the Field Placement prior to the beginning of their shift.

If the student is unable to complete the Field Placement within the designated time period approval from the Field Placement Specialist and ECE Coordinator will be required to continue. College classes cannot be missed for the purpose of Field Placement make-up days.

*To receive credit for a half-day students are required to work 4 hours.

PROFESSIONAL ACTIVITY DAYS: Students are required to attend Field Placement on professional activity days. If students are not permitted to attend professional activity days they are required to make up this time and inform their Field Placement Specialist. (*Before and After School Programs: Students are required to attend for a full day if the site offers a PA Day Program or they can attend an alternative site if approved by their Field Placement Mentor and Field Placement Specialist.)

SCHOOL HOLIDAYS: When a school is closed due to March Break, students are required to make up this time. Students have the option of completing these Field Placement days during their College Break Week, but must have this approved by their Field Placement Supervisor or Mentor and Field Placement Specialist.

SNOW DAYS PROCEDURE: Inclement weather can impact attendance in classes and on Field Placement. If the College is officially closed due to poor weather conditions, students are not required to make up the class **or** Field Placement hours. Alternatively, if the Field Placement site closes and the College does not, the students are not required to make up the time. The total number of days a student can miss placement without having to make up time due to the inclement weather closures is 3 days. **If closures due to inclement weather exceed 3 days within the same field placement, students will be required to make up the missed time.**

For information regarding campus closure, call the **SNOW NUMBER 905-575-2444**.

COLLEGE FACULTY: Mohawk College Faculty help guide and support students in a weekly Practicum class. The College Faculty is responsible for reviewing and grading all Practicum requirements. The College Faculty may recommend a visit from the Field Placement Specialist during the Field Placement.

COMMITMENT OF PRACTICE: The Commitment of Practice is a collaborative communication between the mentee (student) and mentor (educator) to be completed together the first week of placement.

EMPLOYER HEALTH & SAFETY FORM: This online web form identifies important information regarding the Field Placement. The form must be completed the **first day** of Field Placement or at the **orientation** by the Site/Field Placement Mentor in collaboration with the student. The link to the form is sent within the Site Field Placement Confirmation email.

FIELD PLACEMENT ASSIGNMENTS/REQUIREMENTS: All assignments and requirements are to be implemented during Field Placement hours/days. Days/hours cannot be added to a Field Placement for the purpose of allowing the student to complete the assignments/requirements. The student will share their ideas for learning experiences, planning and activities with the Field Placement Mentor.

FIELD PLACEMENT COORDINATOR: The Field Placement Coordinator works in collaboration with the Field Placement Specialist and College Faculty while students are completing their Field Placement. The Field Placement Coordinator is advised of any concerns that arise during the Field Placement and offers support in resolving them.

FIELD PLACEMENT MENTOR: This is the term used for the Registered Early Childhood Educator primarily responsible for supporting and reviewing the student's Field Placement performance.

FIELD PLACEMENT MENTEE: The term used to describe the Mohawk College Field Placement student.

FIELD PLACEMENT SPECIALIST (FPS): The Field Placement Specialist is the **first point** of contact for all Field Placement supports and students. They arrange the Field Placements for each student based on information provided by the Community Sites/Agencies. The FPS will complete on-site visits, as requested, and will also provide telephone, zoom, and email contact to Field Placement Mentors as they support the student's progress.

FIELD PLACEMENT VISIT: The Field Placement Specialist will visit the student on any Field Placement at the request of the Field Placement Site/Agency. Other visits will occur as requested by the College Faculty, Field Placement Specialist or student. The Field Placement Mentors will have the opportunity to discuss the student's progress at this time. Telephone/email / zoom conversations with the Field Placement Mentors will take place as needed for all Field Placement experiences.

INTEREST WEB: Students create an interest web to assist in their planning. The web includes their ideas, ideas of the children, as well as research. Students may choose to web using paper and pen/coloured pencils or using a web based program.

JOURNAL COLLECTION: Students will be responsible for journal collection throughout their placement experience to be shared and reviewed in their Practicum class by faculty. Mentors are not responsible to review this item.

LEARNING ENVIRONMENT CURRICULUM IDEAS: Once an Interest Web has been developed, students will then create a Curriculum Planning Mind Map to organize their ideas/props/materials for each of the required learning areas. Students may choose to brainstorm using paper and pen/coloured pencils or using a web-based program.

LEARNING AREAS: These are the defined areas or centres in a classroom. Students will plan and implement curriculum for a variety of learning areas. Please refer to the Learning Outcomes Feedback Form for the number of learning areas that students are required to plan and implement. During the implementation period, students can adjust, and add materials to the learning centres based on observed interests and needs of the children. Each Field Placement Site is unique in their organization or availability of learning areas. The following list suggests learning areas to assist Field Placement Mentors and students in their curriculum planning:

Before and After (School Age): Creative Arts, Blocks, Shelf Toys, Gross Motor (Indoor and/or Outdoor), Dramatic Play, Library/Listening, Music/Movement, Math/Numeracy, Writing/Literacy, Sensory/Science and Woodworking.

Full Day Early Learning Kindergarten: Creative Arts, Blocks, Math/Numeracy, Healthy Physical Development (Gross & Fine Motor), Dramatic Play, Reading/Listening, Dance/Music, Writing/Literacy, Sensory/Science/Technology and Woodworking/Carpentry.

OEYC: Creative, Blocks, Shelf Toys, Gross Motor (Indoor and/or Outdoor), Dramatic Play, Listening/Library, Music/Movement, Writing/Literacy, Math/Numeracy, Sensory/Science and Woodworking.

Infant/Toddler Program: Creative Arts, Blocks, Fine Motor, Gross Motor, Listening/Library, Music/Movement, Math/Numeracy, Sensory, Pre-woodworking.

Preschool Program: Creative Arts, Blocks, Shelf Toys, Gross Motor (Indoor and/or Outdoor), Dramatic Play, Listening/Library, Music/Movement, Writing/Literacy, Sensory/Science and Woodworking.

LEARNING OUTCOMES: There are 5 standard Learning Outcomes pertaining to the Early Childhood Education Program. The student and Field Placement Mentor will plan, reflect on and assess each Learning Outcome.

- 1) Maintains attentive, responsive, respectful relationships with children and adults
- 2) Supports and guides children toward self-awareness, self-management, and self-control
- 3) Contributes to a safe, healthy and nurturing environment
- 4) Acts in a professional manner
- 5) Plans and implements a curriculum that is based on a thorough understanding of child development

LEARNING OUTCOMES FEEDBACK FORM: This is an assessment tool for Field Placement requirements. It is completed at **Midterm** and **Final**. The feedback form is a combination of checklists and reflections. The student is responsible for submitting their completed portion of the online Learning Outcomes Feedback Form one week prior to Midterm and the Final due dates to provide the Field Placement Mentor time to review and complete their feedback. On these two occasions, Field Placement Mentors and the student should meet to discuss the feedback and review the student's Action Plans.

MOHAWK COLLEGE ONE CARD: Students are required to wear their Mohawk College One Card while they are out on Field Placement as a form of identification.

OBSERVATIONS: Students learn a variety of observation methods. These methods include anecdotal, running record, rating scales, checklists and media-assisted documentation. Each Field Placement activity/assignment requires an observation.

PLANNING FORM: A detailed outline for a specific planned small / large group activity or an Invitation/Provocation-Based learning area. The idea for this plan is determined from an observation which identifies the interest and/or skills and abilities of the children. Learning Areas are planned for a period of time which is identified on the Learning Outcomes Feedback Form.

PLANNING PROCESS: The Field Placement Mentor supports the student in the planning process by reviewing the student submissions to provide feedback prior to implementation of all planning and confirms it has been completed on the student(s) reviews. When reviewing the planning forms considerations are: developmentally appropriate practice, safety, and applicable to the placement site's curriculum/philosophy. The planning forms are reviewed and marked in the Practicum course and not the responsibility of the Field Placement Mentor.

ROUTINES: Students are expected to participate in and facilitate routines (ie: snack, lunch, diapering/washroom, sleep/rest) during Field Placement/Practicum as per site/agency's policies. During Field Placements 1 and 2, students may require assistance and support during routines. As Field Placements progress, students are expected to initiate routines.

SPONTANEOUS EXPERIENCES: Students will facilitate spontaneous experiences that extend the learning of the children. This activity may take place any day or time during the Field Placement experience.

SUCCESS AGREEMENT: In order for a student to be successful, the Field Placement Specialist may be required to put a "Success Agreement" into place to assist the student. It is completed by the Field Placement Specialist in collaboration with the student and, when applicable, the Field Placement Mentor.

VOCATIONAL STANDARDS: All graduates of Early Childhood Education programs must achieve the ten vocational learning outcomes (VLOs) in addition to the essential employability skills (EES) learning outcomes and meeting the general education (GE) requirement.

Thank you for supporting and mentoring Mohawk College Early Childhood Education students!

Vocational Learning Outcomes Early Childhood Education (Ontario College Diploma)

1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.
2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.
4. Establish and maintain responsive relationships with individual children, groups of children and families.
5. Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
8. Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
9. Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

VLO 11 is specific to ECE Diploma programs that are known as Aboriginal Early Childhood Education Programs (MTCU Code 51211). Graduates of these programs have reliably demonstrated Vocational Outcomes 1-10 in addition to VLO 11. The graduate has reliably demonstrated the ability to

11. Plan, implement and evaluate Aboriginal early learning curriculum, programs and environments that promote children's, families and communities' knowledge of and respect for Aboriginal peoples and their cultures.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, or weighting of significance