



Early Childhood Education

Field Placement 2

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 2/Professional Practice 2 include a 'Field Placement' experience which is lead and supported by a Mohawk College Field Placement Specialist.

Field Placement Specialists:

- Maria Agro maria.agro@mohawkcollege.ca
- Melanie Graham melanie.graham@mohawkcollege.ca
- Kaela Millar kaela.millar@mohawkcollege.ca

Part Time:

- Judy Baillie judy.baillie1@mohawkcollege.ca
- Jennifer Dawson jennifer.dawson3@mohawkcollege.ca

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 2 provides the student with additional opportunities to transfer the knowledge and skills learned in the college classroom to the field classroom. There are increased responsibilities regarding planning and the student will continue to observe the children (perhaps practicing additional methods) in order to plan and facilitate developmentally appropriate activities with them. The student is expected to demonstrate more consistency with the learning outcomes and elements.

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 2, the student must have **most** of the outcomes and elements circled **as yes and sometimes 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 2 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 **5 Planning Forms, two or more need to be completed by midterm.**

Planning Forms include observations.

- i. Small Group Experience - Literacy
 - ii. Small Group Experience of student's choice (other than Literacy)
 - iii. Large Group Experience - Creative Movement
 - iv. Large Group Experience – Gross Motor
 - v. Learning Area 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.
2. **4 Spontaneous Experiences** including Interaction Reflections, **two of which must be completed before midterm**
 3. **1 Pedagogical Documentation** (in collaboration with site such as learning stories, story boards, picture documentation etc.)

4. **Shared Responsibility with mentor for 1 DAY 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 11*)

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

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 11*)

- Is empathetic
- Provides minimal level of intervention appropriate to the situation (involves children in the deciding on course of action, guides rather than directs)
- Helps children to accept and appreciate each other – encourages pro-social behaviour
- Encourages autonomy and perseverance for individual children to build self-help skills
- Encourages collaboration among children
- Supports and guides children during routines and transitions
- Is positive with children when redirecting; explains reasons
- Scans, positions, moves around in response to activity in room/playground
- Observes to understand behaviour
- Seeks help and support from placement mentor in difficult situations
- Offers comfort/support
- Suggests alternatives to children when appropriate (encouraging cooperation, turn-taking, etc.)
- Promotes pro-social behaviour (getting along with others)

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

Essential Employability Skills: #1, 2, 3, 4, 5, 13 (*please see page 11*)

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
- Recognizes the impact of stress on feelings, perceptions, and behaviour

With respect to children

- Identifies potential hazards and takes appropriate action
- Protects children from physical harm
- 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.
- Participates in 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
- Participates in transitions

MANDATORY LEARNING OUTCOME 4: Acts in a professional manner

Essential Employability Skills: #1 through 13 (*please see page 11*)

- Contributes as a team member
- Shows initiative and enthusiasm about learning
- Maintains good attendance and is punctual
- Complies with Field Placement Site/Agency policies
- Dresses appropriately and participates in the program; wears Mohawk ID
- 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 11*)

- Obtains verbal permission or approval of written plan in advance from Field Placement Mentor
- Negotiates scheduling and timing of planned activities
- Engages children in play and exploration, is a co-learner with children
- Provides appropriate level of challenge in activities, based on observations, using methods and skills acquired in class
- Contributes to the development of an anti-bias curriculum
- Follows children's lead, adapts for each child's uniqueness
- Applies knowledge of children's emerging skills, abilities, and interests to plan curriculum
- Demonstrates responsibility for set-up and clean-up of activities
- Uses specified documents when planning curriculum
- Demonstrates reflective practice

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.