

Early Childhood Education

Field Placement 3   
Learning Outcomes Feedback Form Overview

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

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

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

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

Field Placement Specialists:

Melanie Graham [melanie.graham@mohawkcollege.ca](mailto:melanie.graham@mohawkcollege.ca), 905-575-1212 X3252

Maria Agro [maria.agro@mohawkcollege.ca](mailto:maria.agro@mohawkcollege.ca), 905-575-1212 X4176

Karen Shurvin [karen.shurvin@mohawkcollege.ca](mailto:karen.shurvin@mohawkcollege.ca), 905-575-1212 X4374

Field Placement Visits

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

The Field Placement Mentors will have the opportunity to discuss the student’s progress at this time. Telephone/email conversations with the Field Placement Mentors will take place as needed for all Field Placement experiences.

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

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

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

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

In order to complete a successful Field Placement 3, the student must have **most** of the outcomes and elements circled **as yes and all Field Placement assignments, activities and projects implemented**.

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

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

Field Placement 3 Requirements

### Field Placement Agency/Site Specific Requirements

1. Student and Employer Declaration (Formerly Field Placement Confirmation Form) (complete on the first day)
2. Sign off on Agency/Site Policies, Program Statement, Curriculum Documents (complete during Agency/Site Orientation)
3. Picture Profile (post on the first day of Field Placement)

### Planning and Implementation Requirements

#### Step 1

The student will use the following tools from 1 to 5 to gather information **prior to the implementation** of any activities. (To be shared with the Field Placement Mentor 1 week prior to implementation.)

1. Calendar (complete within the first week in collaboration with your Field Placement)
2. Observations (minimum of eight, three of which need to be anecdotal or running record)
3. Interest Web (one web based on the interest determined from observations)
4. Curriculum Planning Ideas (one web based on the determined interests, skills and abilities of the children)
5. Resource List

### Planning and Implementation Requirements

#### Step 2

Once the student has completed the requirements in Step 1, the student will plan and implement the following. Once the planning and implementation is completed, the student is responsible for completing a reflection for each activity.

**Please Note:** All Field Placement paperwork must be typewritten and a hard copy must be provided to the Field Placement Mentor one week in advance prior to implementation of any activities.  If this is not followed, the student will be required to repeat the activity.

1. The student will plan and implement **4 Learning Areas** and **3 Large Group Activities** over the **same 2-week period** based on the children’s emerging skills and interests and follow the **facilitation checklist** during the same 2-week period. Use the Weekly Curriculum Planning Charts for each Learning Area.

The student will be responsible for the set up for the 2-week period and implement on their assigned Field Placement days.

The 4 Learning Areas are carried out for 2 weeks each within the same 2-week period with the 3 Large Groups and Facilitation Checklist.

For the Facilitation Checklist, the student must:

* + initiate transitions,
  + initiate routines,
  + demonstrate awareness of rules & regulations,
  + facilitate implementation of plans,
  + and facilitate program changes as necessary (i.e. due to weather, trips, etc.).

1. 2 Spontaneous Experiences
2. 1 Negotiated Experience / Task (Discuss with your Field Placement Mentor what will benefit their program. For example, a resource bin, parent board, additional activities, parent survey, etc.)

### Field Placement Reflective Journal

Student 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?

Students may also use the “Questions for Reflection” at the end of each foundation in HDLH to help guide their thinking.

### Mentor Guide

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

Performance Levels

### Midterm and Final Review

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

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

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

### Field Placement Feedback

Student’s view of performance in this area.

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

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

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

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

With respect to children

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

With respect to parents

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

With respect to the team members

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

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

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

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

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

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

With respect to personal wellness

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

With respect to children

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

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

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

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

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

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

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

### Essential Employability Skills

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