EARLY CHILDHOOD EDUCATION

Field Placement
Mentor Guide

Revised Fall 2018
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 and ECE Faculty.
GLOSSARY OF TERMS and EXPECTATIONS

LEARNING EXPERIENCE: 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 Weekly Curriculum Planning Chart. Please refer to the Appendix for the Activity Plan Template.

ATTENDANCE:

DAYS/HOURS OF FIELD PLACEMENT: The students are to fulfill the required number of hours as if they were a full-time employee of the site/agency. The shift will not exceed 8 hours/day including lunch. The Field Placement has an identified number of days the students are required to complete in order to be successful on the Field Placement. 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. After 2 days absent from Field Placement, students are to also notify their Field Placement Specialist. When a student is absent 3 consecutive days, a doctor’s note will be required to be submitted to their Field Placement Specialist. College classes cannot be missed for the purpose of Field Placement make-up days.

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

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

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

SNOW DAYS PROCEDURE: Inclement weather can impact on attendance in classes and on 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.

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

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 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.

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

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

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

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

**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 and contains both a Mid-term and Final Evaluation component. 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 and is required to give it to their Field Placement Mentor one week prior to Mid-term and the Final Evaluation (Mentor sections are shaded grey). On these two occasions, Field Placement Mentors and the student should meet to discuss the feedback and review the student’s Action Plans.

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

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 Anecdotal and Running Record Observation Template. Each Field Placement activity/assignment requires an observation.
**WEEKLY CURRICULUM 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 Curriculum Planning Chart Template.

**REFLECTIVE JOURNAL:** Students will keep a journal of personal reflections (one a week) linking specific experiences with either children, families or staff from their Field Placement to one of the foundations in *How Does Learning Happen?*

**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 (i.e: snack, lunch, diapering/washroom, sleep/rest) during Field Placement as per site/agency’s policies. During Field Placements 1 and 2, students may require assistance and support during routines. As Field Placements progress, students are expected to initiate routines.

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

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

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

- Field Placement Confirmation Form
- Sample Learning Outcomes Feedback Form Guide
- Sample Success Agreement
- Sample of The Observation Form
- Sample Weekly Curriculum Planning Chart Template
- Sample Learning Experience 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
To be completed by the student and the Field Placement Supervisor. Both parties are required to keep a copy of this form to be compliant with the Ministry of Advanced Education and Skills Development (MAESD) process for student Workplace Insurance coverage. The student must upload completed form to eLearn dropbox. Submit this form by your first day of placement to avoid suspension of Field Placement.

<table>
<thead>
<tr>
<th>Part A: Completed by the Field Placement student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Full Name</td>
</tr>
<tr>
<td>Home Address</td>
</tr>
<tr>
<td>Mohawk Email Address</td>
</tr>
<tr>
<td>Phone Number</td>
</tr>
<tr>
<td>Indicate if this is placement 1, 2, 3,</td>
</tr>
</tbody>
</table>

Workplace Insurance: As a student completing an unpaid work placement you are covered under either the Workplace Safety and Insurance Board (WSIB) or private insurance coverage (Chubb) that is provided via the MAESD, depending on the Placement Employer’s coverage. If the assigned agency is not covered under WSIB you will be covered under Chubb, otherwise, you will be covered by WSIB (see section B below for the type of insurance coverage you will have during this placement). In the event of injury/disease while on placement you are required to immediately report the accident/injury to the Placement Employer. The Placement Employer must complete an accident report and provide a copy to the Mohawk College representative (FPS). If a workplace insurance claim is reportable to the WSIB or CHUBB, you must also complete a Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form, which requires signatures from the Placement Employer, yourself, and the Mohawk College Field Placement Specialist (FPS). This may result in personal student information being disclosed to the MAESD. The FPS will coordinate this process. For more information regarding this process visit: [http://www.tcu.gov.on.ca/pepg/publications/placement.html](http://www.tcu.gov.on.ca/pepg/publications/placement.html). Contact the Field Placement Specialist for assistance. Sign this form in acknowledgement of the insurance coverage available to you.

Health and Safety: Check the Health and Safety Training/Certificates you have completed through the college: WSIB □ AODA □ Workplace Violence and Harassment □ Health and Safety in 4 Steps □ Anaphylaxis Training □ Slips-Trips-Falls □

Other:

- Student Signature:  
- Date Signed: 

<table>
<thead>
<tr>
<th>Part B: Completed by the Field Placement Supervisor</th>
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<tbody>
<tr>
<td>Agency Name</td>
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<tr>
<td>Address (#, Street, City)</td>
</tr>
<tr>
<td>Agency Director/Manager/Principal (VP)</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Name and role of person who verified Police Clearance</td>
</tr>
<tr>
<td>Supervisor name and role at the site</td>
</tr>
<tr>
<td>Supervisor email address; required as evaluations will be emailed</td>
</tr>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Supervisor Phone and ext.</td>
</tr>
<tr>
<td>Placement start and end Date</td>
</tr>
<tr>
<td>Daily start and end time</td>
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<tr>
<td>Placement days per week</td>
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<tr>
<td>Name(s) of other placements mentors (optional)</td>
</tr>
<tr>
<td>Is the Placement Employer covered under WSIB *if paid employees are covered under WSIB then this would be yes</td>
</tr>
<tr>
<td>Have you discussed the following agency specific health and safety topics with the placement student?</td>
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</tbody>
</table>

Workplace Insurance: The Placement Employer agrees that it will provide the Student Trainee with health and safety training and supervision to protect them from health and safety hazards that may be encountered at the Placement Employer’s workplace. In event of injury or disease while on placement the Placement Employer is required to complete an accident report with the Mohawk student. A copy must be sent to the Mohawk College representative (the FPS). In the event a workplace insurance claim is made, you will be asked to sign a completed Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form. The FPS will coordinate this. Where the Placement Employer is covered under WSIB they must complete a Letter of Authorization to Represent the Placement Employer. This allows Mohawk College to represent the Placement Employer on matters related to the WSIB claim. 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 information regarding the MAESD Workplace Insurance guidelines and procedures 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 (aka Placement Employer) 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, safety requirement, accident/injury reporting procedures, and approval of the Field Placement schedule indicated above.

✉ Placement Supervisor’s Signature:  
✉ Date Signed:  

Mohawk Representatives  
Field Placement Specialist: Melanie Graham, melanie.graham@mohawkcollege.ca 905-575-1212 ext. 3252  
Karen MacDonald, karen.macdonald4@mohawkcollege.ca 905-575-1212 ext. 3045  
Karen Shurvin, karen.shurvin@mohawkcollege.ca 905-575-1212 ext. 4374
# Performance Levels

<table>
<thead>
<tr>
<th>Y</th>
<th>Consistently performs task</th>
<th>S</th>
<th>Sometimes performs task</th>
<th>N</th>
<th>Does not perform task</th>
</tr>
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</table>

**Checklist:** Please circle one that best describes the student’s performance

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

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

## With respect to children:

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<thead>
<tr>
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<th>Mid-Term:</th>
<th>Final:</th>
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<td>S</td>
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<tr>
<td><strong>Y</strong></td>
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- Initiates positive warm interactions and engages in children’s play and exploration

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<th>Mid-Term:</th>
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<tr>
<td><strong>Y</strong></td>
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- Uses appropriate voice tone, language, and non-verbal methods to communicate

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<th>Mid-Term:</th>
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- Displays appropriate affection and attentiveness

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- Listens and responds to children

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<tr>
<td><strong>Y</strong></td>
<td>S</td>
<td>N</td>
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</table>

- Models relationships that reflect anti-bias practice

## With respect to parents:

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<th>Mid-Term:</th>
<th>Final:</th>
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<td><strong>Y</strong></td>
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- Acknowledges (verbally and/or non-verbally) and greets the parents

## With respect to the team members:

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<th>Mid-Term:</th>
<th>Final:</th>
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- Maintains effective and respectful communication

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<th>Mid-Term:</th>
<th>Final:</th>
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<td><strong>Y</strong></td>
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- Respects availability/other responsibilities

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<th>Mid-Term:</th>
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<td><strong>Y</strong></td>
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<td>N</td>
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</tbody>
</table>

- Explains reasons for actions, feelings, and activities to others
# ECE Field Placement Success Agreement

<table>
<thead>
<tr>
<th>Mohawk College Student</th>
<th>Field Placement Site/Agency</th>
<th>Field Placement Mentor</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Mohawk College Staff</th>
<th>Signature</th>
<th>Date</th>
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<tr>
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</tr>
<tr>
<td>Mohawk College Student</td>
<td>Signature</td>
<td>Date</td>
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</table>
# Observation Form for Mohawk College Early Childhood Education Program

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Name:</td>
<td></td>
</tr>
<tr>
<td>Children’s Names (Semester 2+):</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time Started:</td>
<td></td>
</tr>
<tr>
<td>Time Ended:</td>
<td></td>
</tr>
<tr>
<td>Child’s Date of Birth/ Age in Years &amp; Months:</td>
<td>(let all children if observing a group in Semester 2+)</td>
</tr>
<tr>
<td>Centre/Organization Name:</td>
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<tr>
<td>Educator(s) Name(s):</td>
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<tr>
<td>Observer’s Name:</td>
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<tr>
<td>Setting:</td>
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<tr>
<td>Anecdotal:</td>
<td></td>
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<tr>
<td>Running Record:</td>
<td></td>
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</tbody>
</table>

## Time Stamp

<table>
<thead>
<tr>
<th>Time Stamp</th>
<th>Observation</th>
<th>Child Development Inferences</th>
<th>Environment Inferences</th>
<th>Educator’s Role Inferences</th>
<th>Interests/Areas of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Running Record Only)</td>
<td>Detailed description of child(ren) and setting:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What happened? (Anecdotal)/What is happening? (Running Record):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Indicate your use of references for the child development inferences:**

- **Required Resource (indicate one):**


**Optional Resource:**


[http://www.edu.gov.on.ca/eng/curriculum/elementary/Kindergarten.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/Kindergarten.html)

**Updated:** 8/20/18

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**Colour Coding Legend (Semester 2+):**

- Physical: Red
- Cognitive: Yellow
- Communication: Green
- Emotional: Blue
- Social: Orange

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This form must be typed.
Learning Experience Plan

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Date of Implementation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Group:</td>
<td>Type of Experience:</td>
</tr>
</tbody>
</table>

Setting:

Note: This form contains two pages. The first page is the plan, the second page is the reflection.

*The reflection page is only implemented during field placements.*

Page 1 of this template form must always be typed

To be completed before the implementation:

**Observe & Record**
I have observed and recorded:
*(Provide a brief summary of your observation(s) including development and interest/areas of inquiry.)*

**Do**
I will do the following:
*(Discuss/outline a clear beginning, middle and end of the experience including the set up/materials and facilitation methods.)*

This is how I will ensure full inclusion of this activity so it can be experienced by all participating:

1 of 2 Updated 8/18/22
Learning Experience Reflection

To be completed after the implementation.
This form may be typed or handwritten.

Review & Reflect:

What went well?

What would you change?

How would you follow up with other experiences?

This is what I learned:

a) about children's development

b) about the environment as a whole

c) about myself as an educator (supporting children)

Placement Mentor’s Feedback/Suggestions for Further Growth (use back of form as needed):

Placement Mentor’s/Educator’s Name:

Placement Mentor’s/Educator’s Signature:

Date:
**Weekly Curriculum Planning Chart**

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>OTHER NOTES</th>
</tr>
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<td><strong>Provocation</strong></td>
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<td>(I plan to...)</td>
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<td><strong>Materials List</strong></td>
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<td>(be specific)</td>
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<td><strong>Engagement</strong></td>
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<td>Strategies</td>
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<td>(I will engage the children by...)</td>
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<td><strong>Reflection must include:</strong></td>
<td>Reaction</td>
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<td>Reaction</td>
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<tr>
<td>* PCCES- what did you learn about development?</td>
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<tr>
<td>* HDLH- list at least one foundation supported? Why?</td>
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<tr>
<td>* Were any changes/adjustments made? Why?</td>
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</tbody>
</table>

*Color Coding Legend (2nd Semester+)*
- Physical (Red)
- Cognitive (Yellow)
- Communication (Green)
- Emotional (Blue)
- Social (Orange)

*Observe and Record: Provide a brief summary of your observation(s) including development and interest/area of inquiry:*

---

This form must be typed

Updated: 8/22/18
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
# ECE – Field Placement Visit

<table>
<thead>
<tr>
<th>Date of Visit:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Site:</td>
<td>Visit Number:</td>
</tr>
<tr>
<td>F.P. Specialist:</td>
<td>College Faculty:</td>
</tr>
</tbody>
</table>

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 (both online weekly attendance and form included in Learning Outcomes Feedback Form) 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 and Program Statement 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 within the designated time frame.

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.
Responsibilities of the Field Placement Specialist (FPS)

1. Coordinate all Field Placement selection for the students and posting of the Field Placement lists.
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 and College Faculty.
5. Review 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. 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 delivering the Field Placement Prep Course to support students in preparation for Field Placements. Plan and attend community Field Placement meetings at the Mohawk College. Provide support and act as a resource to Site Supervisor, Field Placement Mentor, College Faculty and students.
8. Provide College Faculty with a mid-term and final 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. Provide (or send via email) copies of the Field Placement Visit Report to the College Faculty and Students.
10. Attend 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. Deliver the Theory to Practice 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. Participate in planning and attending community Field Placement meetings at Mohawk College.
5. Review and grade all Theory to Practice requirements.
Responsibilities of the Field Placement Site Supervisor

1. Recommend and assign 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. Ensure direct supervision of the student by the Field Placement Mentor.

11. 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.

12. 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.

13. 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.

14. 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 midterm and 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>Total Hrs/Semester</th>
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<tbody>
<tr>
<td>Health, Safety and Nutrition</td>
<td>28</td>
</tr>
<tr>
<td>Child Development and Behaviour 1</td>
<td>42</td>
</tr>
<tr>
<td>Responsive Care for Infants and Toddlers</td>
<td>42</td>
</tr>
<tr>
<td>Learning Environment 1</td>
<td>42</td>
</tr>
<tr>
<td>Parent Teacher Child Relationship 1</td>
<td>42</td>
</tr>
<tr>
<td>Communications D or Communication</td>
<td>56</td>
</tr>
<tr>
<td>Field Placement Prep</td>
<td>14</td>
</tr>
</tbody>
</table>

## YEAR 1 – SEMESTER 2

- Child Development and Behaviour 2: 42 hours
- Learning Environment 2: 42 hours
- Theory to Practice 1** *(concurrent with Field Placement 1)*: 28 hours
- ECE Field Placement 1** *(concurrent with Theory to Practice 1)*: 25 days
- Parent Teacher Child Relationship 2: 42 hours
- Elective: 42 hours

## YEAR 2 – SEMESTER 3

- ECE Curriculum 1: 42 hours
- Inclusion in the ECE Classroom: 42 hours
- Family Dynamics: 42 hours
- Parents As Partners: 42 hours
- Theory to Practice 2** *(concurrent with Field Placement 2)*: 28 hours
- ECE Field Placement 2** *(concurrent with Theory to Practice 2)*: 25 days

## YEAR 2 – SEMESTER 4

- ECE Curriculum 2: 42 hours
- Supervision and Administration: 35 hours
- Issues in Early Childhood Education: 35 hours
- Theory to Practice 3** *(concurrent with Field Placement 3)*: 28 hours
- ECE Field Placement 3** *(concurrent with Theory to Practice 3)*: 25 days
- Elective: 42 hours