



## Early Childhood Education

### Field Placement 3

### Learning Outcomes Feedback Form Overview

This is a review of the expectations, requirements, and outcomes to successfully complete the 'Field Placement' experience. The Learning Outcomes Feedback Form for the midterm review and final review are completed ONLINE.

When the student completes their portion of the online Learning Outcomes Feedback Form, the Field Placement Mentor will receive a link to complete their portion of the Learning Outcomes Feedback Form.

Links for the ONLINE Learning Outcomes Feedback Form will be provided to both the student and Field Placement Mentor by the Field Placement Specialist at midterm and final.

Practicum 3/Professional Practice 3 include a 'Field Placement' experience which is lead and supported by a Mohawk College Field Placement Specialist.

#### Field Placement Specialists:

- Melanie Graham [melanie.graham@mohawkcollege.ca](mailto:melanie.graham@mohawkcollege.ca), 905-575-1212 X3252
- Maria Agro [maria.agro@mohawkcollege.ca](mailto:maria.agro@mohawkcollege.ca), 905-575-1212 X4176
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- Judy Baillie [judy.baillie1@mohawkcollege.ca](mailto:judy.baillie1@mohawkcollege.ca), X4648

#### 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.

**Field Placement 3** is the student's entry to practice into the field of Early Childhood Education. The student will continue to observe the children (using a variety of methods) in order to plan and facilitate developmentally appropriate activities with them; however, they will have an increased responsibility to assume a leadership role during routines, transitions and planning. The student needs to consistently demonstrate initiative and function as a full team member during this Field Placement experience.

Teaching is more than a set of observable skills. Learning to be a good Early Childhood Educator happens with feedback, guidelines, support and practice. It happens best in an environment of respect. It is ongoing. We are preparing our graduates for entry to practice. We hope to instil in our students a love of learning and a desire to continue to develop as educators of young children, as partners with parents, and as reflective, collaborative co-learners.

Field Placement Mentors play a pivotal role in nurturing our novice educators. This Learning Outcomes Feedback Form will provide ongoing (midterm and final) feedback to the student. It will make the role of the Field Placement Mentor more apparent. It will also make the student's voice visible. It is geared to ongoing learning. Both the Field Placement Mentor and the student share in documenting growth and learning over the Field Placement period.

The review includes 3 categories for each of the Learning Outcomes and Learning Elements – **Yes, No and Sometimes**. Field Placement Mentors are asked to choose the appropriate category as it relates to the student's performance. In some instances, 'sometimes' is not an option. The midterm and final review requires the Field Placement Mentor to indicate the category as well as providing written feedback. Your thoughtful and careful feedback is valued.

In order to complete a successful Field Placement 3, the student must have **most** of the outcomes and elements circled **as yes and all Field Placement assignments, activities and projects implemented within the 24 days of placement (or 18 days for Intensive / McMaster)**.

**The student is also required to complete all of the required Field Placement days/hours (24 days plus 1 day for an orientation or 18 days for Intensive / McMaster students) and document through the 'Online Attendance' approved by the Field Placement Specialist and Mentor.**

Recognizing that Mohawk College maintains the authority and responsibility to assign grades (*as per the Ministry of Training, Colleges and Universities*). Field Placement Mentors are asked to **recommend** whether or not they feel the student has been successful on Field Placement.

# Field Placement 3 Requirements

## Field Placement Agency/Site Specific Requirements

1. Employer Health and Safety Check (complete at orientation or by the first day)
2. Sign off on Agency/Site Policies, Program Statement, Curriculum Documents (complete during Agency/Site Orientation)
3. Weekly Online Attendance (confirm on the first day the email address for the weekly online attendance report)
4. Picture Profile (post on the first day of Field Placement)
5. Commitment of Practice (discuss and complete the first week of placement in collaboration with your Field Placement Mentor)

## Planning and Implementation Requirements

1. Students are to complete and implement **7 Planning Forms, three or more need to be completed by midterm.**

Planning Forms include observations.

Your mentor is to provide feedback at the end of each Planning Form.

- i. Small Group Experience - Sensory
- ii. Small Group Experience of student's choice (other than Sensory)
- iii. Large Group Experience – Outdoors
- iv. Large Group Experience – Indoors or Outdoors

The following 3 Learning Areas with provocations are to be **completed for a minimum of 1-week each.** (one of which must be STEM - Science, Technology, Engineering and Mathematics)

- v. Learning Area 1 with a Provocation  
The student will either plan and implement a **provocation** if working with preschool, kindergarten or school age children **OR** an **invitation** if working with infants or toddlers within the Learning Area (specific to the Field Placement site) for a **minimum of 1-week.** This is to be based on the children's emerging skills and interests. The student will be responsible for set up and

**facilitation of the Learning Area on their assigned** Field Placement days.

vi. Learning Area 2 with a Provocation

The student will either plan and implement a **provocation** if working with preschool, kindergarten or school age children **OR** an **invitation** if working with infants or toddlers within the Learning Area (specific to the Field Placement site) for a **minimum of 1-week**. This is to be based on the children's emerging skills and interests. The student will be responsible for set up and **facilitation of the Learning Area on their assigned** Field Placement days.

**Note:** Not required for Intensive students

vii. Learning Area 3 with a Provocation – must be STEM - Science, Technology, Engineering and Mathematics

The student will either plan and implement a **provocation** if working with preschool, kindergarten or school age children **OR** an **invitation** if working with infants or toddlers within the Learning Area (specific to the Field Placement site) for a **minimum of 1-week**. This is to be based on the children's emerging skills and interests. The student will be responsible for set up and **facilitation of the Learning Area on their assigned** Field Placement days.

2. **3 Pedagogical Documentation – one to be completed by midterm** (in collaboration with site such as learning stories, story boards, picture documentation etc.)

3. **Shared Responsibility with mentor for 1 WEEK plus Reflection –** after midterm, but before your last week of placement (shared responsibility is above and beyond the Learning Outcomes and will include co-planning of experiences, administrative duties, co-implementing and documentation etc.)

## Additional Information

### Field Placement Support Hubs for Students and Mentors

To access additional information for Mohawk College Field Placements refer to the Field Placement Support Hubs for Students and Mentors. The Hubs include the Field Placement Checklist, Learning Outcome Feedback Forms, Mentor Guide, Student Orientation Checklist and other important resources. The links are provided through the confirmation email you receive for the Field Placement.

### Field Placement Checklist

The checklist is a summary of the student requirements on placement and a great resource to stay on track. Students are responsible for the details of each requirement and their overall responsibilities, which are found within this document.

### Mentor Guide

For more detailed information about assignment expectations and policies, please refer to the Field Placement Mentor Guide.

### Field Placement 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.

## Performance Levels

### Midterm and Final Review

All Learning Outcomes are reviewed at both midterm and final using the following criteria.

- Yes (Y) - Consistently performs task
- Sometimes (S) - Sometimes performs task
- No (N) - Does not perform task

In addition, the Field Placement Mentor and student will provide written feedback as it relates to the Learning Outcome.

### Field Placement Feedback

Student's view of performance in this area.

Action Plan – Student's goals and strategies for further development in this area.

Field Placement Mentor's view of student performance in this area.

## **MANDATORY LEARNING OUTCOME 1: Maintains attentive, responsive, respectful relationships with children and adults**

**Essential Employability Skills:** #1, 2, 3, 4, 5, 13 *(please see page 12)*

### With respect to children

- Initiates positive warm interactions and engages in children's play and exploration
- Uses appropriate voice tone, language, and non-verbal methods to communicate
- Displays appropriate affection and attentiveness
- Listens and responds to children
- Models relationships that reflect anti-bias practice

### With respect to parents

- Acknowledges (verbally and/or non-verbally) and greets the parents
- Shares feedback with the parents about their child's day (i.e. a favourite activity, child's art work, etc.)

### With respect to the team members

- Maintains effective and respectful communication
- Respects availability/other responsibilities
- Explains reasons for actions, feelings, and activities to others

## **MANDATORY LEARNING OUTCOME 2: Guides children toward self-awareness and self-regulation**

**Essential Employability Skills:** #1, 2, 3, 4, 5, 13 (*please see page 12*)

- Supports children's emerging understanding of self and development of self esteem
- Demonstrates respect for diversity
- Supports children's increasing ability to express feelings constructively and to regulate their own behaviour
- Anticipates and intervenes before problems escalate
- Promotes self-control and collaborative problem solving in children
- Uses a variety of positive guidance techniques
- Models and provides positive conflict resolution strategies in all relationships with children, family members, co-workers, and others
- Intervenes sensitively with children to enhance their interactions



## MANDATORY LEARNING OUTCOME 3: **Contributes to a safe, healthy, and nurturing environment**

**Essential Employability Skills:** #1, 2, 3, 4, 5, 13 (*please see page 12*)

### With respect to personal wellness

- Develops strategies to ensure proper health and stamina to work with children – i.e. gets adequate rest and nutrition, dresses appropriately for weather, washes hands after wiping noses, before serving food
- Deals with personal stress in a healthy way

### With respect to children

- Protects children from physical harm
- Changes the environment to encourage cooperation and well-being
- Encourages and assists children to follow common safety and health practices—i.e. washing hands, getting shoe laces tied, getting nose wiped, dressing appropriately for weather, etc.
- Considers aesthetics and the environment in both planning and problem solving
- Initiates and facilitates daily routines (diapering, washroom, meals, etc.)
- Maintains awareness of numbers of children ('head count') and flow of their play
- Reviews procedures for reporting 'incidents' that may involve themselves or the children
- Responds to unsafe and emergency situations
- Reviews Health Check and Playground Safety Policies and Procedures
- Identifies potential hazards and takes appropriate action
- Initiates and facilitates transitions

## MANDATORY LEARNING OUTCOME 4: Acts in a professional manner

**Essential Employability Skills:** #1 through 13 (*please see page 12*)

- Demonstrates reflective practice
- Demonstrates flexibility and problem solving skills
- Is aware of and acts in accordance with ethical and professional standards
- Develops awareness of centre community life and teamwork
- Recognizes and acknowledges appreciation for support and guidance throughout the Field Placement
- Demonstrates effective teamwork and team membership through effective collaboration and consultation
- Complies with operational and functional policies and procedures
- Confers with Field Placement Mentor and adheres to program policies
- Shows initiative and enthusiasm about learning
- Maintains good attendance and is punctual
- Dresses appropriately, wears Mohawk ID and participates in program
- Fulfills responsibilities; posts picture profile
- Adheres to confidentiality
- Seeks clarification and responds to feedback
- Uses oral and written language appropriately
- Maintains documents that convey comprehensive, concise, factual and objective information
- Uses professional writing, grammar and spelling on all paperwork and planning forms

## **MANDATORY LEARNING OUTCOME 5: Plans and implements a curriculum based on an understanding of child development**

**Essential Employability Skills:** #1, 2, 3, 4, 5, 6, 7, 8, 9, 13 (*please see page 12*)

- Identifies developmental milestones and variations in children
- Plans and provides a curriculum and environment which are inclusive and are reflective of practice without bias
- Evaluates and revises curriculum to ensure children's group and individual needs are met
- Supports the development and learning of individual children within the context of his/her family, culture, and society
- Uses results of new research, literature, and other resources to develop programs and curriculum
- Designs and implements curriculum which will effectively meet the emerging skills, abilities, and interests of children in the program.
- Obtains verbal permission or approval of written plan, in advance, from Field Placement Mentor
- Negotiates scheduling and timing of planned curriculum
- Demonstrates responsibility for set-up and clean-up of activities

## Essential Employability Skills

1. Essential Employability Skill: Communicate clearly, concisely, and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of audiences.
2. Essential Employability Skill: Take responsibility for her or his own actions and decisions.
3. Essential Employability Skill: Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
4. Essential Employability Skill: Evaluate her or his own thinking throughout the steps and processes used in problem solving and decision-making.
5. Essential Employability Skill: Manage the use of time and other resources to attain personal and/or project-related goals.
6. Essential Employability Skill: Adapt to new situations and demands by applying and/or updating her or his knowledge and skills.
7. Essential Employability Skill: Use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of tasks.
8. Essential Employability Skill: Reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations, which demonstrate understanding.
9. Essential Employability Skill: Collect, analyze and organize relevant and necessary information from a variety of sources.
10. Essential Employability Skill: Evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others.
11. Essential Employability Skill: Create innovative strategies and/or products that meet identified needs.
12. Essential Employability Skill: Apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.
13. Essential Employability Skill: Represent her or his own skills, knowledge and experience realistically for personal and employment purposes.