



EARLY CHILDHOOD EDUCATION

PROGRAM MANUAL

**YEAR I, YEAR II, Intensive and McMaster
Fennell Campus**

Revised Winter 2024

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SECTION A

ACADEMIC INFORMATION

Introduction

This manual is designed for students in the Early Childhood Education Program at Mohawk College. Its purpose is to outline the specific policies and procedures of the Program, as well as provide you, the student, with guidelines and general information related to your role and responsibilities.

You are responsible for becoming familiar with the Mohawk College procedures. These procedures are published in their entirety on the Mohawk College website.

Dear Early Childhood Education Student:

I would like to take this opportunity to welcome you to the Early Childhood Education Program, Department of Community Studies. The Faculty is pleased that you have selected Mohawk College for your chosen career.

This Program Information was developed to assist you in adapting to the ECE Program. It will provide you with some basic information about the program, as well as guidelines for promotion. I trust you will find it helpful, especially during your initial weeks as an ECE student.

On behalf of the Faculty, I would like to wish you success in your course of study.

I look forward to meeting you and to one day congratulating you at graduation.

Kim Ann Laush

Associate Dean, Department of Community Studies

ECE PROGRAM FACULTY & STAFF

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It is advisable to keep a list of faculty's extension numbers handy. Students are encouraged to contact faculty directly via phone, e-mail, or during classroom hours to arrange meetings as required to assist with studies. For specific requests requiring coordination of services or departments, the Academic Co-ordinator or Student Success Advisor is available for assistance.

Part-Time Faculty: To access part-time faculty voicemail, please call 905-318-4295. Instructions will guide you on how to leave a message.

Mohawk College ECE Field Placement Website: www.mohawkcollege.ca/current-students/community-services-students/community-services-field-placements/early-childhood

Early Childhood Education Philosophy Statement

The Early Childhood Education Program at Mohawk College is committed to providing a high quality program to our students. We view education as an ongoing process that combines a solid foundation of knowledge with the opportunity to evaluate, choose, and apply knowledge in practical situations.

Students and learning are the heart of all we do. The uniqueness and diversity of abilities and life experience that each student brings to college life are valued and respected. The importance of Early Childhood Education is being recognized in our society politically, culturally, and economically. Early Childhood Educators can help to build a better world by making the power of children's thinking visible and challenging our society to rise to an elevated view of the child. Early Childhood Education is a dynamic profession guided by evolving philosophies and ongoing research. Creative thinking, reflective practice, leadership, and citizenship are integral to the work of professional educators. To be an Early Childhood Educator is to be full of life, curiosity, respect and compassion.

Partnership with the Early Learning and Child Care community is an integral extension of our Early Childhood Education Program through field experience and mentoring. Students in the Early Childhood Education Program are viewed as active co-learners and co-teachers who are full of potential. Student collaboration and the social construction of knowledge are embraced as cornerstones of our program.

ECE Faculty and Staff Team

"Our view is that each child, with all his/her strengths, is a gifted child who deserves a gifted teacher"
~Loris Malaguzzi,

ASCY Onsite Professional Resource Library - The Early Learning Hub (Fennell Campus)

In partnership with the professional resource centre Affiliated Services for Children and Youth (ASCY), an on-site and off-site professional resource centre provides teaching resources and support services for our students. At the Fennell Campus, an Outreach Lending Library located in A025a is available to all ECE students. Additional information regarding the Outreach Lending Library here at Mohawk College is available on the ECE Diploma Program Page on MyCanvas. For further information regarding all of ASCY's services visit their website www.ascy.ca.

College of Early Childhood Educators

Upon graduation, membership in the College of Early Childhood Educators is required by the Early Childhood Educators Act, 2007 in order to use the title 'early childhood educator' (ECE) or 'registered early childhood educator' (RECE). Membership is also required for anyone who works within the scope of practice of early childhood education unless specifically exempted. To learn more about the College, please visit <https://www.college-ece.ca/en>

Association of Early Childhood Educators, Ontario

The Association of Early Childhood Educators, Ontario (AECEO) is the professional body whose primary purpose is to advocate for respect, recognition and appropriate wages, and working conditions for all ECEs. Students are encouraged to become members under the student membership category/fees. There is an active student portal with information that may assist you now and in your future career. Visit www.aeceo.ca for membership and portal information.

Code of Conduct for Observation and Community Visits

In support of our professional code of ethics, we have developed the following guidelines to serve as a Code of Conduct for Observation and Community visits.

Involvement in early learning/childcare programs within the College as well as within the community develops professional skills for Field Placement as well as ongoing contact for course assignments. As an active team member directly involved in the room or while observing indirectly from a distance, your presence as a "guest" and "teacher in training" is a reflection of the Mohawk College ECE Department. Please observe the following guidelines during involvement within early learning/childcare centres:

1. Observe quietly without distraction to children, staff, teachers, or peers.
2. Refrain from using cell phones in any manner.
3. Consider your body language, facial expressions, and tone of voice when communicating with staff, children and parents.
4. Model professionalism at all times.
5. Always seek permission from the staff in advance to arrange interviews, borrow resources, review files, or work with children for assignments.
6. Refrain from distracting peers who might be directly involved with staff or children while inside or outside the childcare setting.
7. Save questions for opportune times for the parties involved. Try to suggest a convenient time to engage in private dialogue. Be discreet and respectful of the staff and children's needs before your own.
8. Respect confidentiality of children, families, and staff at all times.
9. If you have concerns about something observed or been party to, attempt to express your concern directly with those involved. Regardless whether the concern is resolved or not, it is important to follow-up with the Site Supervisor and ECE Faculty concerning the matter.

Program of Studies 2 Year Diploma Program (213)

ECE Program of Studies

Semester 1			
Course #	Course Title	Hrs/Week	Total Hours
EDUC10074	<u>Responsive Care for Infants and Toddlers</u>	3.00	42.00
EDUC10093	<u>Field Placement Prep</u>	1.00	14.00
EDUCEC115	<u>Learning Environment 1</u>	3.00	42.00
EDUCEC121	<u>Child Development & Behaviour 1</u>	3.00	42.00
EDUCEC128	<u>Parent Teacher Child Relationship 1</u>	3.00	42.00
HLTHEC101	<u>Health, Safety & Nutrition</u>	2.00	28.00
Options Group(1): Select 1			
COMM11040	<u>Communication D</u>	4.00	56.00
COMMLL041	<u>Communication</u>	3.00	42.00
Semester 2			
Course #	Course Title	Hrs/Week	Total Hours
EDUCEC215	<u>Learning Environment 2</u>	3.00	42.00
EDUCEC221	<u>Child Development & Behaviour 2</u>	3.00	42.00
EDUCEC228	<u>Parent Teacher Child Relationship 2</u>	3.00	42.00
OPELXXXXX	<u>General Education Elective 1</u>	3.00	42.00
WORK10156	<u>ECE Practicum 1</u>	<u>See Course Description</u>	
Semester 3			
Course #	Course Title	Hrs/Week	Total Hours
EDUC10113	<u>Advocacy, Ethics and Policy</u>	3.00	42.00
EDUC10118	<u>Curriculum Theory and Approaches</u>	3.00	42.00
EDUCEC301	<u>Inclusion in the ECE Classroom</u>	3.00	42.00
EDUCEC420	<u>Parents As Partners</u>	3.00	42.00
WORK10157	<u>ECE Practicum 2</u>	<u>See Course Description</u>	
Semester 4			
Course #	Course Title	Hrs/Week	Total Hours
EDUC10114	<u>Supervising for Leadership and Quality</u>	3.00	42.00
EDUC10119	<u>Philosophy and Curriculum Design</u>	3.00	42.00
EDUCEC129	<u>Family Dynamics</u>	3.00	42.00
OPELXXXXZ	<u>General Education Elective 2</u>	3.00	42.00
WORK10158	<u>ECE Practicum 3</u>	<u>See Course Description</u>	

*In accordance with the policy of Mohawk College, all Academic courses are assigned a percentage grade. 50% is the passing level for all courses. Field Placement Prep and ECE Practicum 1, 2 & 3 are assigned a letter grade –“R” (requirements met) or an “FL” (failure). In order to proceed to the next ECE Practicum, students must obtain a passing grade in the course “R” for the ECE Practicum they are currently taking. **If a failure occurs ECE Practicum must be repeated.***

**Program of Studies
ECE Intensive Program (263)**

Semester 1			
Course #	Course Title	Hrs/Week	Total Hours
EDUC10062	<u>Principles of Development 1</u>	3.00	42.00
EDUC10063	<u>Principles of Ethical Practice</u>	3.00	42.00
EDUC10074	<u>Responsive Care for Infants and Toddlers</u>	3.00	42.00
EDUCEC115	<u>Learning Environment 1</u>	3.00	42.00
EDUCEC323	<u>ECE Curriculum 1</u>	3.00	42.00
HLTHEC101	<u>Health, Safety & Nutrition</u>	2.00	28.00
HMNS10153	<u>Supervising for Leadership and Quality</u>	3.00	42.00
Semester 2			
Course #	Course Title	Hrs/Week	Total Hours
EDUC10065	<u>Principles of Development 2</u>	3.00	42.00
EDUCEC215	<u>Learning Environment 2</u>	3.00	42.00
EDUCEC301	<u>Inclusion in the ECE Classroom</u>	3.00	42.00
EDUCEC423	<u>ECE Curriculum 2</u>	3.00	42.00
WORK10159	<u>ECE Intensive Practicum 1</u>	<u>See Course Description</u>	
WORK10160	<u>ECE Intensive Practicum 2</u>	<u>See Course Description</u>	
WORK10161	<u>ECE Intensive Practicum 3</u>	<u>See Course Description</u>	

*In accordance with the policy of Mohawk College, all Academic courses are assigned a percentage grade. 50% is the passing level for all courses. Field Placement Prep and ECE Practicum 1, 2 & 3 are assigned a letter grade –“R” (requirements met) or an “FL” (failure). In order to proceed to the next ECE Practicum, students must obtain a passing grade in the course “R” for the ECE Practicum they are currently taking. **If a failure occurs ECE Practicum must be repeated.***



SECTION B

DEPARTMENTAL PROCEDURES

We view our students as competent protagonists in their education. Our policies/procedures are designed to support success, to recognize individual differences, and to provide you with the information you need to make the best decisions for yourself.

Mohawk College Policies

1. Academic Integrity
2. Disruptive Behaviour of Students in the Learning Environment
3. Student Code of Conduct, Discipline and Grievance
4. Threats, Acts of Violence and Weapons Possession

These policies are published in their entirety on the Mohawk College website. It is each student's responsibility to familiarize themselves with the contents of these policies.

Dean's Honours/Honours Grad

The Dean, School of Health & Community Services will award "Dean's Honours" to full time students who receive an average of A- or 85%. Dean's Honours will be awarded at the end of Semesters 2 & 4. "Honours Grad" will be awarded by the Dean, School of Health & Community Services to a graduating student who has maintained an A- or 85% average in both the 1st and 2nd years of the E.C.E Program. In order to receive either of these honours, there cannot be any failing grades or Incomplete profiles on the student's transcript.

Learning Management System

The ECE program integrates Educational Technology within instructional delivery. Students are expected to utilize **MyCanvas** for course work. Each student is assigned a unique Mohawk College email address. It is the student's responsibility to manage their email accounts effectively keeping themselves aware of course updates and college information.

Team Work

We recognize that knowledge is socially constructed and that our profession involves collaboration. In the event problems arise with team work, consider the following:

1. Meet as a complete team and attempt to problem-solve, with appropriate documentation (i.e. minutes, roles and responsibilities, a group plan, including strategies for success)
2. Inform the course instructor/faculty.
3. Attempt the agreed-upon strategies for success.
4. If the above strategies are not successful, meet as a team with the instructor/faculty **prior** to the due date to discuss the implications for evaluation of **all** team members.

Attendance, Assignment, and Test Procedures

1. Students are required to apply themselves diligently to the course of study, and to prepare class and homework assignments as given. Past student performance shows a strong relationship between regular attendance and success.
2. Refer to course outlines and individual faculty's guidelines or learning plans for additional information regarding assignments, tests, and attendance.
3. If for any reason a student is late or absent on the day of a test or presentation, he/she must notify the faculty **prior to the start** of that scheduled class. Failure to do so may result in a grade of "0" being assigned. Students arriving late for a test or exam may **not** be permitted to write the test at the discretion of the faculty/if any students have already left the room.
4. Students receiving permission to write a test at an alternate time will do so in accordance with the arrangements made with the faculty of that course. (*Photo I.D. must be shown at that time.*)
5. Assignments are due at the **beginning of class** on the specified due date, and are **to be submitted directly to the faculty, or submitted to the MyCanvas assignment area** as specified by the Learning Plan or faculty of the course.
6. **Late assignments** (*any assignment submitted after the beginning of class on the due date*) will be **submitted as specified by the faculty of the course. Assignments cannot be left with the office staff.**
7. **Ten percent (10%) per day of the assignment value** will be deducted on all late submissions.
8. Assignments submitted **more than 5 days following the due date will not be accepted** and a grade of 0 will be assigned.
9. Extensions/deferrals for assignments or tests will be determined on an individual basis by the faculty of the course. **The faculty are not obligated to accept late assignments.** Should a late assignment submission be approved, arrangements for extensions must be made **48 hours prior to the due date.**
10. **Additional assignments will not be granted** for any missed assignments or those receiving a failing grade.
11. **All students** are required to sign an agreement which safeguards the **confidentiality** of information regarding field placement sites (staff, documented records, observations, program information or material). **Social media** (Facebook, Instagram, Twitter, Snap-chat, etc.) **cannot be used** as a forum for any placement discussion or for the posting of placement-related photographs.
12. Each student will submit his or her own assignments and will retain a copy for reference.
13. Students with specific identified needs are strongly encouraged to contact the Office of Accessible Learning Services in order for faculty to provide appropriate support. Students must make their own arrangements for any accommodations regarding tests and assignments at least two weeks prior to testing date. This ensures there is adequate time for processing and all necessary arrangements to be made.
14. Students are expected to demonstrate academic integrity. Please review College Policies pertaining to all assignments and tests.
*** It is incumbent upon each student to retain copies of all course outlines and Field Placement forms***

Writing Skills

Mohawk College, and the community it serves, expects all graduates to express themselves effectively. To help achieve this goal, the Early Childhood Education Program has adopted the following guidelines:

1. Assignments may have a portion of the grade allocated to spelling, grammar, punctuation and clarity. This portion could **include up to 15%** of the total mark.
2. Students are encouraged to have work proofread **prior** to submission for grading. Assistance is available from the Communication/Writing Centre. Peer tutors are also available for all students. The ECE faculty may decline grading submissions until the appropriate level of English has been met. If faculty return assignments for corrections, it will be reflected in the mark assigned.
3. Following an initial communications assessment, students identified as needing assistance with writing skills will be required to seek support regarding written assignments in order to enhance their literacy levels.

Timetable Changes

Students wishing to make any timetable changes are advised to discuss this plan with the Academic Coordinator and/or the Student Success Advisor. It is also important to inform the professor teaching the course of your decision. A decision to withdraw from a course may affect promotion from one semester to the next as well as eligibility for OSAP. It is the responsibility of the student to complete the necessary on-line documentation and follow procedures as determined by the Registrar. The process is clearly outlined on MyMohawk. If the proper procedure is not followed grades 'earned-to-date' will be entered on the transcript.

*(Note: Students who have paid full tuition and reduced their workload to part-time status due to individual course withdrawal BEFORE the end of the first ten days of the semester will be re-assessed and **may** be eligible for a partial tuition refund.)*

Course Exemptions

Students who believe they may be exempt from a particular course are required to apply for the exemption online through MyMohawk. Students must provide a detailed course outline of the course they have taken, as well as official transcript information in order to be considered for course exemption. Students must continue to attend classes until their exemption has been approved and all paperwork has been processed.

(NB: Course exemption is not an option for ECE Intensive students due to exemptions provided at admissions)

The ECE program supports credit for Prior Learning Assessment and Recognition (PLAR). The Prior Learning Assessment Office, located in the Square (*Fennell Campus*), provides guidance and assistance to students in attaining requirements for credit. For further information regarding Field Placement requirements please refer to Prior Learning Assessment & Recognition of Learning for Field Placement.

Academic Progress

It is the student's responsibility to monitor their own progress and status in their program. In each course, students have access to grades for assignments, quizzes, etc., through eLearn. Official and final grades are available on MyMohawk, following the end of each semester.

Students who need to repeat a course must meet with the Academic /Field Coordinator in order to enrol in the course. Permission to take the course will be contingent on availability. Additional fees may be assessed and the length of the program may be extended as a result of repeating a course.

If the course is not available through the regular day program, students have the option to enrol in a course through Continuing Education if offered. Additional fees will apply.

Artificial Intelligence

The use of artificial intelligence tools (AI) such as but not limited to ChatGPT, Quillbot and other AI writing tools or assistants, is prohibited (not allowed) unless explicit instructions/provisions for use are provided by your faculty.

The use of artificial intelligence tools to support the completion of assessments will be considered an academic offense **courses/placement**. Students using AI will have the assignment/test/**placement** graded at a zero and a report filed with the Academic Integrity office.

Academic Appeals Policy

The Academic Appeals Policy provides standardized procedures for students to review a final grade. This policy has been implemented to set out the appeals process and to ensure reasonable and equitable treatment of student concerns related to grading. ***Please refer to the Mohawk College website for further information.***

Code of Conduct & the College Learning Environment

Students are reminded that every Mohawk College Faculty/Instructor has responsibility for maintaining an appropriate atmosphere for learning in the classroom. In fairness to other students, we expect appropriate classroom behaviour and academic integrity. The Mohawk College website provides further information regarding the College's policies and procedures.



SECTION C

ECE PRACTICUMS (FIELD PLACEMENTS) DEPARTMENT PROCEDURES & INFORMATION

In order for the School of Health and Community Studies at Mohawk College to proceed placing students in Field Placement Experiences, students must have been successful in passing all of the prerequisites required to enter their Field Placements. In addition to this, students must demonstrate good physical, mental health and wellness in order to participate in the field component of the program, including compliance with Mohawk College's Student Behaviour Policy. Subject to accommodation as required by law, any student who has an active drug addiction and/or discloses personal information about behaviours which pose a risk to the safety or well-being of the student or others will not be offered a field/clinical placement. Students must be free from substance abuse for a period of two years or until they can produce documentation that their health and wellness has improved for a period reasonable in the circumstances. The final decision to proceed in placing a student in Field Placements rests with the academic Associate Dean.

Field Placement Overview in the ECE Practicum Course

Teaching is more than a set of observable skills. It involves knowledge, skills and dispositions. Learning to be an effective Early Childhood Educator occurs in an environment of respect, with consistent feedback, guidance, ongoing support and practice. Field Placement experiences prepare students for entry to practice. The goal of Field Placement is to instil in students a love of learning, and a desire to continue to develop as educators of young children. Students will also learn to be a support and guide for parents, as well as reflective collaborative co-learners with other Early Childhood Educators.

Field Placement gives the student an opportunity to learn through experience. It allows the student to apply basic principles taught in the classrooms. The college curriculum is planned according to College Standards & Accreditation Council Program Standards (CSAC), which are recognized as important in the development of Early Childhood Educators. These Learning Outcomes provide a framework for Field Placement opportunities and experiences.

The **Field Placement Prep Course** is an essential component of the student's first semester. Students must successfully complete this course with a grade of "R" (*Requirements met*) in order to proceed to Field Placement/Practicum 1.

NB: For ECE Intensive and McMaster students, all information provided in the 2 year diploma course "Field Placement Prep" will be provided during other course instruction/online and all requirements will need to be met to enter into Field Placement.

ECE Diploma Program Field Placement Details

Each Field Placement is 25 days in length (including 1 day for orientation) and is offered in the 2nd, 3rd and 4th semesters.

- **Practicum 1/Field Placement:** 2nd semester at the end of January. Wednesday, Thursday and Friday. (3 days per week x 8 weeks= 24 days, plus 1 day for orientation)
Fast Track-2nd semester at the beginning of July. Monday a.m. only, Tuesday, Wednesday, Thursday and Friday. (4.5 days per week x 5.5 weeks = 24 days, plus 1 day for orientation)
- **Practicum 2/Field Placement:** 3rd semester at the end of September. Wednesday, Thursday and Friday. (3 days per week x 8 weeks= 24 days, plus 1 day for orientation)
- **Practicum 3/Field Placement:** 4th semester at the end of January. Mondays, Tuesday and Wednesday. (3 days per week x 8 weeks= 24 days, plus 1 day for orientation)

ECE Intensive Program Field Placement Details

All Practicums/Field Placements occur in the second semester:

- **Practicum 1/Field Placement:** 2nd semester beginning in April. Wednesday, Thursday and Friday. (3 days per week x 6 weeks= 18 days)
- **Practicum 2/Field Placement:** 2nd semester beginning in June. Wednesday, Thursday and Friday (3 days per week x 6 weeks = 18 days)
- **Practicum 3/Field Placement:** 2nd semester beginning late July. Monday a.m. only, Tuesday, Wednesday, Thursday and Friday all day (4.5 days per week x 4 weeks = 18 days)

Applied Child Studies-Early Childhood Education Specialization (B.A.Sc.)

- **Professional Practice I:** Spring/Summer Term. (18 days, 4 ½ days a week)
- **Professional Practice II:** Spring/Summer Term. (18 days, 4 ½ days a week)
- **Professional Practice III:** Spring/Summer Term. (36 days, 4 ½ days a week)

Field Placement Prep (213)

Prior to participating in Field Placement, all students are required to successfully complete the Field Placement Prep course. Within this course, students will be required to complete training in WHMIS, Worker Health & Safety Awareness, AODA, Fire Safety, Workplace Harassment & Violence. Students will also be required to have their immunizations/health assessment, Two Step TB Skin Test, Standard First Aid/CPR Level C, and a clear Vulnerable Sector Check (VSC) for students 18 years of age and older. Students under 18 will apply for a VSC after their 18th birthday.

Course content will include: A Typical Day in an Early Learning Environment, Roles & Responsibilities, Preparing for the 1st Day of Field Placement, Values, Social Media, Professionalism, Picture Profiles, Health & Well-Being, and Resumes. Students will be required to hand in specified assignments related to the above content.

NB: For ECE Intensive students (263) and McMaster students, all information provided in the 2 year diploma course “Field Placement Prep” will be provided during other course instruction/online and all requirements will need to be met to enter into Field Placement.

VSC Police Clearance

Please be aware that many agencies require consent to disclosure prior to acceptance of a Field Placement student. If the student has been convicted of an offence under the Criminal Code for which you have not been pardoned, you may be **denied** the opportunity to enter Field Placement. If this is a potential concern, please discuss this with the Field Placement Specialist. Field Placement and/or graduation cannot be guaranteed in this situation. Consent to Disclosure/Police Clearance provides the site all necessary information regarding convictions both locally and across Canada as well as Police Occurrence information. This information may be requested at a cost to the student. It is the student’s responsibility to ensure that documentation is acquired prior to the commencement of first or subsequent Field Placements. For confidentiality purposes, it is the student’s responsibility to retain copies of Disclosure and Police Clearance information for reference purposes. This process can take considerable time, so plan ahead to avoid delays.

Prior Learning Assessment & Recognition (PLAR) of Learning for Practicum/Field Placement

To be eligible to receive PLAR for Practicum/Field Placement, students must meet the following criteria:

1. Students must discuss their request for PLAR with the Field Placement Coordinator, in the first semester.
2. The student's experience must have been completed within the past 10 years in an Early Learning and Child Care Environment facility/educational setting.
3. Students may apply for PLAR for up to 75% (2 separate Practicum/Field Placements), based on the student's ability to demonstrate the application of theoretical knowledge, attitudes and skills with a variety of age groups. Each student's experience will be evaluated on an individual basis.
4. Students will apply for Practicum/Field Placement PLAR on an individual course basis and must register through the PLAR office.
5. **Practicum/Field Placement 3 is not eligible for PLAR.** This Practicum/Field Placement must be completed in an environment other than the student's workplace. Students may not be considered as staff.
6. All PLAR assessments will be completed through a Portfolio process.
7. Students who have been unsuccessful in any previous placements will not be eligible for PLAR.

For each Practicum/Field Placement PLAR application, the following documentation must be presented:

1. Written job description(s).
2. Documented supervisory records and two letters of reference.
3. Documented responsibilities similar to those of the appropriate Practicum/Field Placement. *(Students should use the appropriate Field Placement Learning Outcomes Feedback Form as a guide for their portfolio development)*
4. Students applying for more than 50% of their Practicum/Field Placement experience must have documentation of experience with at least 2 different age groups.
5. Students will be eligible for a maximum of 25% of their PLAR credit based on work experience in a non-licensed setting. *(i.e. ECE Resource Centres, Full Day Early Learning classrooms, etc.)*

Other Considerations if applying for a Course Exemption or PLAR:

- If you are receiving OSAP, an exemption or PLAR may reduce your course load and make you ineligible for OSAP. Please check with Financial Aid office before applying.
- Tuition is calculated based on the number of course hours a student is registered in for a semester. If you receive an exemption or PLAR you will only receive a refund if your course load places you into part time status (which will then make you ineligible for OSAP).
- You will have to pay for PLAR regardless of whether you are successful or not with your application. Please contact the Academic or Field Placement Coordinator before applying for an exemption or PLAR.
- If you receive the PLAR credit, it is important to officially withdraw from the course. Please do this through MyMohawk.
- If you think you are eligible for a refund, this must be done in the first two weeks of the semester.

For further information please contact the Prior Learning Assessment office located in the Square (Registration Centre) - Fennell Campus or visit the college website.

Accident Reporting Procedure

The following procedure is to be followed should a Field Placement student sustain an injury or occupational exposure while on Field Placement, and if:

1. the student requires medical attention,
2. this involves an injury that may lead to further complications, and/or
3. this involves lost time from Field Placement that must be made up at a later date.

The student is responsible to:

1. Contact their Field Placement Specialist as soon as possible
2. Field Placement Specialist will report the accident to the College contact as soon as possible.
3. Ensure the Field Placement site completes an Accident Report. The student is responsible to submit this report to the Field Placement Specialist within 48 hours of the incident.

Please note: The completed Accident Report form may be from the Field Placement site or the College Accident/Incident Report available from the Health Services Office.

The Accident Report should include the following information:

- Student's address, phone number, date of birth, social insurance number
- College campus
- Field Placement name, address, phone number and site contact (i.e. Supervisor) with signing authority
- Details of a part-time job if applicable

Student Insurance/Workplace Safety and Insurance Board

The College provides student health and accident insurance coverage for full-time students. Particulars of the plan are outlined in the Student Health Insurance Plan brochure that is available, together with claim forms, in the Health Centre Office C109 or on MyMohawk.

Workplace Safety and Insurance Coverage for Students on Unpaid Field Placements

The Ministry of Training, Colleges and Universities (MTCU) has implemented a new streamlined process for students enrolled in an approved Ontario college program that requires them to complete unpaid work Field Placements.

The Workplace Educational Placement Agreement (WEPA) Form has been replaced by the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form. Field Placement Employers and Training Agencies (colleges) are not required to complete and sign the online Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form for each student completing an unpaid work Field Placement in order to be eligible for WSIB coverage or private insurance. Instead, this form only needs to be completed when submitting a claim resulting from an on-the-job injury/disease. Please note that colleges will be required to enter their MTCU- issued Firm Number in order to complete the online claim form.

The new form has been posted on the Ministry's public website at:

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFLE&SRCH=&ENV=WWE&TIT=1352&NO=022-13-1352E> (English) or

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFLE&SRCH=&ENV=WWF&TIT=1352F&NO=022-13-1352F> (French)

Please note that all WSIB procedures must be followed in the event of an injury/disease. Colleges will keep the signed original of the placement letter on file and ensure that Placement Employers have a copy.

The MTCU guidelines can be found at <http://www.tcu.gov.on.ca/pepg/publications/placement.html>

Successful Completion of ECE Practicum Courses

In order to successfully complete the ECE Practicum Courses students are required to:

- Attend and participate in class
- Submit required paperwork
- Complete assignments in a timely manner
- Successfully complete the Field Placement component of the course

Successful completion of the Field Placement component of the ECE Practicum Course:

- Attend the required number of Field Placement days/hours
- Demonstrate the required Learning Outcomes
- Complete all written requirements
- Submit all required paperwork to the Field Placement Mentor for review
- Participate in the midterm and final review with the Field Placement Mentor
- Submit midterm and final reviews to the Field Placement Specialists

The weekly ECE Practicum class is an essential component of the Field Placement experience. The ECE Practicum course has a Field Placement component. "Requirements Met" (R) for the ECE Practicum Course must be achieved in order to proceed to the subsequent ECE Practicum/Field Placement.

Withdrawal or Unsuccessful Completion of the Practicum Course

Students needing to withdraw or postpone Practicum/Field Placement for health, personal, or any other reasons, are required to discuss this with their Field Placement Coordinator and/or the Student Success Advisor. Appropriate documentation must be provided. Students may be required to withdraw from the Practicum/Field Placement and repeat the Practicum/Field Placement when it is next offered in the Program of Studies. Students unsuccessful in Practicum/Field Placement will also need to repeat the Practicum/Field Placement when it is next offered in the program.

This action will result in additional fees and possible extension of the Program of Studies.

In extenuating circumstances an Incomplete (I) will be assigned if the student has not completed the required days. ***Note: Field Placement may not be extended for the sole purpose of completing the required activities.***

Field Placement Requirements

ATTENDANCE

DAYS/HOURS OF FIELD PLACEMENT: 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 students are required to complete in order to be successful on the Field Placement. Students are required to make up any time missed during the Field Placement 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.** 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 (PA) DAYS: Students are required to attend Field Placement on professional activity days. Students can take part in training and or meetings, if appropriate, or they can participate in other classroom duties as arranged with the Field Placement Mentor.

If a student is 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 (under the same agency) if approved by their Field Placement Mentor and Field Placement Specialist.)

STATUTORY HOLIDAYS: When a regularly scheduled Field Placement day falls on a Statutory Holiday, students are not required to make up this day. This holiday will count as one of the required 25 days of Field Placement.

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**.

EMPLOYER HEALTH AND SAFETY: This form identifies important information regarding the Field Placement. The form must be completed the first day by midnight of Field Placement or at the orientation by the Site with the support of the student. The college receives the information through the online process.

CAREERREADY REQUIREMENTS FOR STUDENTS: Student are required to complete the Terms and Conditions and the Student Health and Safety mandatory requirements on CareerReady prior to starting a Field Placement experience.

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 plans and activities with the Field Placement Mentor. Prior to implementation, the student is required to submit the written plans and charts to the Field Placement Mentor.

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

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

Field Placement Visits

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 conversations with the Field Placement Mentors will take place as needed for all Field Placement experiences.

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 Field Placement Mentor and student. This agreement clearly outlines a plan of action with specific corresponding goals. In order for the student to be successful in the completion of the Field Placement, he/she must consistently demonstrate the documented goals.

Travel

Placement sites are located in the Hamilton and surrounding area. Students are required to travel to their placement. It is the responsibility of each student to make his or her own travel arrangements and cover any additional costs (i.e. bus pass, gas, parking).

Vehicle Procedure

Early Childhood Education students are not permitted to use their own vehicle while on Field Placement for transportation of children or parents from the Field Placement Site. Students are also not permitted to drive a Field Placement Site vehicle.

Consent to Disclosure

Students are encouraged to disclose and discuss particulars relating to their academic health or personal strengths and needs with their College Faculty, Field Placement Specialist, and Field Placement Mentor to support student success.

Confidentiality

Prior to the commencement of the field experience the student is required to sign the “Terms and Conditions Agreement” (See Section D).

This agreement outlines Freedom on Information and Protection of Privacy (FIPPA), WSIB, Screening, Placement Selection, Student Conduct, and the safeguard of the Confidentiality of personal information of children, staff, clients, and programs which they may acquire or be subject to during a field placement.

The student must ensure that no actual identifier of children, parent(s), staff, centre(s), and Mohawk College staff are used in oral communication. Guidelines for ensuring confidentiality are maintained on written assignments and will be discussed in a number of courses by your Professors.

Students who breach the confidentiality policy of any childcare centre affiliated with the field or placement during their connection with the Early Childhood Education Program may not be permitted to continue in the Early Childhood Education Program.

Accommodations for Field Placement

If you are a student with a disability who requires accommodations for Field Placement, contact the Accessible Learning Services office at your campus so that a **Placement Support Document** can be completed. More information regarding Practicum/Field Placement accommodations and the Placement Support Form can be found at <https://www.mohawkcollege.ca/accessible-learning-services/als-accommodation-guides>. Need to make an appointment or register with Accessible Learning Services? Phone 905-575-2211 or visit

<https://www.mohawkcollege.ca/accessible-learning-services/accessible-learning-services-registration> for more information.

Responsibilities of the Student

1. In the event of absence, notify the Field Placement Mentor/Site ***prior to the start of your shift*** and record the absence on your weekly online attendance form. If absent for a second day, notify your Field Placement Specialist in addition to your Field Placement Mentor / Site. **Appropriate documentation is required to be submitted to your Field Placement Specialist to be considered for approval to extend Field Placement outside of the allotted timeframe due to absences.**
2. Negotiate with the Field Placement Specialist and Field Placement Mentor any time required for make up.
3. Complete the appropriate number of Field Placement days/hours. ***Classes cannot be missed for this purpose.***

4. Maintain accurate **attendance records** (weekly online attendance form) and the Field Placement Mentor will review each week.
5. Be prepared to discuss experiences in each setting daily, attempting to integrate classroom theory with fieldwork practicum.
6. Discuss with the Field Placement Mentor both positive and challenging experiences within the Field Placement setting.
7. Become aware and abide by the Program Statement, and policies/procedures of each Field Placement Site/Agency.
8. Maintain confidentiality (*re: children, parents, agency staff, peers, college faculty and staff*).
9. Accept responsibility as a team member of the Field Placement Site/Agency.
10. Complete the Field Placement Midterm and Final Reviews in regards to the Learning Outcomes Feedback Form, Weekly Online Attendance Form, and any other negotiated tasks required of students.
11. Self-evaluate at midterm and during final week of each Field Placement.
12. Attend and participate in Field Placement Prep Classes and all Practicum Classes.
13. Attend agency meetings (*when possible/applicable*), such as staff and/or parent meetings and attend Professional Activity days held during the Field Placement period.
14. Maintain all written work and submit required information as instructed by the Field Placement Specialist and College Faculty.
15. Be aware of and act in accordance with ethical and professional standards.
16. Meet Practicum/Field Placement attendance requirements and complete all written tasks and assignments within the designated time frame.

Responsibilities of the Field Placement Specialist (FPS)

1. Coordinate all Field Placement selection for the students and email Field Placement confirmations to students and sites.
2. Monitor all Non-Academic Requirements of students in preparation to start Field Placement.
3. Be the first point of contact for the students, Site Supervisor, and Field Placement Mentor during the placement and a liaison between Mohawk College and the Field Placement Site/Agency.
4. Meet with the Field Placement Site/Agency staff as requested and answer any questions related to the Field Placement. Facilitate Field Placement visits as requested by the Field Placement Site/Agency, Field Placement Specialists, Students and College Faculty.

5. Review the Midterm and Final Reviews in regards to the Learning Outcomes Feedback Form and Field Placement online weekly attendance in determining the outcome of the Field Placement, maintain open communication with College Faculty and Field Placement Coordinator when concerns arise.
6. Encourage open communication with the Site Supervisor, Field Placement Mentor and student to assist with the Field Placement experience and work collaboratively with the College Faculty and Field Placement Co-ordinator.
7. Facilitate and deliver the Field Placement Prep Course to support students in preparation for Field Placements. Plan and attend community Field Placement meetings at Mohawk College. Provide support and be a resource to Site Supervisor, Field Placement Mentor, College Faculty and students.
8. Provide College Faculty with a midterm checklist regarding: student attendance, concerns and updates relating to a student's Field Placement, as well as maintain open communication with Faculty throughout a student's Field Placement experience.
9. Provide copies of the Field Placement Visit Report to the student. Attend Practicum class (as required) to support students during their Field Placement experience and to foster student success.

Responsibilities of the College Faculty

1. Deliver the Practicum Course to support the Field Placement.
2. Collaborate with the Field Placement Specialist and student during the Field Placement experience to better support the students.
3. Maintain open communication with the Field Placement Specialist and students regarding matters related to the Field Placement experience.
4. Review and grade all Practicum requirements.

Responsibilities of the Field Placement Site Supervisor

1. Recommend Field Placement Mentors who:
 - are fully qualified and possess some experience
 - demonstrate excellence within the teaching/learning environment
 - provide evidence of originality and creativity in their work with children and staff
 - understand the nature of student teaching and mentoring
 - will be present consistently to supervise the Field Placement experience
 - facilitate the student's on-going evaluation
 - will participate in meetings facilitated by Mohawk College
2. Support the philosophy of the Early Childhood Education Program and collaborate to develop experiences for students that will foster optimum growth and acceptance of full responsibilities as a teacher.

3. Arrange for the student to have a tour of the facilities, review policies and procedures, program statement, and provide a schedule of responsibilities.
4. Introduce student teachers to all members of the staff team, when appropriate.
5. Be a resource to both student and Field Placement Mentors.
6. Provide students with important background information about the program and children, when appropriate.
7. Encourage staff to model Field Placement Learning Outcomes.
8. Encourage a climate of support for students.
9. Ensure that feedback is discussed with the student daily.
10. Assign eligible Field Placement Mentors to students.
11. Ensure direct supervision of the student by the Field Placement Mentor.
12. Include students in parent meetings, in-service workshops, teacher-parent conferences, professional activity days (PA Days), and other events held by the Field Placement Site/Agency as appropriate.
13. Ensure the online Midterm and Final Reviews regarding the Learning Outcomes Feedback Form is filled in completely, by involving all staff working with the student in the completion of the form. Review the weekly online attendance indicating the student has completed all the required days/hours. Direct concerns regarding the student and/or their responsibilities to the Field Placement Specialist.
14. Ensure students are never left in charge of a group of children while the Field Placement Mentor and/or staff is out of the room.
15. Ensure the student's right to privacy is maintained.

Responsibilities of the Field Placement Mentor

We know from research that reflective practitioners provide better care and education. Effective reflection demands more than identifying what went well. It requires us to hold up our practice against the light of our view of the child and teaching; to engage in “friendly critical” dialogue with ourselves and our colleagues in order to identify other possibilities and provocations, better questions, deeper themes. We can learn from our experience, but if it is not scrutinized, questionable practices may simply become the status quo. We invite Field Placement Mentors to explore not just the “how” but also the “why” with our students. This kind of mentoring and professional dialogue is impetus for growth and makes better teachers of us all.

A Field Placement Mentor plays an exceptionally significant role in the mentoring of a student. While the student is learning to master the demanding and complex process of teaching, no one spends more time with, nor is as close to her or him as the Field Placement Mentor. At a minimum, the Field Placement Mentor will:

1. Support the philosophy of the Early Childhood Education Program verbally as well as modelling the required student learning outcomes.
2. Encourage open communication so that the student is able to freely discuss feelings, concerns/problems related to the Field Placement experience.
3. Raise concerns/problems to the attention of the Site Supervisor and the Field Placement Specialist in a timely manner.
4. Ensure that the student is not left in charge of a group of children while the Field Placement Mentor or other staff are out of the room. Students are never to be part of the teacher / child ratio.
5. Schedule times to meet regularly with the student to discuss progress/performance.
6. Include the student as a responsible member of the staff team.
7. Review the student's written work prior to the implementation of activities (*observations, plans charts, etc.*). Field Placement Mentors are to indicate approval of plans by initialling/signing the documents.
8. Participate in all Field Placement meetings facilitated by Mohawk College.
9. Ensure that the student's right to privacy is maintained.
10. Complete the online Midterm and Final Reviews regarding the Learning Outcomes Feedback Form and provide comments to enhance its usefulness as a record of the student's learning in Field Placement. Following discussion of the final review with the student.
11. Review the Field Placement online attendance each week verifying Field Placement days/hours attended by the student.

Some Additional Information for Students

The following are some guidelines for the Field Placement experience:

1. During your orientation visit to the Field Placement Site/Agency:
 - a. Review the program statement, and policies and procedures of the Field Placement Site/Agency
 - b. Familiarize yourself with your assigned Field Placement program/classroom. (*washrooms, eating and play area, the toy shelves, resource/supply cupboard, children's cupboards, outdoor sheds and cleaning areas, etc.*)
 - c. Review the daily schedule
2. Prepare yourself physically for the demands of working with children (*being well-rested, eating well, etc.*).
3. During your orientation, check with the Field Placement Site Supervisor regarding the dress code policy prior to your first day. (*Dress professionally, yet wear practical, washable clothing, and comfortable, flat shoes*) It is a good idea to wear a wristwatch. Avoid wearing long jewellery that could be unsafe when

working with infants and toddlers. Consider keeping long hair tied back. Some Field Placement activities (*ie: diapering, tying shoes*) may be inhibited by long fingernails.

4. Keep a small notepad and a pen nearby in order to record observations.
5. Find out the starting time of your shift and **arrive a few minutes prior** to the shift to assist in preparing for the day. Lateness is unprofessional. Notify your Field Placement Site/Agency if you are going to be late. In the event of illness, etc. it is your responsibility to **contact** your Field Placement Mentor **prior to the start of your shift**.
6. Keep yourself aware of all Field Placement responsibilities. When in doubt, seek clarification from your Field Placement Mentor or Field Placement Specialist.
7. Relax and be as natural and honest as possible to develop a warm, caring and positive relationship with the children and teachers. Get to know the teachers. Share your thoughts and feelings. Establishing a friendly relationship with your Field Placement Mentor can only add to your Field Placement experience.
8. Become acquainted with each child and his/her name, special interests, etc, as soon as possible. Do not focus all your attention on one child. While it is not possible to always be attentive to all children, try to distribute yourself as evenly as possible. Avoid preferences or favouritism. Show respect and value each child for his/her unique qualities and differences. All the children are important and special.
9. Allow the children a chance to become acquainted with you. Talk to the children, but do not take over the conversation or activity. (*avoid over-helping, over-doing, over-talking; rather, listen, share and ask open-ended questions, waiting for their response*) Use a quiet, positive voice tone. Encourage independence and offer activities and experiences that match a child's competency level.
10. Sit at the child's level whenever possible during group times (*music, storytelling, etc.*), during free play, rest and meals. Take time to really listen to the children.
11. Avoid unnecessary conversations with other adults when supervising children in the playroom or playground. Observe the behaviour of children in order that you can become more aware of their needs or when assistance is required. When attending to an activity or a small group of children, position yourself in order that you can be aware of all children at all times.
12. Prior to implementation of any activities, ensure your Field Placement Mentor has reviewed and approved your plans. It is important to be prepared and have all materials ready prior to implementation. (***either before your shift starts or at lunch time***)
13. If you are unsure when to intervene during a conflict situation between two or more children, seek assistance or guidance from your Field Placement Mentor. It is important to maintain consistency in such situations.
14. Take initiative in assisting the Field Placement Mentor in completing the daily activities (*disinfecting tables, toilets, sweeping, setting out beds, laundry, etc.*).
15. Be flexible.
16. Accept feedback from the Field Placement Mentor at the time it is given. During lunch hour or at the end of the day is an appropriate time for discussion of the feedback.

17. If you have questions regarding your Field Placement Mentor's teaching practice, be tactful and ask open-ended questions (*I wonder why... Could you explain... Help me to understand...*). If you feel uncomfortable doing so, speak to your Field Placement Specialist. Please do not go directly to the Field Placement Site Supervisor as this could cause a difficult situation.
18. Remember everyone can make mistakes. Accept them and learn from them. Analyse what went wrong and decide how to become more effective in the future.
19. If personal problems are affecting your work while on Field Placement, you need to bring it to the attention of your Field Placement Specialist or discuss it with a Counsellor at the College. Keep them from affecting your work with the children, Field Placement Mentor or success of your Field Placement.
20. **Confidentiality** is essential and must be respected at all times. Confidentiality applies to children, adults, staff and centres. A negative discussion with others regarding the Field Placement site undermines the program, your peers and yourself. *See the Confidentiality Statement on Terms and Condition Form Section D of this manual. (All students are required to sign this agreement prior to starting Field Placement.)
21. Enjoy yourself! Remember that this training for future work and a healthy well-being is the first step to satisfaction in the workplace.
22. Remember that Field Placement is your opportunity to practice, practice, and practice. As you learn and grow, take this experience as an "on-the-job" interview that may provide you with future employment opportunities.

Practicum Course Information: The government of Ontario initiated program standards with the objective of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs. The College Branch of the Ministry of Training, Colleges and Universities has responsibility for the development and approval of system-wide standards for programs at colleges across Ontario.

Each program standard for a post-secondary program includes the following elements:

*This course addresses the following **Vocational Learning Outcomes and Essential Employability Skills Learning Outcomes** identified by the College Standards and Accreditation Council (CSAC):*

<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/51211-early-childhood-education.pdf>