EARLY CHILDHOOD EDUCATION

Field Placement
Mentor Guide

Fennell Campus

Revised Fall 2015
INTRODUCTION

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

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

This guide also includes a “Glossary of Terms and Expectations” to provide clarification to Field Placement Mentors and other staff who may be supporting students. The format for plans, charts and observations are found in the Appendix.

OVERVIEW

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

The Learning Outcomes Feedback Form is a collaborative assessment tool to support the Field Placement Mentor and Mentee (student) with planning, reflection and assessment during the Field Placement experience. The Learning Outcomes Feedback Form will be reviewed twice (mid-term evaluation and final evaluation) by the Field Placement Specialist.
Glossary of Terms and Expectations

Activity Plan: A detailed outline for a specific planned activity. The idea for this plan is determined from an observation which identifies the interest and/or skills and abilities of the children. Some activities require this plan while others require completion of a planning chart. Please refer to the Appendix for the Activity Plan Template.

Calendar: In collaboration with the Field Placement Mentor, students will create a calendar outlining a timeline for completion for all Field Placement requirements. The Field Placement Mentor and the student will each keep a copy of the calendar. The completed calendar must be submitted to the Field Placement Mentor and College Faculty within the first 2 weeks of the Field Placement. ECE Intensive Program students must submit their calendar to the Field Placement Mentor during the first week.

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

Communication Log: This is a tool to assist both students and Field Placement Mentors with communication. Students will record and reflect on communication with co-workers, parents and any other community members while at Field Placement.

Emerging Skills & Interest Chart: This chart is a summary of several observations gathered by the student. The information is summarized to indicate the skills and abilities for each of the developmental domains as indicated by the ELECT document. The observed interests of the children are also recorded on this chart. Please refer to the Appendix for the Summary of Emerging Skills & Interests Chart and Abilities Template.

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.

Field Placement Confirmation Form: This form identifies important information regarding the Field Placement. The form must be completed the first day of Field Placement by the student and the Field Placement Mentor. The student and the Field Placement Mentor each keep a copy of the completed form. The student will provide the Field Placement Specialist with a copy of the form by using the eLearn dropbox to submit it within 24 hours of their first day of placement. Please refer to the Appendix for a Sample Field Placement Confirmation Form.

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

Field Placement Mentor: This is the term used for the Registered Early Childhood Educator primarily responsible for supporting and evaluating the student’s Field Placement performance.

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

FIELD PLACEMENT VISIT: The Field Placement Specialist will visit the student on any Field Placement at the request of the Field Placement Site/Agency. Other visits will occur as requested by the College Faculty 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.

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

INTEREST WEB: Students create an interest web to assist in their planning. The web includes their ideas, ideas of the children, as well as research.

LEARNING AREAS: These are the defined areas or centres in a classroom. Students will plan and implement curriculum for a variety of learning areas. Please refer to the Learning Outcomes Feedback Form for the number of learning areas that students are required to plan and implement. Each Field Placement Site is unique in their organization or availability of learning areas. The following list suggests learning areas to assist Field Placement Mentors and students in their curriculum planning:

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

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

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

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

**Preschool Program:** Creative Arts, Blocks, Shelf Toys, Gross Motor (Indoor and/or Outdoor), Dramatic Play, Listening/Library, Music/Movement, Writing/Literacy, Sensory/Science and Woodworking.
LEARNING OUTCOMES: There are 5 standard Learning Outcomes pertaining to the Early Childhood Education Program. The student and Field Placement Mentor will plan, reflect on and assess each Learning Outcome.

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

LEARNING OUTCOMES FEEDBACK FORM: This is an assessment tool for Field Placement requirements and feedback for students. The feedback form is a combination of checklists and reflections. The student is responsible for submitting their completed portion of the Learning Outcomes Feedback Form prior to giving it to the Field Placement Mentor at both mid-term and in the final days of the Field Placement.

MID-TERM EVALUATION: This evaluation pertains to the Learning Outcomes Feedback Form and identifies the student’s strengths and areas needing improvement at mid-term.

MINI-PROJECT: The student and Field Placement Mentor will collaborate to determine a project idea that will support the interests and needs of the children and/or classroom environment. The student will implement/facilitate this additional project prior to the completion of the Field Placement experience.

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

PLANNING CHART: This chart is used to plan curriculum for a variety of learning areas/centres. Based on observations, students will plan the required learning areas for a period of time which is identified on the Learning Outcomes Feedback Form, (i.e. 1 week or 2 weeks). During the implementation period, students are able to make adjustments, remove or add materials to the learning centres based on observed interests and needs of the children. Please refer to the Appendix for the Weekly Planning Chart Template.

PLANNING WEB: Once an Interest Web has been developed, students will then create a Planning Web to organize their ideas/props/materials for each of the required learning areas.

PROFESSIONAL ACTIVITY 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 students do not attend professional activity days they are required to make up this time and inform their Field Placement Specialist.

RESOURCE LIST: A list of books, websites or materials used to expand the student’s own learning as well as the scaffolding of children’s interests. Resource materials (websites, books) will be used to enhance the planning of activities.

ROUTINES: Students are expected to participate in and facilitate routines (ie: snack, lunch, diapering/washroom, sleep/rest) during Field Placement. During Field Placements 1 and 2, students may require assistance and support during routines. As Field Placements progress, students are expected to initiate routines.
SPONTANEOUS EXPERIENCES: Students will facilitate spontaneous experiences that extend the learning of the children. This activity may take place any day or time during the Field Placement experience. Please refer to the Appendix for the Spontaneous Experience Reflection Template.

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

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

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

- Sample Human Services Field Placement Agreement
- Sample Field Placement Confirmation Form
- Learning Outcomes Feedback Form Guide
- Sample Success Agreement
- Sample of Observation Template
- Sample Summary of Emerging Skills and Interests and Abilities Template
- Sample Weekly Planning Chart Template
- Sample Activity Plan Template
- Sample Spontaneous Experience Reflection Template
- Vocational Standards for the Early Childhood Education Program
- Sample Field Placement Specialist Feedback Form
  (*used on Field Placement visits*)
- Roles and Responsibilities
- Early Childhood Education Program of Studies
HUMAN SERVICES

FIELD PLACEMENT AGREEMENT

1. ACKNOWLEDGEMENT: The candidate acknowledges that they have received, read, and understood and agree to the contents of the Student Field Placement Manual for the field placement in which they are registered for. The candidate agrees to comply, at all times, with the philosophy, practices, procedures and rules described in this document.

2. STUDENT CONDUCT: The candidate is familiar with, and agrees to act in accordance with, the Student Code of Conduct policy and other relevant Mohawk College policies. The candidate also agrees that while on field placement, they will comply with the rules, regulations and practices of the associate agency. The candidate will follow the role description provided and understands they are not to assume full responsibility of any tasks which are the obligation of a fully trained and qualified professional.

3. PLACEMENT SELECTION: The Field Placement Specialist will initialize contact with the field placement site. Once approved, student candidates should arrange a meeting with the site and those who will oversee their progress to review expectations and timelines. While candidates will have opportunities to request preferred sites and locations, these selections are not guaranteed. Over the course of placement(s) candidates are required to gain experience in multiple areas and disciplines – in some cases, varied placements are a requirement to graduate. Candidates should refer to specific program manuals for details.

4. SCREENING/CLEARANCE: The candidate is aware that medical screening, police clearance or other pre-requisites may be required to begin a field placement. Student candidates can acquire a letter from Mohawk College requesting Vulnerable Sector Screening to obtain such clearance at a reduced cost, but are encouraged to do so well in advance. Candidates should refer to specific program manuals for details.

5. CONFIDENTIALITY: The candidate understands that field placement agencies are required to comply with the regulations of the Freedom of Information and Protection of Privacy Act (FIPPA). The candidate therefore agrees to safeguard the confidentiality of personal information of children, staff, clients, and programs which they may acquire or be subject to during a field placement. No identification of specific persons shall be used in oral communication or written assignments associated with field placement assessment and evaluation. Candidates understand that failure to respect these privacies and maintain confidentiality could result in unsuccessful completion of the practicum and/or the program. No photography or electronic recording is permitted in the placement setting unless expressly permitted or agreed to in writing by the placement supervisor. Any student found in violation of this agreement may be removed from placement and will be sanctioned under Mohawk College “Student Behaviour Policy,” up to and including termination.

6. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY: The candidate understands that Mohawk College is also required to comply with the Freedom of Information and Protection of Privacy Act (FIPPA), which limits access to personal information, including educational history, without disclosure. The candidate understands that this agreement hereby authorizes Mohawk College to release their personal information to field placement agencies or prospective employers if requested to secure a practicum opportunity.

7. RELEASE: In consideration for services provided to the candidate by Mohawk College, and in particular relating to activities in field placement experiences, the candidate releases and agrees to indemnify Mohawk College from any and all claims which they may have, or may hereafter have, against the College for damages resulting from personal injury, losses or expenses of any kind, including damages to property arising out of, or in any way related to, their instruction as a student of the College, except for damages caused by the negligence of the College. In particular, the candidate agrees they are fully aware of the potential risks involved in field placements and thereby releases Mohawk College and its governors, officers, employees, agents and representatives from any liability. This release shall be binding upon the candidate and his/her heirs, executors and administrators.

8. WSIB INFORMATION AND DECLARATION OF UNDERSTANDING: Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on unpaid work placements as required by their program of study. MTU also provides private insurance to students should their unpaid placement required by their program of study take place with an employer who is not covered under the Workplace Safety and Insurance Act.

I have read and understand that WSIB or private insurance coverage will be provided through the Ministry of Training, Colleges and Universities while I am on unpaid work placements as arranged by the university as a requirement of my program of study. I acknowledge that I fully understand the nature and terms of this agreement, and that I have been afforded an opportunity to obtain independent legal advice with respect to its details and confirm that I execute it freely, voluntarily and without duress.

Student Name: _____________________________  Student Number: _______________

Student Signature: __________________________ Date: _______________
The Field Placement Confirmation Form is to be completed by the student and the Field Placement Mentor. Both parties are required to keep a copy of this form to be compliant with WSIB. Student must upload the completed form to the eLearn dropbox no later than midnight of your first day of Field Placement.

**Part A: Completed by the Field Placement Student**

<table>
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<tr>
<th>Field</th>
<th>Value</th>
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<tbody>
<tr>
<td>Full Name:</td>
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<td>Student Number:</td>
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<td>Address:</td>
<td></td>
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<tr>
<td>Email Address-eLearn:</td>
<td></td>
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<tr>
<td>Phone Number:</td>
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</tbody>
</table>

Field Placement course you are currently registered in:

As an ECE student completing an unpaid work Field Placement you are covered under the Workplace Safety and Insurance Board (WSIB) coverage provided via the Ministry of Training, Colleges, and Universities. In the event of injury or disease while on your Field Placement you are required to report to the training agency representative (Field Placement Specialist) and complete a Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form. Any injury which requires reporting may result on personal student information being disclosed to the MTCU. For more information regarding this process, or if the assigned agency will utilize private insurance (ACE-INA), visit: [http://www.tcu.gov.on.ca/pepg/publications/placement.html](http://www.tcu.gov.on.ca/pepg/publications/placement.html). You may contact Melanie Graham - melanie.graham@mohawkcollege.ca Karen MacDonald – karen.macdonald4@mohawkcollege.ca or Janis Webster - janis.webster1@mohawkcollege for assistance. Sign this form in acknowledgement of the insurance coverage available to you.

Student’s Signature: [Signature] Date Signed: [Date]

**Part B: Completed by the Field Placement Mentor**

<table>
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<th>Field</th>
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<td>Field Placement Site/Agency Name:</td>
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<tr>
<td>Address (#, Street, City):</td>
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<tr>
<td>Mentor’s Name:</td>
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<tr>
<td>Who has Verified the Police Clearance:</td>
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<tr>
<td>Supervisor’s Name:</td>
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<tr>
<td>Supervisor’s Email Address:</td>
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<tr>
<td>Supervisor Phone #:</td>
<td>Ext:</td>
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<tr>
<td>Field Placement Start Date:</td>
<td>Field Placement End Date:</td>
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<tr>
<td>Field Placement Start Time:</td>
<td>Field Placement End Time:</td>
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<tr>
<td>Field Placement Days Per Week:</td>
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Names & Title of other staff involved in supporting this Field Placement (Optional):

WSIB Process: Training Agencies are required to have a declaration signed by the student indicating that s/he understands that s/he has WSIB coverage while on unpaid work placements (this completed document will suffice). Field Placement Employers (the placement site/agency) are no longer required to fill out the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form in order to secure WSIB coverage. All WSIB procedures must be followed in the event of injury/disease. Training Agencies will keep a signed original of the placement letter on file and ensure that Field Placement Employers have a copy (this completed document will suffice). For more information regarding the new WSIB guidelines and procedures, or if your agency is not required to have WSIB coverage (rare), and will utilize private insurance (e.g. ACE-INA) visit: [http://www.tcu.gov.on.ca/pepg/publications/placement.html](http://www.tcu.gov.on.ca/pepg/publications/placement.html)

Police Clearance: The Field Placement Site/Agency is responsible for verifying the validity of the Police Clearance/Vulnerable Sector Check (VSC). Please sign this “Field Placement Confirmation Form” in acknowledgement of the Police Clearance, WSIB procedures, and approval of the Field Placement schedule indicated above.

Supervisor’s Signature: [Signature] Date Signed: [Date]

**Part C: Completed by Mohawk College Staff**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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<tbody>
<tr>
<td>Mohawk Field Placement Specialists and Contact Information:</td>
<td>Melanie Graham: <a href="mailto:melanie.graham@mohawkcollege.ca">melanie.graham@mohawkcollege.ca</a> 905-575-1212 Ext: 3252 Karen MacDonald: <a href="mailto:karen.macdonald4@mohawkcollege.ca">karen.macdonald4@mohawkcollege.ca</a> 905-575-1212 Ext: 3045 Janis Webster: <a href="mailto:janis.webster1@mohawkcollege.ca">janis.webster1@mohawkcollege.ca</a> 905-575-1212 Ext: 4374</td>
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**PERFORMANCE LEVELS**

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<tr>
<th>Consistently performs this task</th>
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<tr>
<td>Sometimes performs this task</td>
<td>S</td>
</tr>
<tr>
<td>Does not perform this task</td>
<td>N</td>
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**FINAL CHECKLIST:** Please circle one

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

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<tr>
<th>With respect to children:</th>
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<tr>
<td>Y S N</td>
<td>Initiates positive warm interactions and engages in children’s play and exploration</td>
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<tr>
<td>Y S N</td>
<td>Uses appropriate voice tone, language, and non-verbal methods to communicate</td>
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<tr>
<td>Y S N</td>
<td>Displays appropriate affection and attentiveness</td>
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<tr>
<td>Y S N</td>
<td>Listens and responds to children</td>
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<tr>
<td>Y S N</td>
<td>Models relationships that reflect anti-bias practice</td>
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<tr>
<th>With respect to parents:</th>
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<tbody>
<tr>
<td>Y S N</td>
<td>Acknowledges (verbally and/or non-verbally) and greets the parents</td>
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<tr>
<th>With respect to the team members:</th>
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<tbody>
<tr>
<td>Y S N</td>
<td>Maintains effective and respectful communication</td>
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<tr>
<td>Y S N</td>
<td>Respects availability/other responsibilities</td>
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<tr>
<td>Y S N</td>
<td>Explains reasons for actions, feelings, and activities to others</td>
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Mentor’s view of student’s performance in this area: Field Placement Mentors will complete this after the student has submitted his/her portion.

Student’s view of growth in this area: The student will complete his/her reflection portion, and then submit to the Field Placement Mentor for their feedback. Please verbally review mid-term reflections prior to the student submitting to the Field Placement Specialist.

**ACTION PLAN:** Student’s goals and strategies for further development in this area: The student will complete this portion prior to submitting to their Field Placement Mentors. Following discussion with the Field Placement Mentor, the student may wish to add more ideas.

The student will complete their portion of the mid-term and final evaluation prior to submitting to the Field Placement Mentor for completion.
# ECE Field Placement Success Agreement

<table>
<thead>
<tr>
<th>Mohawk College Student</th>
<th>Field Placement Site/Agency</th>
<th>Field Placement Mentor</th>
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This Success Agreement is being developed on _____________ in response to some concerns expressed by the team supporting ________________ in his/her current Field Placement setting.

**The specific concerns are:**

1. 
2. 
3. 

**Plan of Action:**


It has been explained to ________________ that in order for him/her to be successful in the completion of this Field Placement, he/she must consistently demonstrate the above noted goals within the Plan of Action.

This Success Agreement will be reviewed regularly for the remainder of the Field Placement. The Field Placement Specialist, Field Placement Coordinator, College Faculty, Field Placement Supervisor and Field Placement Mentor are motivated to support the student in meeting his/her goals. The student should be aware that non-compliance will lead to the termination of this Field Placement.

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<tr>
<th>Mohawk College Staff</th>
<th>Signature</th>
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<th>Mohawk College Student</th>
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White Copy – Student    Yellow Copy – FPS/College Faculty    Pink Copy – Field Placement Site/Agency
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<tr>
<th>TIME</th>
<th>OBSERVATIONS</th>
<th>INFERENCES (Child’s Development)</th>
<th>INFERENCES (Teacher’s Role)</th>
<th>INFERENCES (Environment)</th>
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<td>Developmental Area</td>
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<td>Planning Possibilities</td>
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<td>OBSERVATION FOCUS:</td>
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<tr>
<td>LEARNING AREA</td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
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I plan to facilitate the following to support the development, interests, and challenge the children:

Changes/adjustments to respond to the needs or interests of the children.

Observation/Reflection
What did I do? How was I engaged with the children?
What were the children’s questions or theories?
What were the children’s thoughts? How did I support the children’s development, exploration, curiosity and interests?

What did I learn about the children’s development?
(P.C.C.E.S.)
Activity Plan

Student’s Name: ___________________  F.P. Mentor’s Name: ____________
Date of Activity: ________________  Type of Activity: ________________
Age Group: ______________________  Number of Children: _____________

Because I have noticed this about the children’s behaviour, interests and skills: (see attached observation)

I will do the following to support/interest/challenge them: (include a clear beginning, middle and end of the activity, as well as the aesthetic considerations re: setting the stage for the activity)

Inclusion: (indicate any required adaptations or accommodations to include all children)

Possible follow-up activities: (identify materials to include in a minimum of 2 specific learning areas to extend the planned activity)

Learning Areas:
1.
2.

This is what happened: **remember to describe in detail, the beginning, middle, end of the activity** (to be completed following the implementation and then submitted to the F.P. Mentor for feedback)

Aspects of children’s development and learning that were supported/challenged:

This is what I learned:

a) About myself as a teacher

b) About teaching

c) About children

Field Placement Mentor’s feedback and suggestions for further growth:

F.P. Mentor’s or Observer’s Signature: ________________________________  Date : _____________
Spontaneous Experience Reflection

Student’s Name: ________________________  F.P. Mentor’s Name: ________________________
Date of Activity: ________________________  Type of Activity: ________________________
Age Group: _____________________________  Number of Children: _____________________

I observed the children’s behaviour, interests and skills during play (explain interest):

I supported/challenged their interest by: (Include beginning, middle and end of spontaneous activity)

Possible follow-up activities: (List possible follow up activities for 2 learning centres)

What area of PCCES did you support/challenge during this Spontaneous Experience:

This is what I learned during this Spontaneous Experience:

a) About myself as a teacher

b) About teaching

c) About children

Field Placement Mentor’s feedback and suggestions for further growth:
Vocational Learning Outcomes Early Childhood Education (Ontario College Diploma)

1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children’s holistic development and are responsive to individual children’s and groups of children’s observed abilities, interests and ideas.

2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.

3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children’s learning across the continuum of early childhood development.

4. Establish and maintain responsive relationships with individual children, groups of children and families.

5. Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.

6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.

7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.

8. Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.

9. Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.

10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

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

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

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, or weighting of significance
| Date of Visit: | Student: |
| Placement Site: | Visit Number: |
| F.P. Specialist: | College Faculty: |

**Check In:**  F.P. 1  F.P. 2  F.P. 3  (4th) F.P.  (if applicable)

| Student: | ☐ |
| Supervisor: | ☐  |  |
| F.P. Mentor: | ☐  |  |

**To ask Mentor:**

1. Has the Field Placement Mentor reviewed the Field Placement Package?  Yes ☐ No ☐
2. Has the Student provided the F.P. Mentor all the paperwork prior to implementation?  Yes ☐ No ☐
3. Has the student displayed a professional and positive attitude toward students and staff?  Yes ☐ No ☐
4. Provide an overview of the student’s attendance and punctuality.
5. Areas for Improvement and Action Plan:
6. Any further comments or concerns (about our placing process, the student, the placement?)

**To ask ECE Student:**

1. What are your specific goals that will lead to new skills or understanding for this placement?
2. Comments or concerns. (overall attendance and punctuality etc.)

Is Student/Mentor aware of mid-term and final evaluation of learning outcomes?  Yes ☐ No ☐

**FPS’s Signature:** ____________________________  Copy provided to College Faculty: ☐

Copy provided to Student: ☐
Responsibilities of the Field Placement Student

1. In the event of absence, notify the Field Placement Mentor/Site, as well as the Field Placement Specialist, prior to the start of your shift.

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 and have the Field Placement Mentor sign the Attendance Sheet at mid-term and final evaluation.

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 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 Learning Outcomes Feedback Form, Attendance Sheet and any other negotiated tasks required of students.

11. Self-evaluate at mid-term and during final week of each Field Placement.

12. Attend and participate in all Field Placement Theory to Practice Classes and Field Placement Prep 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 seminar attendance requirements, meet Field Placement attendance requirements and complete all written tasks and assignments within the designated time frame.
Responsibilities of the Field Placement Specialist (FPS)

1. Coordinating all Field Placement selection for the students and posting of the Field Placement lists.
3. Being 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. Meeting with the Field Placement Site/Agency staff as requested and answer any questions related to the Field Placement. Facilitating Field Placement visits as requested by the Field Placement Site/Agency, Field Placement Specialists and College Faculty.
5. Reviewing the Learning Outcomes Feedback Form and Field Placement Attendance Form in determining the outcome of the Field Placement, maintaining open communication with College Faculty and Field Placement Coordinator when concerns arise.
6. Encouraging 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. Facilitating and delivering the Field Placement Prep Course to support students in preparation for Field Placements. Planning and attending community Field Placement meetings at the Mohawk College. Providing support and being a resource to Site Supervisor, Field Placement Mentor, College Faculty and students.
8. Providing College Faculty with a mid-term checklist regarding: student attendance, concerns and updates relating to a student’s Field Placement, as well as maintaining open communication with Faculty throughout a student’s Field Placement experience.
9. Providing copies of the Field Placement Visit Report to the College Faculty and Students. Attending Theory to Practice class (as required) to support students during their Field Placement experience and to foster student success.

Responsibilities of the College Faculty

1. Delivering the Theory to Practice Course to support the Field Placement.
2. Collaborating with the Field Placement Specialist and student during the Field Placement experience to better support the students.
3. Maintaining open communication with the Field Placement Specialist and students regarding matters related to the Field Placement experience.
4. Participating in planning and attending community Field Placement meetings at Mohawk College.
5. Reviewing and grading all Theory to Practice 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 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 Learning Outcomes Feedback Form is filled in completely, by involving all staff working with the student in the completion of the form. Sign the Attendance Form indicating the student has completed all the required days/hours. Directs 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.
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 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 evaluation with the student, return the form to the student, as they are required to submit it to their Field Placement Specialist. The form will be signed by both the Field Placement Mentor and student, indicating acceptance of the form as valid assessment of their performance.
11. Sign the Field Placement Attendance Form verifying Field Placement days/hours attended by the student.
## ECE Program of Studies

### YEAR 1 – SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Hrs/Semester</th>
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<tbody>
<tr>
<td>EC101</td>
<td>Health, Safety and Nutrition</td>
<td>28</td>
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<tr>
<td>EC121</td>
<td>Child Development and Behaviour 1</td>
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</tr>
<tr>
<td>EC110</td>
<td>Infant and Toddler Learning Environment</td>
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<tr>
<td>EC115</td>
<td>Learning Environment 1</td>
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</tr>
<tr>
<td>EC128</td>
<td>Parent-Teacher-Child Relationships 1</td>
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<tr>
<td>LL041</td>
<td>Communications</td>
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<tr>
<td>EDUC10088</td>
<td>Field Placement Prep</td>
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### YEAR 1 – SEMESTER 2

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<td>EC221</td>
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<td>EC215</td>
<td>Learning Environment 2</td>
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<tr>
<td>EDUC10089</td>
<td>Theory to Practice 1**(concurrent with Field Placement 1)**</td>
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<td>WORK10130</td>
<td>Field Placement 1**(concurrent with Theory to Practice 1)**</td>
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<td>EC228</td>
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### YEAR 2 – SEMESTER 3

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<td>EC323</td>
<td>Curriculum 1</td>
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<tr>
<td>EC301</td>
<td>Inclusion in the E.C.E. Classroom</td>
<td>42</td>
</tr>
<tr>
<td>EC129</td>
<td>Family Dynamics</td>
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<td>EC420</td>
<td>Parents as Partners</td>
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<td>WORK10131</td>
<td>Field Placement 2**(concurrent with Theory to Practice 2)**</td>
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### YEAR 2 – SEMESTER 4

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<tr>
<td>EC332</td>
<td>Supervision and Administration</td>
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<td>EC427</td>
<td>Issues in Early Childhood Education</td>
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<td>General Education Elective (x 2)</td>
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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 Field Placements are assigned a letter grade - R (requirements met) or an FL (failure). Theory to Practice courses are taken concurrently with Field Placements 1, 2 and 3. In order to proceed to the next placement and Theory to Practice course, students must obtain a passing grade in the course as well as receive an “R” for the placement. **If a failure occurs in either Theory to Practice or Field Placement, both courses must be repeated.**

*New Program of Studies as of Fall 2015*