

# Fanshawe College Child Development Practitioner Practicum HUB

# FANSHAWE COLLEGE CHILD DEVELOPMENT PRACTITIONER PRACTICUM HUB

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Fanshawe College Pressbooks  
London, Ontario



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# ACKNOWLEDGEMENTS

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This open textbook has been compiled, edited and partially adapted by Sheryl Third in partnership with the OER Design Studio and the Library Learning Commons at Fanshawe College in London, Ontario.

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## Attribution

Specific section attributions can be found at the bottom of each section, with a note about modifications if applicable.

Cover Attribution: Image created with Freepik AI Suite using the prompt “Three children wearing colorful rain boots and jackets standing on a wet pavement.” Modified by Sanaz Habibi.

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## Collaborators

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- Shauna Roch, *Project Lead*
- Wilson Poulter, *Copyright Officer*

# LAND ACKNOWLEDGEMENT

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Photo by Sue Thompson, CC BY-ND 2.0

The Land Acknowledgement is done to remember and honour those that cared for and lived on the land 1000s of years before it became Canada. The Land Acknowledgement tells the true history of this land we call Canada, and that it was inhabited by the First Peoples long before Christopher Columbus claimed to discover it. From the first moment Columbus came to the America's, violence and colonization occurred and continues today (Robertson, 2019).

We acknowledge and honour the Anishinaabe, Haudenosaunee, and Lenape people of Southwestern Ontario as the traditional owners and custodians of the lands and waterways where Fanshawe College is located. Further, we acknowledge the cultural diversity of all Indigenous peoples and pay respect to Elders past, present and future. We celebrate the continuous living cultures of the original inhabitants of Canada and acknowledge the important contributions Indigenous people have and continue to make in Canadian society. The College

respects and acknowledges our Indigenous students, staff, Elders, and Indigenous visitors who come from many nations.

While land acknowledgements are an important starting point for working towards truth and reconciliation, it's essential that we remember that that's what it is: a starting point. If we do land acknowledgements without taking serious steps towards understanding the truth of Canada's shameful history of oppression of Indigenous peoples (that continues today) and without actively working towards challenging and dismantling Settler Colonialism, our land acknowledgements become meaningless tokens.

# EQUALITY, DIVERSITY, & INCLUSION

## The Centre for Equity, Diversity and Inclusion at Fanshawe

Fanshawe College is committed to fostering a place where we belong. Of our six EDI priorities, one speaks to belonging in our workplaces. As field placement partners, we invite you to also create a sense of belonging in your work with us to align with our EDI priorities. This value alignment is of paramount importance to ensure a safe, equitable, and fair space for our students to feel heard and appreciated in the work that they do. Fanshawe is committed to fostering this attitude in our students as well, and the expectation of our students is they will work to foster this type of environment while on field placement.



Photo by Fanshawe College. © All Rights Reserved. Used with Permission.

## How Can We All Create a Place Where We Belong?

Here are seven tips for creating an inclusive and safe workplace:

1. Have safe and confidential spaces to report instances of inequity, discrimination, and harassment.
2. Use pronouns when you introduce yourself and in email signatures.
3. Proactively remove barriers to Equity, Diversity, Inclusion, and Accessibility by doing an EDIA Audit and link progress to actionable, measurable, and scheduled outcomes.
4. Commit your organization to lifelong unlearning and learning through formal EDI education and allowing both employees and student placements to informally engage in the community to unlearn and learn.
5. Offer anti-discrimination and anti-racism training, with particular emphasis on name discrimination

and how it relates to students from equity-deserving communities.

6. Start meetings with a personal land acknowledgement and give others the opportunity to do so as well.
7. Promote a culture of work-life balance and demonstrate a commitment to the diverse ways that look for equity-deserving communities.

## Resources:

Visit the Equality, Diversity, & Inclusion page to access the links.



- Advancing Justice, Equity, Diversity and Inclusion in Work Integrated Learning [PDF]
- What Works Toolkit
- The Guide to Allyship
- Gender Unicorn

# ABOUT THIS BOOK

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The reader will be introduced to the Apprenticeship Pathway to obtaining their early education diploma at Fanshawe College.

This Open Resource is where you will find everything you need to complete the six placements required, along with some additional resource material that will support you in your journey to completing your apprenticeship training.

## Accessibility Statement

We are actively committed to increasing the accessibility and usability of the textbooks we produce. Every attempt has been made to make this OER accessible to all learners and is compatible with assistive and adaptive technologies. We have attempted to provide closed captions, alternative text, or multiple formats for on-screen and offline access.

The web version of this resource has been designed to meet Web Content Accessibility Guidelines 2.0, level AA. In addition, it follows all guidelines in Appendix A: Checklist for Accessibility of the *Accessibility Toolkit – 2nd Edition*.

In addition to the web version, additional files are available in a number of file formats, including PDF, EPUB (for eReaders), and MOBI (for Kindles).

If you are having problems accessing this resource, please contact us at [oyer@fanshawec.ca](mailto:oyer@fanshawec.ca).

Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue (e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader)

## Feedback

Please share your adoption and any feedback you have about the book with us at [oer@fanshawec.ca](mailto:oer@fanshawec.ca)

# CHAPTER 1 - GETTING STARTED

## Chapter Outline

1.0 Learning Outcomes

1.1 Why take the Child Development Program (CDP) program pathway to your ECE diploma?

1.2 The Steps to Getting Registered in Courses at Fanshawe College

1.3 Placements Throughout the Program

# 1.0 LEARNING OUTCOMES

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## Learning Outcomes

By the end of this chapter, the apprentice will be able to:

- Outline the steps for registering as an ECE apprentice and the placement requirements.
- Describe the pathway to getting their ECE diploma.



Photo by [Ian Schneider](#), Unsplash License.

# 1.1 WHY TAKE THE CHILD DEVELOPMENT PROGRAM (CDP) PROGRAM PATHWAY TO YOUR ECE DIPLOMA?

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You and your employer enter into a contract, representing your employer's willingness to support you in gaining specific skills at the workplace as well as the signing-off of your contract, which reflects the number of working hours you have accrued.

While enrolled at Fanshawe College, the apprentices are also registered as Child Development Practitioner Apprentices with the Ministry of Trades.

The apprentice completes eighteen courses that run over 7 weeks at Fanshawe College in a hybrid format with synchronous and asynchronous online classes. Students can take one course or all that are offered each semester as long as they meet prerequisites and six (6) placements, with most placements being completed within their current workplace.

Before graduating as an Apprentice, 5280 hours of work, practical experience in child care, and 720 placement hours must be completed and documented.

Documentation for the Ministry of Trades includes maintaining a Log book [PDF].

## The First Step

The apprentice is to contact the nearest Ministry office to ask for an "Application for Apprenticeship," which can be completed online. The training consultant is chosen based on where the employer is located. To speak with a representative at the Ministry, please contact [appr.london@ontario.ca](mailto:appr.london@ontario.ca).

## 1.2 THE STEPS TO GETTING REGISTERED IN COURSES AT FANSHAWE COLLEGE

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The application will be emailed to the apprentice or employer. Academic qualification for the 620C (Trade Code) is the completion of Grade 12. (In this case below, the apprentice must have presented a copy of their high school transcript to MTCU in order to qualify for apprenticeship).

- The form is completed and emailed back to the training consultant at the Ministry.
- The training consultant then emails a “Training Agreement” to the employer.
- The apprentice and employer complete and sign the agreement and email it back to the Training Consultant.
- MTCU creates a record for the apprentice and issues a Client ID number. The date of signing the agreement is referred to as the “Seniority Date.”
- Within 90 days of signing the training agreement, an apprentice must complete the application for Membership in the Ontario College of Trades”. The application is sent to the apprentice from MTCU. The fee currently for that membership is \$60 plus HST.
- **Once the apprentice is “signed”** at the London office, a copy of their application and agreement is sent to Fanshawe College’s Registrar’s office. Fanshawe will contact you regarding registration and schedule.

This program is a part-time program, so you can register in one or more courses depending on your personal circumstances. The typical timeline to complete the program is 3 years.

All courses and placements costs are much lower than a regular diploma course. Currently, courses cost \$112.19 and Placements cost \$62.47 *plus* taking 3 (three) General Education College Level Courses (Electives) at Fanshawe College. The General education courses qualify for the ECE Grant.

In the following few chapters, we will provide all the paperwork and forms needed to successfully complete the placement portion of the program.

The model for Apprenticeship placement is that your Curriculum Professor is your direct faculty support. This means the student takes the Curriculum and Placement courses at the same time.

You are NOT assigned a faculty advisor, as the assumption is most of your hours are done within your workplace or workplace organization. **Your placement hours are to be completed within the 7-week time period you are registered, with *all* paperwork to be completed by the last day of the term.**

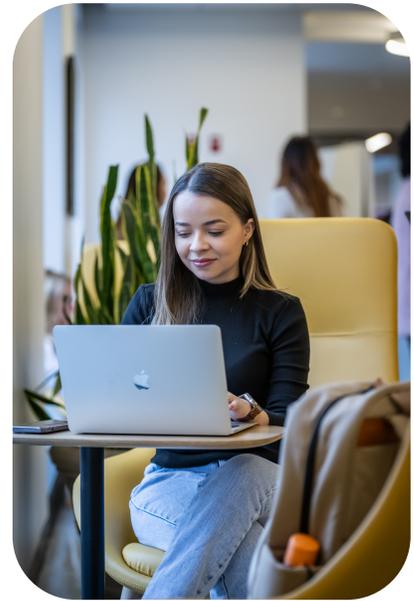


Photo by Fanshawe College. © All Rights Reserved. Used with Permission.

# 1.3 PLACEMENTS THROUGHOUT THE PROGRAM

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The following six placements will be completed throughout your training program:

## **Foundations of Early Learning**

This placement occurs in a Ministry of Education-approved program (such as Child Care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres). Licensed school-age programs do not qualify for this placement.

Chapter 4 – FLDP 1030- Foundations of Early Learning Placement

## **Pre-school Learning Environment 1**

This placement occurs in a Ministry of Education-approved program for children ages 2.5 to 6 years old (such as Child Care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres).

Chapter 5- FLDP 3033-Pre-school Learning Environment I

## **Pre-school Learning Environment 2**

This placement occurs in a Ministry of Education-approved program for children ages 2.5 to 6 years old (such as Child Care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres).

Chapter 6 – FLDP-5011 Pre-school Learning Environment 2

## **School-age Learning Environment**

This placement occurs in a Ministry of Education-approved program for children ages 6 to 12 years old. School-age children are those in grade 1 and up, until the age of 12 (such as licensed school-age programs).

Chapter 7 – FLDP 3034 School Age Learning Environment

### **Infant and Toddler Learning Environment**

This placement occurs in a Ministry of Education-approved program for children ages 0 to 30 months (such as licensed infant and toddler programs). Ontario Early Years programs that are geared towards infant and toddler participants are acceptable.

Chapter 8 – FLDP 5010 Infant Toddler Learning Environment

### **Advanced Placement**

This placement occurs in a Ministry of Education-approved program (such as Child care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres). Licensed school-aged programs do not qualify for this placement.

Chapter 9 – FLDP 5012 Advanced Placement

## **Additional Resources**



Visit page *1.3 Placements Throughout the Program* to access these links

- Child Development Practitioner – Skilled Trades Ontario
- Child Development Practitioner [Apprenticeship] | Fanshawe College

Apprenticeship Curriculum Standard Child Development Practitioner by Ontario College of Trades from Skilled Trades Ontario. Used under Fair Dealing for Educational Purposes (Canada).

# CHAPTER 2 - FIELD PLACEMENT ROLES AND RESPONSIBILITIES

## Chapter Outline

- 2.0 Learning Outcome
- 2.1 Apprentice Responsibilities
- 2.2 Agency Mentor's Responsibility
- 2.3 Fanshawe College Faculty Responsibilities
- 2.4 CDP Tracking Form

## 2.0 LEARNING OUTCOME

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### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Describe their roles and responsibilities as well as those of their agency mentor and college faculty.



***“**RECEs build positive relationships with colleagues by demonstrating respect, trust, and integrity. They support, mentor and collaborate with colleagues, including students aspiring to the profession” (CECE, 2017, p7).*



## Important Note

The model for Apprenticeship placement is that your Curriculum Professor is your direct faculty support. This means the student takes the Curriculum and Placement courses at the same time.

You are NOT assigned a faculty advisor, as the assumption is most of your hours are done within your workplace or workplace organization. Your placement hours are to be completed within the 7-week period you are registered, with ALL paperwork to be completed by the last day of the term.



Photo, by Christina @ wocintechchat.com, Unsplash Licence.

## 2.1 APPRENTICE'S RESPONSIBILITIES

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### Getting Started

- Review the Field Placement Workbook with your Agency Mentor
- Give the Progress Record to your Mentor to complete

### Attendance

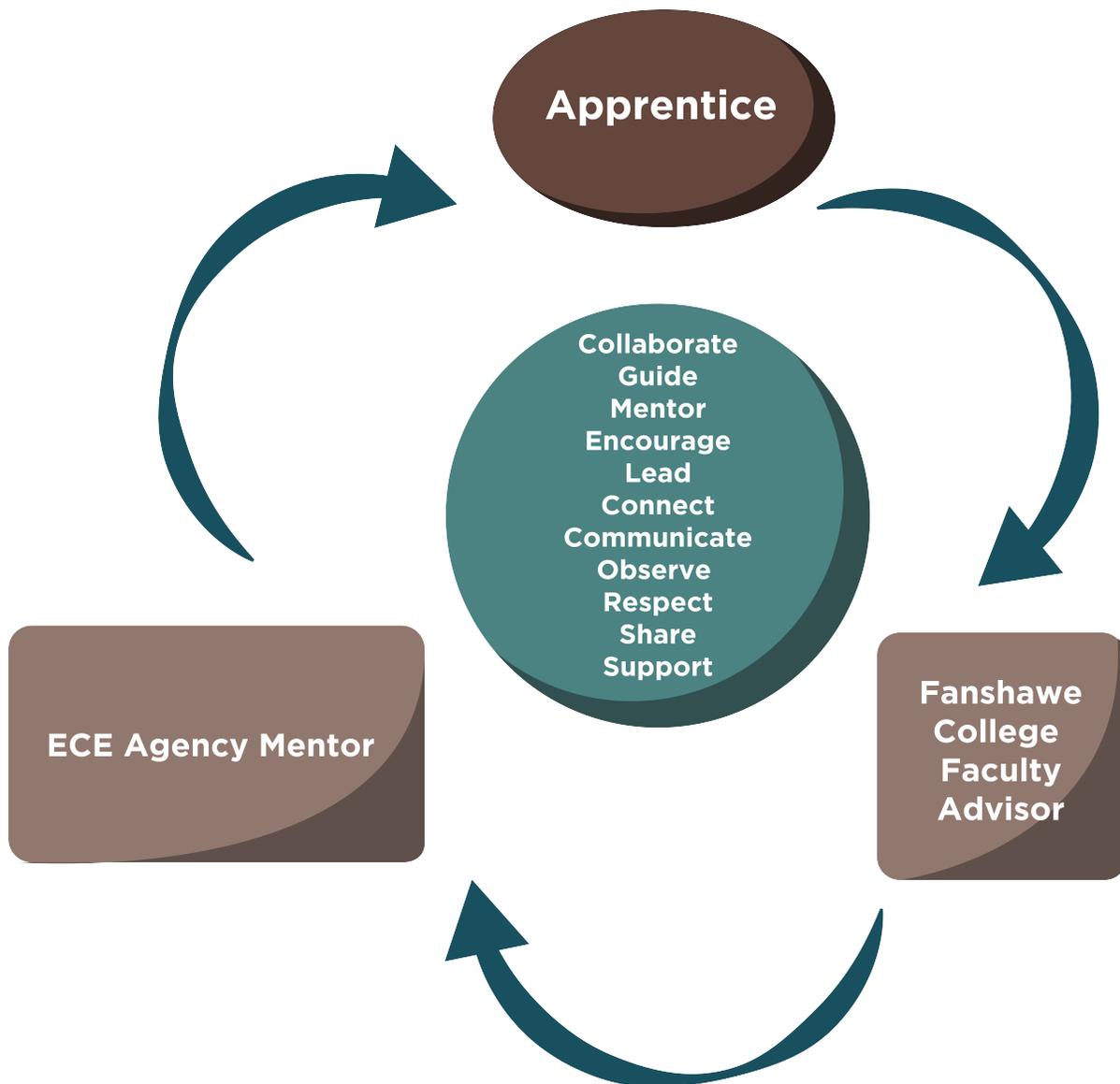
- Record daily placement hours using Record of Attendance Form (this varies depending on which placement you are completing)

### Curriculum Planning & Implementation

- Review the *assigned* curriculum requirements for the placement with your Agency Mentor
- Complete any related documentation & share it with your Agency Mentor
- Plan with your Agency Mentor *other* ways you can contribute to the daily curriculum

### Evaluation

- Complete the 'Self-Reflection'
- Meet with the Practicum Mentor to review your evaluations
- Provide a copy of your 'Self-Reflection' to your Mentor
- Prepare a signed copy of your evaluation to submit to the FOL submission folder in the corresponding curriculum course. The Apprentice will ensure all paperwork has the necessary signatures, which may be verified by your Curriculum Professor.



“Relationship Between ECE Partners”, Sanaz Habibi, CC BY-NC-SA 4.0

### Image Description

The image depicts a triangular relationship between three entities: an “Apprentice,” an “ECE Agency Mentor,” and a “Fanshawe College Faculty Advisor.” At the centre of the triangle is a large circle containing various action words that describe the nature of interactions and roles shared among the three entities. The words in the central circle are Collaborate, Guide, Mentor, Encourage, Lead, Connect, Communicate, Observe, Respect, Share, and Support.

The “Apprentice” is at the top of the diagram, with the “ECE Agency Mentor” positioned at the bottom left and the “Fanshawe College Faculty Advisor” on the bottom right.

Arrows between the central circle and the three entities suggest mutual engagement and communication focused on guiding and supporting the student's development. This image illustrates mentors' and advisors' collaborative and supportive roles in helping the Apprentice thrive.

## 2.2 AGENCY MENTOR'S RESPONSIBILITY

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The practicum mentor must be a registered member of the College of Early Childhood Educators.

To support apprentices, we encourage you to:

### Be a Mentor

Be a mentor to your apprentice, offering encouragement and support for their learning, asking and answering questions, and offering feedback regarding the apprentice's achievements and successes. Offer suggestions and guidance for the development of new skills. See Chapter 3 – Mentoring Relationships for more information on the topic of Mentoring.

### Record Progress

Use the Progress Record provided to document your apprentice's learning. Discuss your observations with the apprentice.

See chapters 5-10 for individual placement requirements and forms

### Pedagogical Discussion

On an ongoing basis, discuss with your apprentice the relationship between theory and their Pedagogical Practice [PDF].

### Review and Sign

Review and sign all placement forms once the apprentice has completed their hours.

## 2.3 FANSHAWE COLLEGE FACULTY'S RESPONSIBILITIES

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### Deliver

Deliver the Curriculum Course that is a co-requisite to the Field Placement.

### Review

Review the Placement requirements in that course and answer any questions related to the apprentice's responsibilities.

### Ensure

Ensure all paperwork is submitted and grades assigned within the given time frame.

## 2.4 CDP TRACKING FORM

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Visit 2.4 CDP Tracking Form to access the link

Use this form to track your progress through the program:

Child Development Practitioner/ Early Childhood Education (CDP/ECE4) Progression Tracking Form [PDF]

# CHAPTER 3 - MENTORING RELATIONSHIPS

## Chapter Outline

- 3.0 Learning Outcome
- 3.1 The Mentoring Relationship
- 3.2 Additional Resources



“

*The delicate balance of mentoring someone is not creating them in your own image but giving them the opportunity to create themselves*

—Steven Spielberg

To begin, let us look at how our regulatory body, the College of Early Childhood Educators, defines Mentoring:

“A reciprocal, ***relationship-based and process-oriented professional learning experience*** between two individuals (a mentor and a mentee) in the early learning and care sector. The purpose of the relationship is to ***learn and improve professional practice*** through reflective practice, self-directed learning, and collaboration”. A Mentor is an individual who ***shares and uses their knowledge, skills, and experiences to support and guide*** a mentee to improve their practice and acquire new skills” (College of Early Childhood Educators, 2018, p.2).

## 3.1 THE MENTORING RELATIONSHIP

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### Activity

Watch the videos below to provoke conversation about what traits or dispositions are necessary to be a mentor and what a positive mentor relationship looks like in your day-to-day work as an early-years professional.

What are the main messages in the videos that resonate with you as you consider mentoring and your mentoring relationship?



### Now Consider Your Disposition:

1. Demonstrate enthusiasm for learning and seek multiple perspectives.
2. Exemplify positive professional ethics and behaviours.
3. Have a positive attitude that expresses wonder and awe towards my work.
4. Devote the time needed to develop positive and effective relationships.
5. Encourage, motivate, and empower others to achieve their professional goals.
6. Find joy and passion in my day-to-day routines and work.

If you answered Yes to most of the above dispositions, you are ready to mentor an ECE Student.

(Zachary, 2012).

## 3.2 ADDITIONAL RESOURCES

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If you wish to explore the topic of Mentoring, here are some additional resources:

Visit page *3.2 Additional Resources*, to access the link to this resource.



- Mentoring: In Search of Meaning — Strive
- The College of Early Childhood Education also has a Resource on Mentoring [PDF]

# CHAPTER 4 - FLDP 1030- FOUNDATIONS OF EARLY LEARNING PLACEMENT

## Chapter Outline

4.0 Learning Outcome

4.1 Workbook for Submission – Foundations of Early Learning

4.2 Practicum Resources

## 4.0 LEARNING OUTCOME



### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Apply current and accessible resources to the field placement experiences and document the completion of the placement outcomes.

“

**P**lay is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul.” — Friedrich Froebel

### Placement Details

Foundations of Early Learning (42 hours): This placement occurs in a Ministry of Education-approved program (such as Child care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres). Licensed school-age programs do not qualify for this placement.



Photo, by Sigmund, Unsplash Licence.

*Placement details:* Apprenticeship Curriculum Standard Child Development Practitioner by Ontario College of Trades from Skilled Trades Ontario. Used under Fair Dealing for Educational Purposes (Canada).

# 4.1 WORKBOOK FOR SUBMISSION - FOUNDATIONS OF EARLY LEARNING

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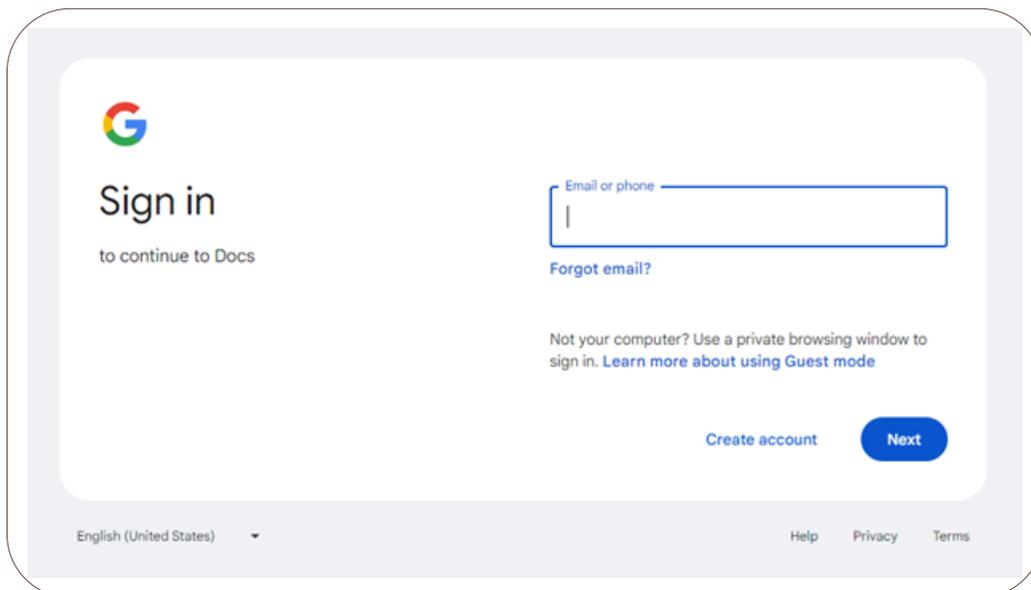
Access your Workbook for the Foundations of Early Learning Practicum by visiting page 4.1 Workbook for Submission in the Fanshawe College Child Development Practicum Hub

## Workbook Guides

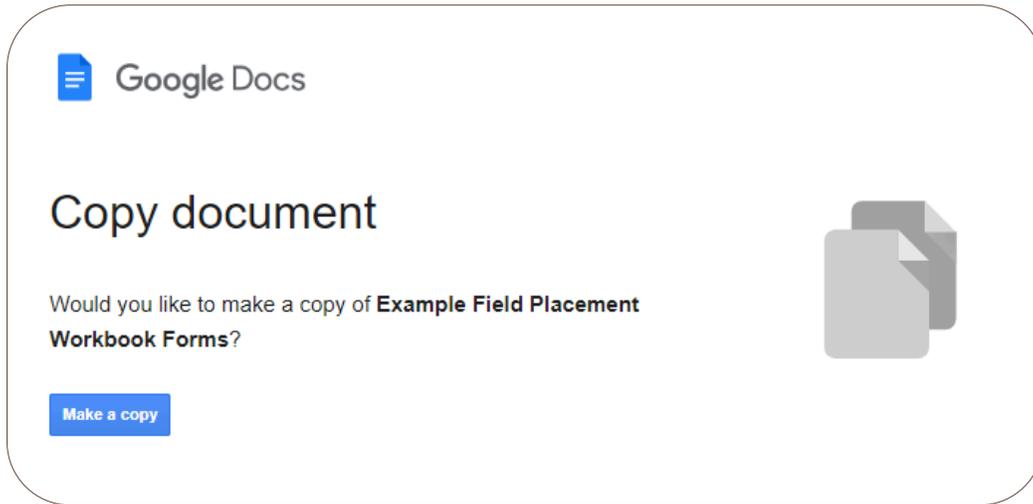
### Make a Copy of the Practicum Workbook

To create your version of the Practicum Workbook, click on the link found in the OER (above).

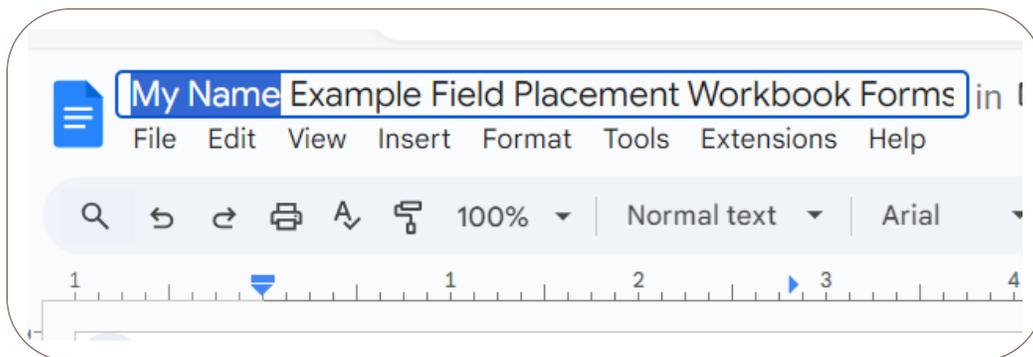
If you are not already, signed into Google, you will be prompted to sign in.



Once you are signed in, or if you were already signed in, you will see a page asking you to make a copy. Click *Make a copy*.



You will see that the title says “Copy.” Double-click on it so that it becomes editable. Delete “Copy of” and place your name. When you click away, it will be saved.



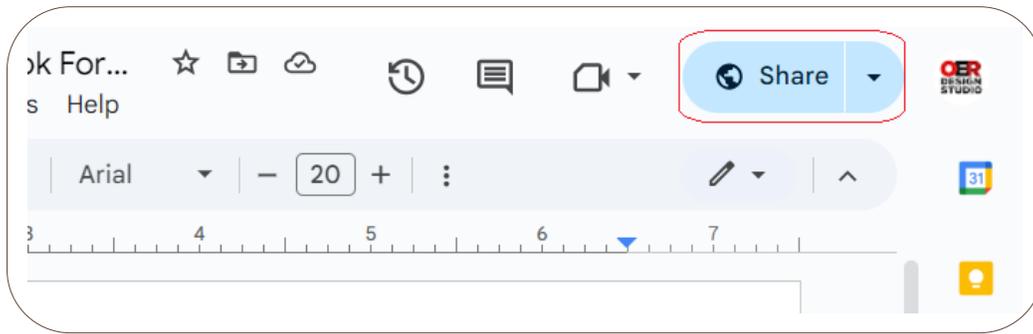
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## Share Your Practicum Workbook

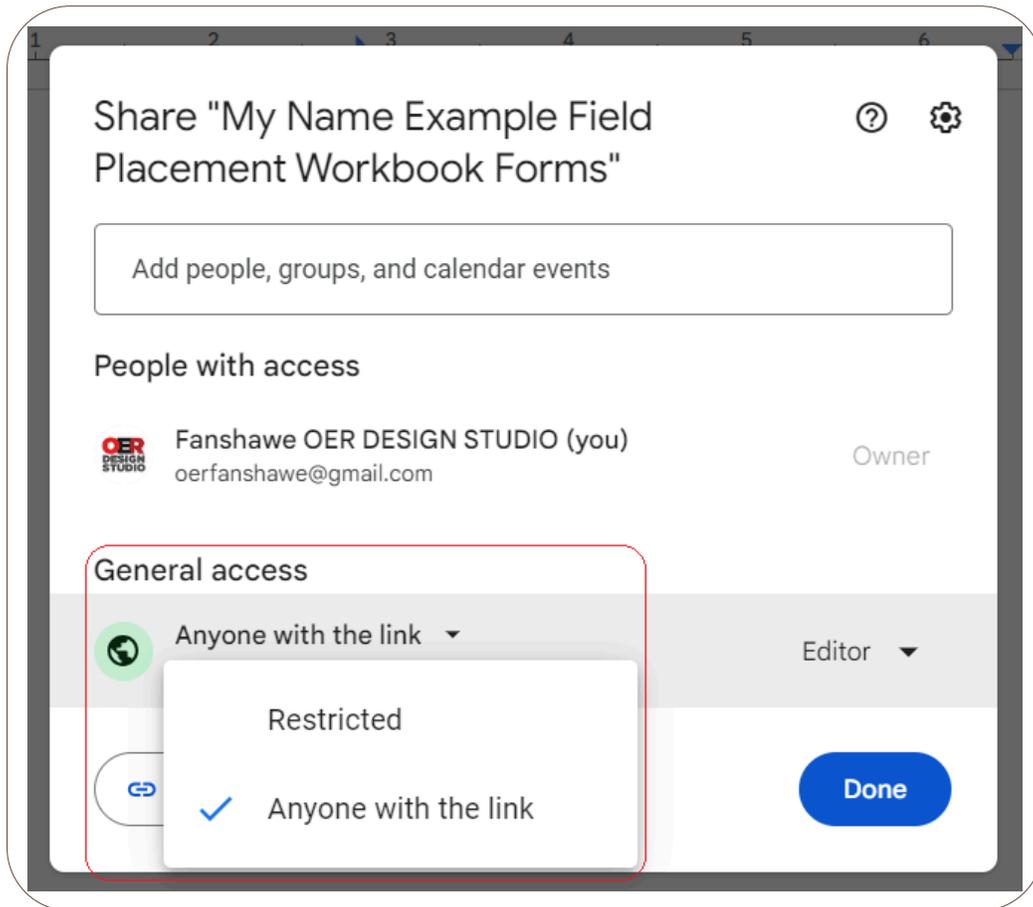
Your practicum workbook will also require input from your Agency Mentor and Faculty Advisor, if applicable.

To share your workbook, follow these steps.

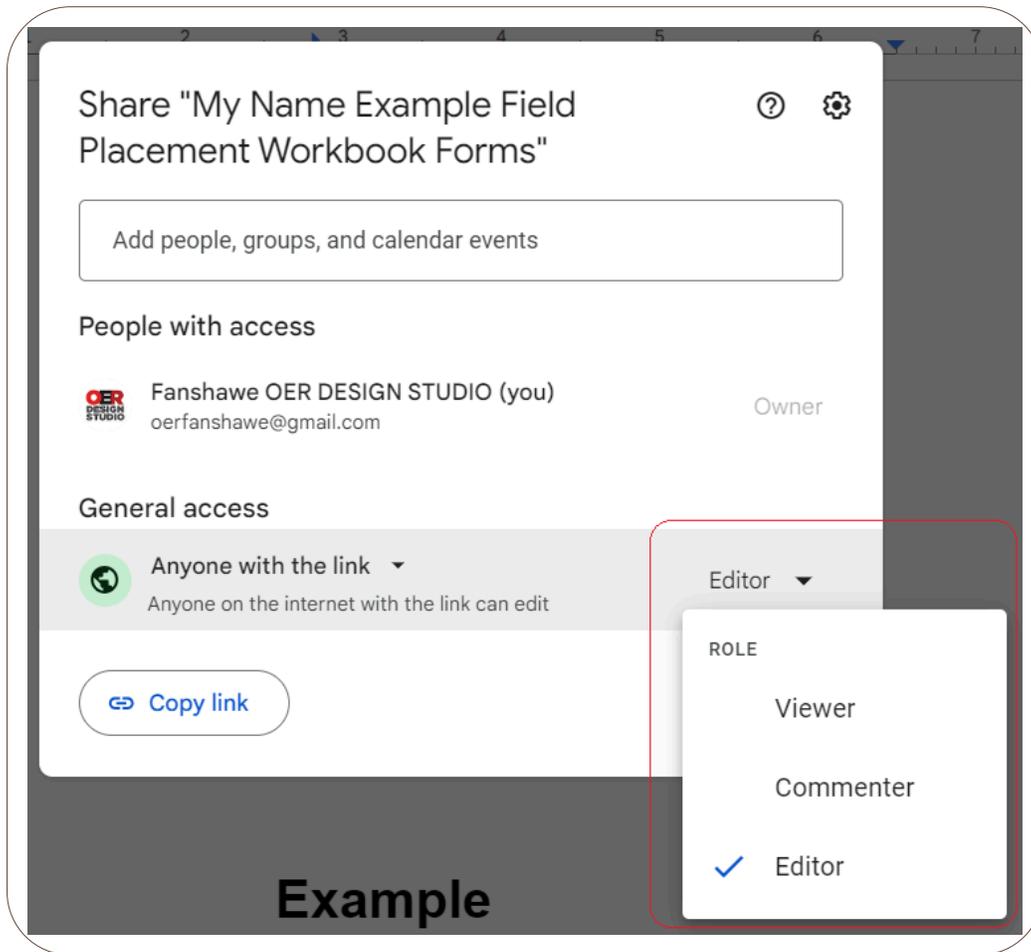
Click on the *Share* button.



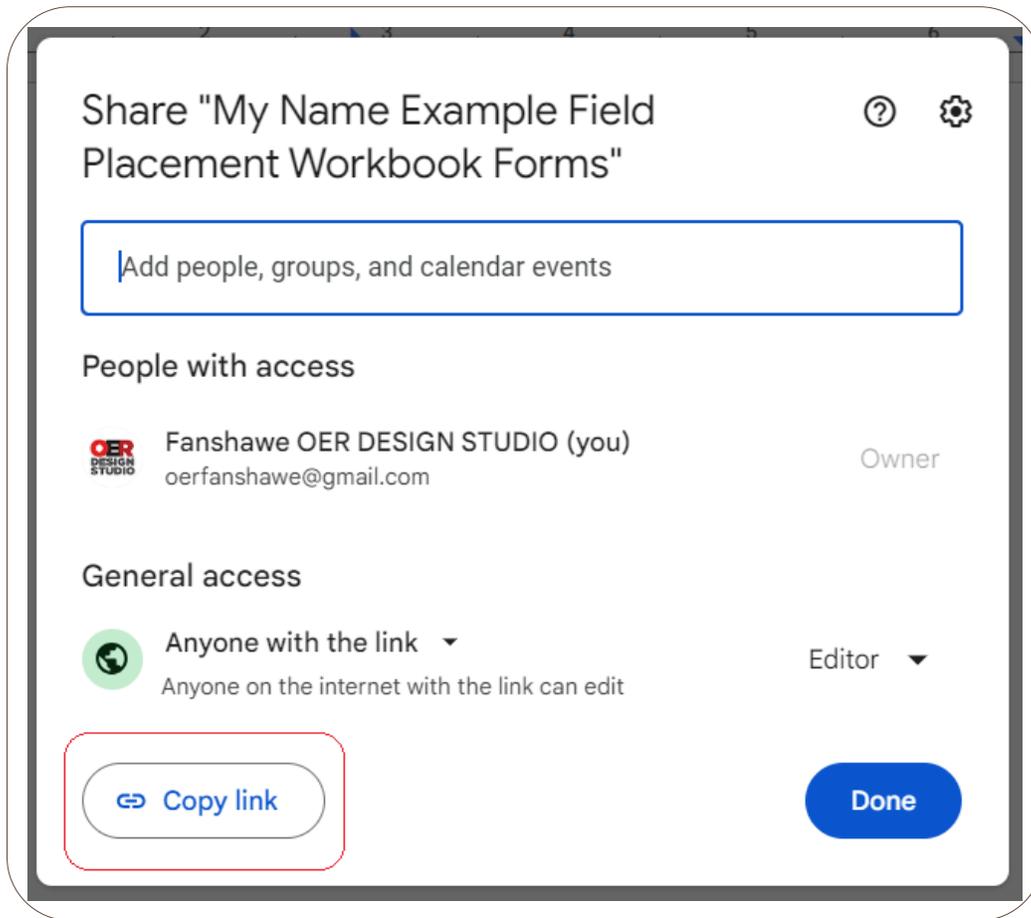
Under *General access*, change from “Restricted” to “Anyone with the link”.



Then click on “Viewer” and change it to “Editor”.



Click the Copy link button.



Now your link is copied you can email it to others who need access to the document.

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## Completing and Signing the Practicum Workbook

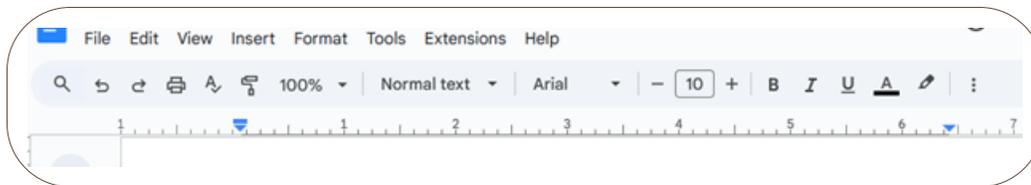
The workbook contains several different types of fillable areas. While many areas are for the student or apprentice to complete, there are also sections for the Agency Mentor and, if applicable, a Faculty Advisor.

Areas to be filled in with text are coloured blue. To complete one of these sections, click on the box and begin typing.

**Principle 1: Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.**

Click and type here

You can use any of the text formatting elements, such as bold, italics, bullets, etc., which can be found at the top of the page.



There are also checkbox options. For a checkbox, simply click on the box you wish to choose. If you want to uncheck a box, click it again.

**Professionalism**

Demonstrates professional and ethical behaviour consistently.

Midterm	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Final	<input type="checkbox"/> Yes	<input type="checkbox"/> No

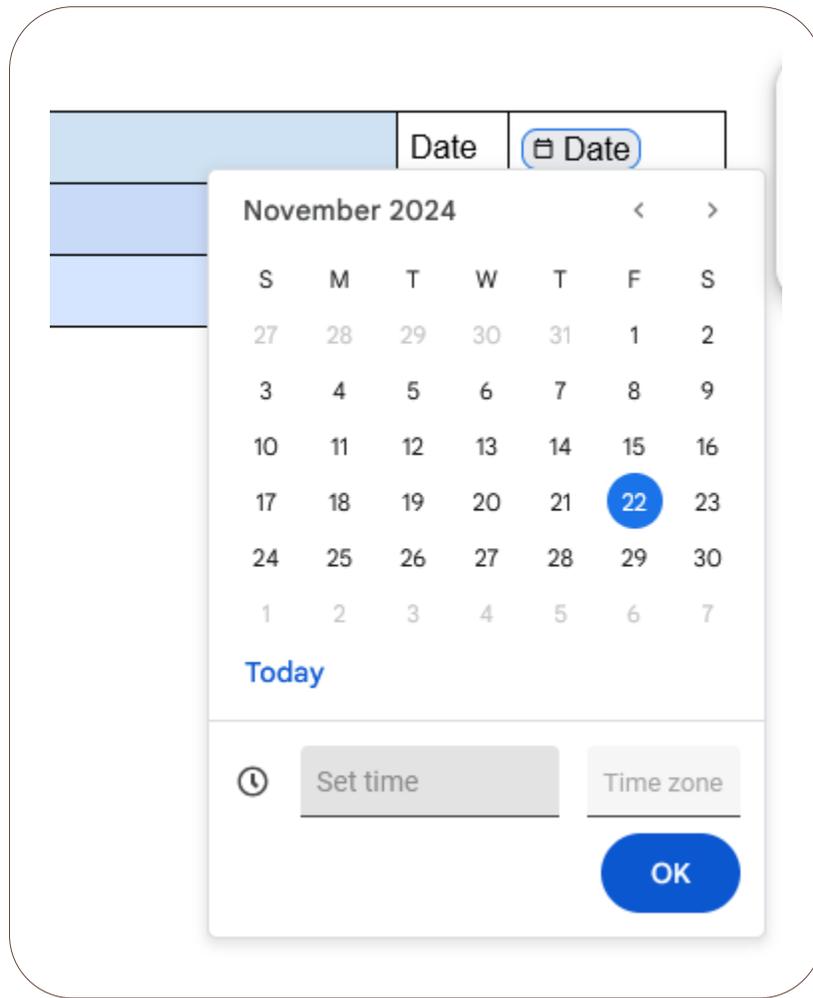
Text areas and checkboxes can also be mixed together and can be completed as outlined.

Actively Participates in Program Routines and Experiences	Mentor Rating				Initials
Utilizes routine times for conversations and interactions.					
	<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="checkbox"/> I	<input type="checkbox"/> U	

In some areas, you will see a *Date* button.

ECE Student Signature		Date	📅 Date
Agency Mentor Signature		Date	📅 Date
Faculty Advisor Signature		Date	📅 Date

Hover over the button to bring up the calendar. Click on the date you want to choose, and then click *Ok*.

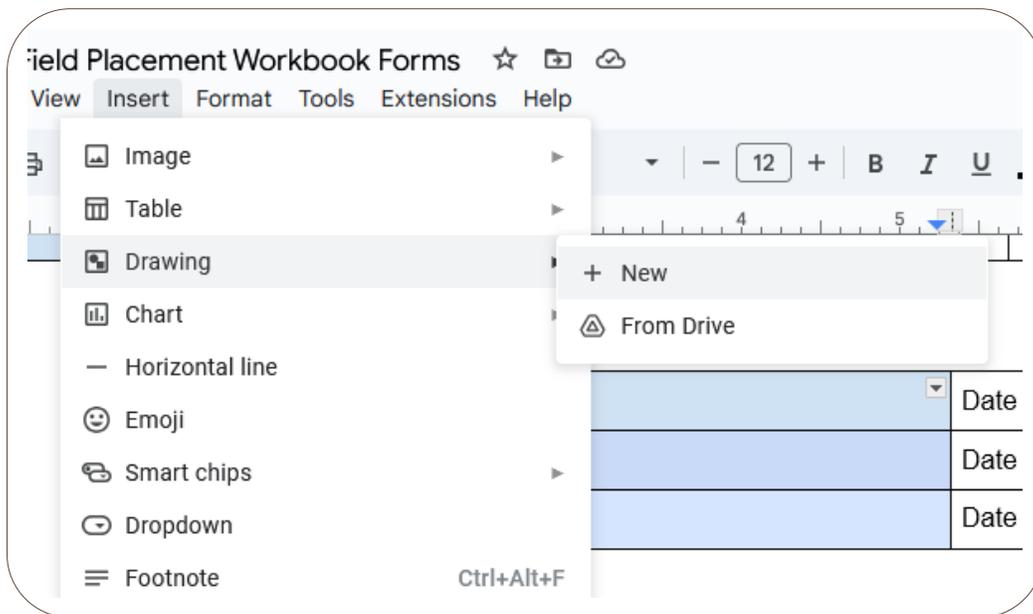


In some areas, you might be asked for a signature. You can draw your signature through the following steps.

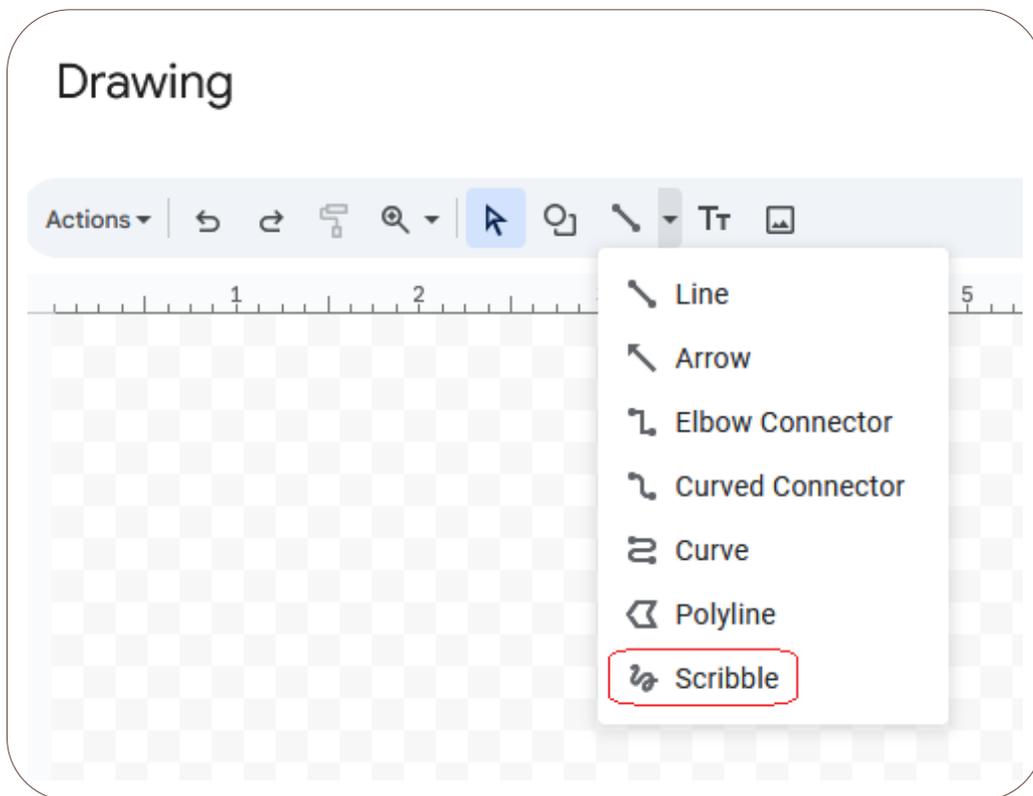
Place your cursor (click) in the signature box.

ECE Student Signature	<input type="text"/>	E
Agency Mentor Signature	<input type="text"/>	E
Faculty Advisor Signature	<input type="text"/>	E

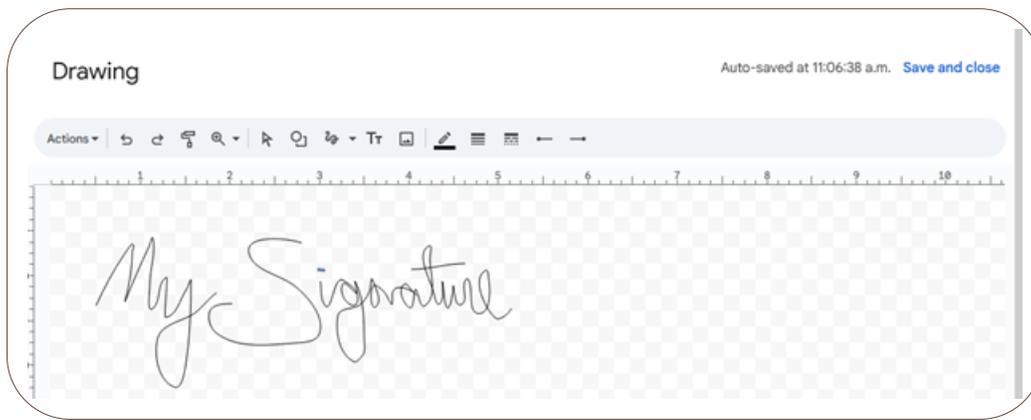
Click on the *Insert* menu, choose *Drawing*, and then *New*.



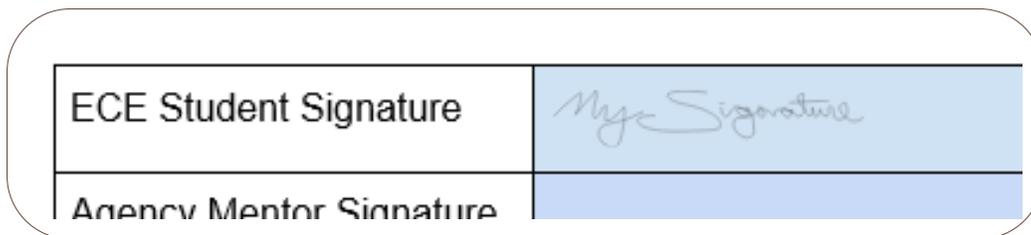
From the *Line* menu, choose *Scribble*.



Draw your signature in the box, and then click *Save and Close*.

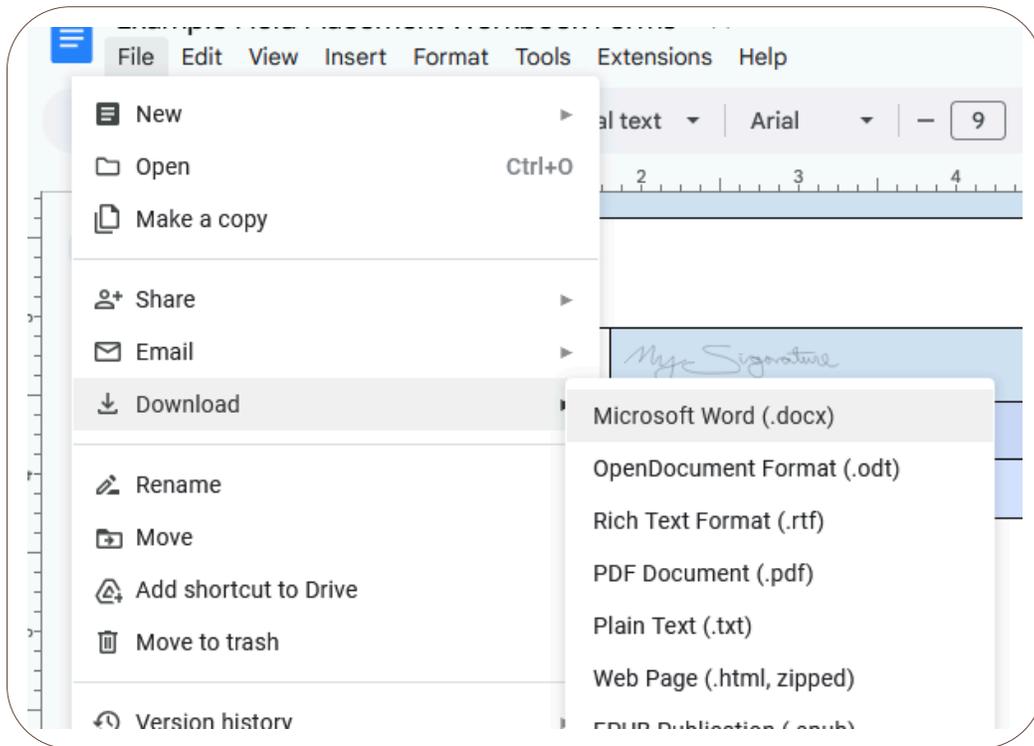


Grab the corner of the box and drag it to resize the drawing.



## Downloading Your Practicum Workbook

When it is time to submit your completed workbook to FOL you can download a copy. To download the workbook into Microsoft Word, navigate to the *File* menu, choose *Download*, and *Microsoft Word*.



You can then upload this document into the Submission Folder in FanshaweOnline.

---

To access more information about using Google Docs, such as making an account, visit [Appendix A: Google Skills](#).

## 4.2 PRACTICUM RESOURCES

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This is not an exhaustive list of resources, but some that may support your placement experience.

### Additional Resources

Visit 4.2 Practicum Resources to view the links.



- Excerpts from Early Learning for Every Child Today [PDF]
- How Does Learning Happen: Ontario's Pedagogy for Early Years
- Building on How Does Learning Happen Child Care [PDF]
- Indigenous Early Learning and Child Care Framework
- Canadian Centre for Outdoor Play » Outdoor Play Canada
- Self-Regulation in Early Childhood – Self-Reg

# CHAPTER 5 - FLDP 3033-PRE-SCHOOL LEARNING ENVIRONMENT I

## Chapter Outline

- 5.0 Learning Outcome
- 5.1 Workbook for Submission
- 5.2 Practicum Resources

## 5.0 LEARNING OUTCOME

---



### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Apply current and accessible resources to the field placement experiences and document the completion of placement outcomes.

“

*“The world is full of magic things, patiently waiting for our senses to grow sharper.” — W.B. Yeats*

### Placement Details

Pre-school Learning Environment I (72 hours): This placement occurs in a Ministry of Education-approved program for children ages 2.5 to 6 (such as Child care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres).



Photo by Alexandr Podvalny, Unsplash License.

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*Placement Details:* Apprenticeship Curriculum Standard Child Development Practitioner by Ontario College of Trades from Skilled Trades Ontario. Used under Fair Dealing for Educational Purposes (Canada).

# 5.1 WORKBOOK FOR SUBMISSION - PRESCHOOL LEARNING ENVIRONMENT 1

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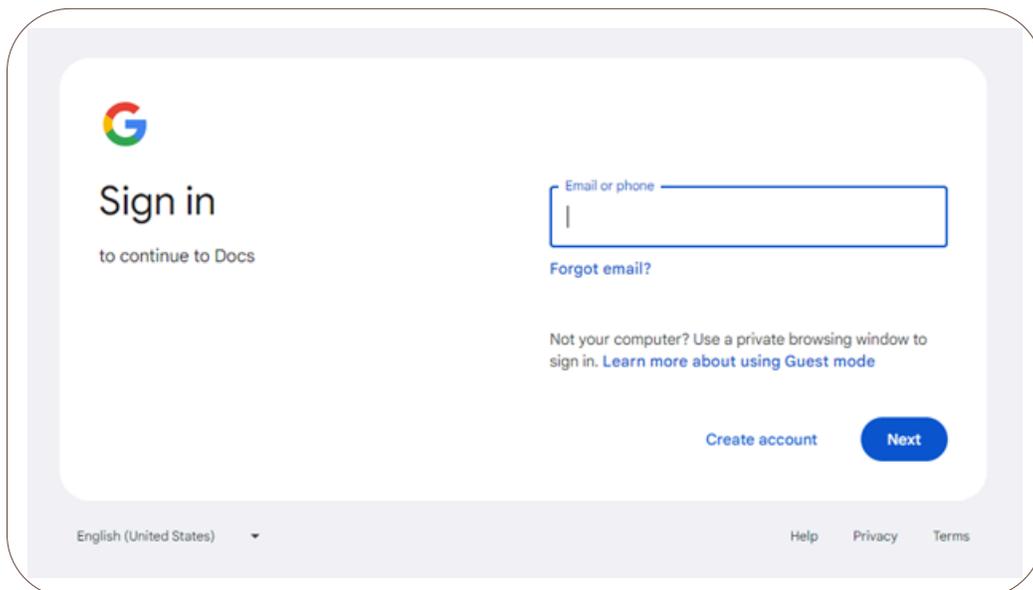
Access your Workbook for the Pre-school Learning Environment I Practicum on page 5.1 Workbook for Submission – Preschool Learning Environment 1 in the OER Fanshawe College Child Development Practitioner Practicum Hub

## Workbook Guides

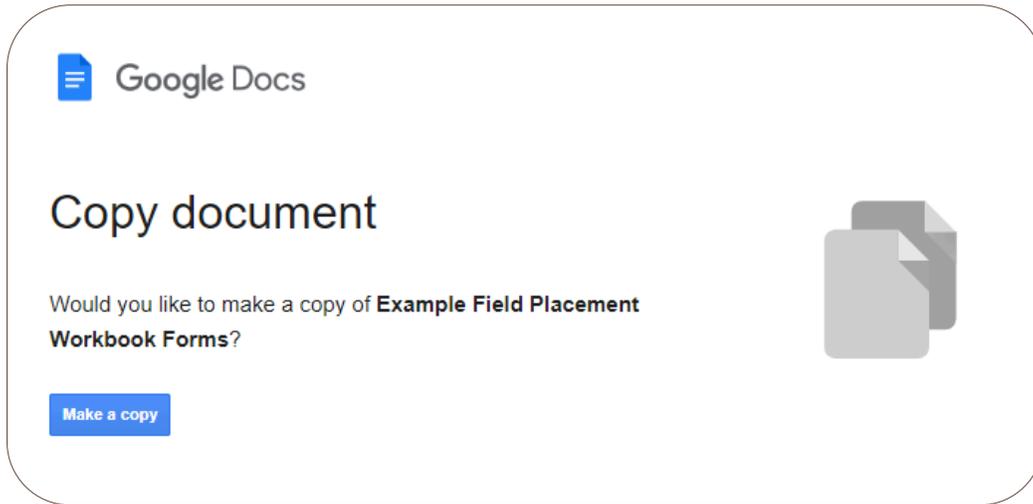
### Make a Copy of the Practicum Workbook

To create your version of the Practicum Workbook, click on the link found in the OER (above).

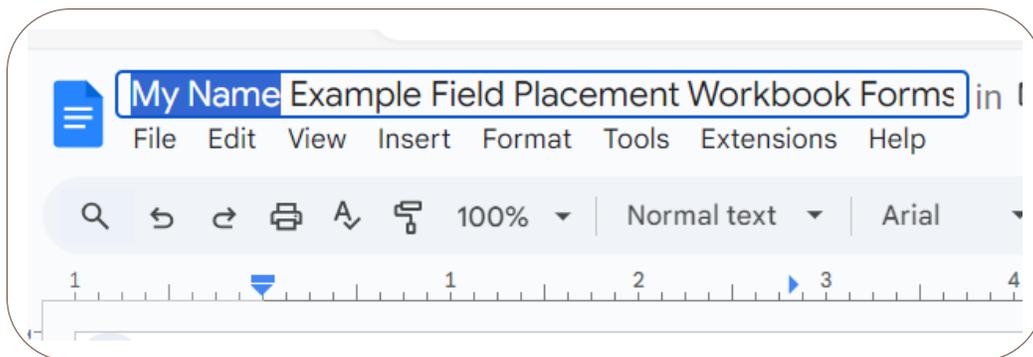
If you are not already, signed into Google, you will be prompted to sign in.



Once you are signed in, or if you were already signed in, you will see a page asking you to make a copy. Click *Make a copy*.



You will see that the title says “Copy.” Double-click on it so that it becomes editable. Delete “Copy of” and place your name. When you click away, it will be saved.

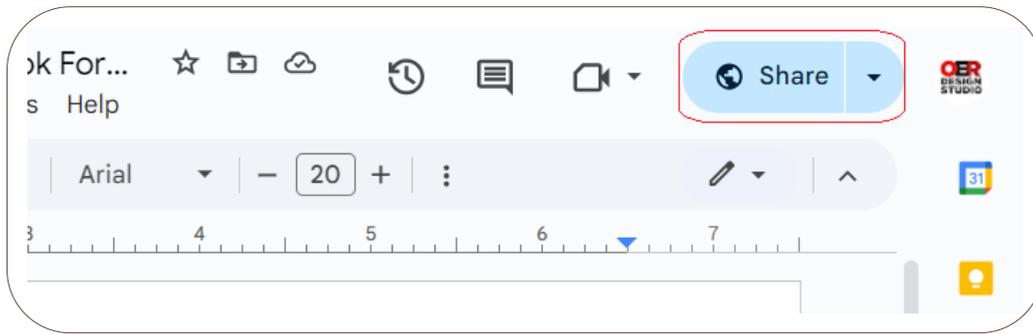


## Share Your Practicum Workbook

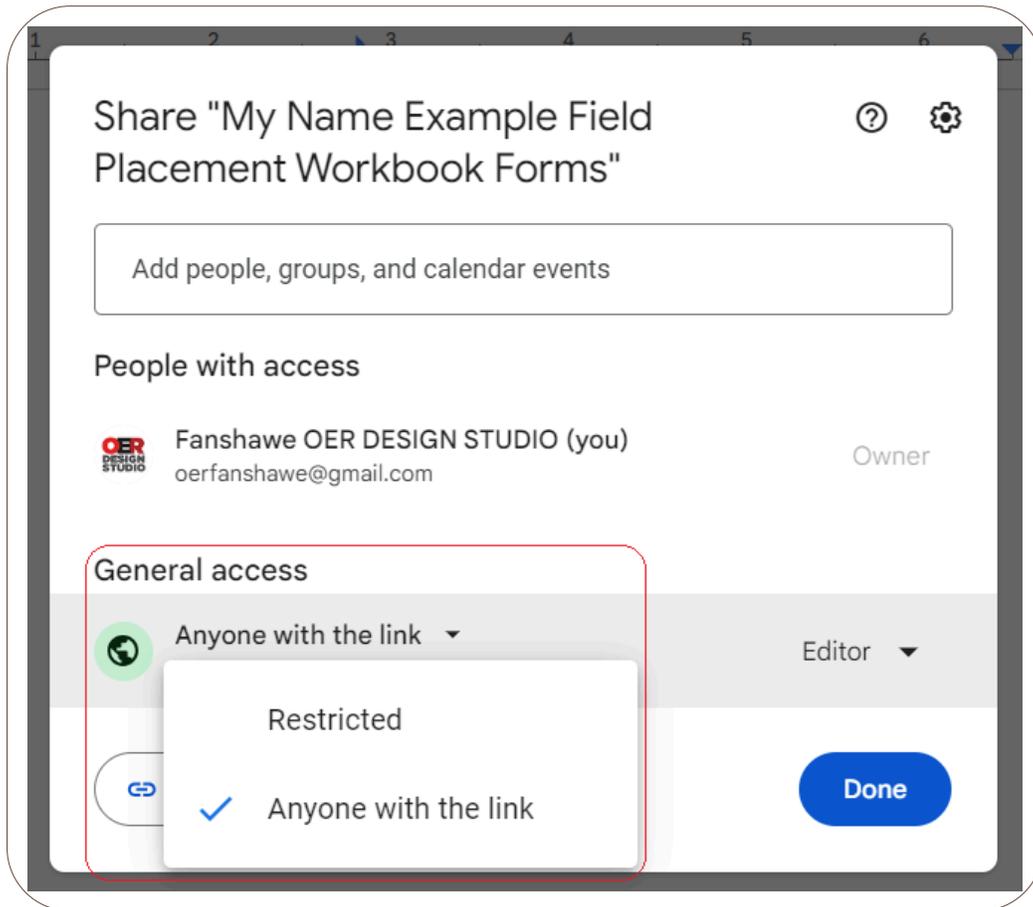
Your practicum workbook will also require input from your Agency Mentor and Faculty Advisor, if applicable.

To share your workbook, follow these steps.

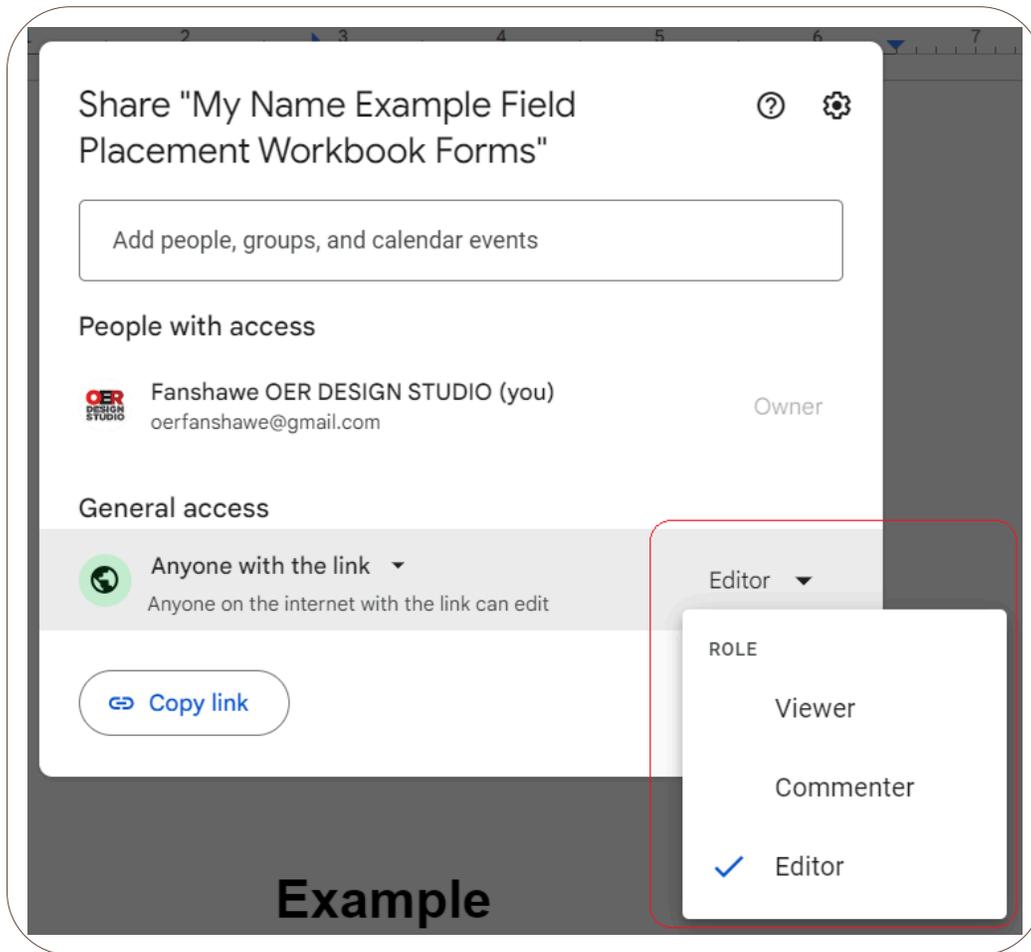
Click on the *Share* button.



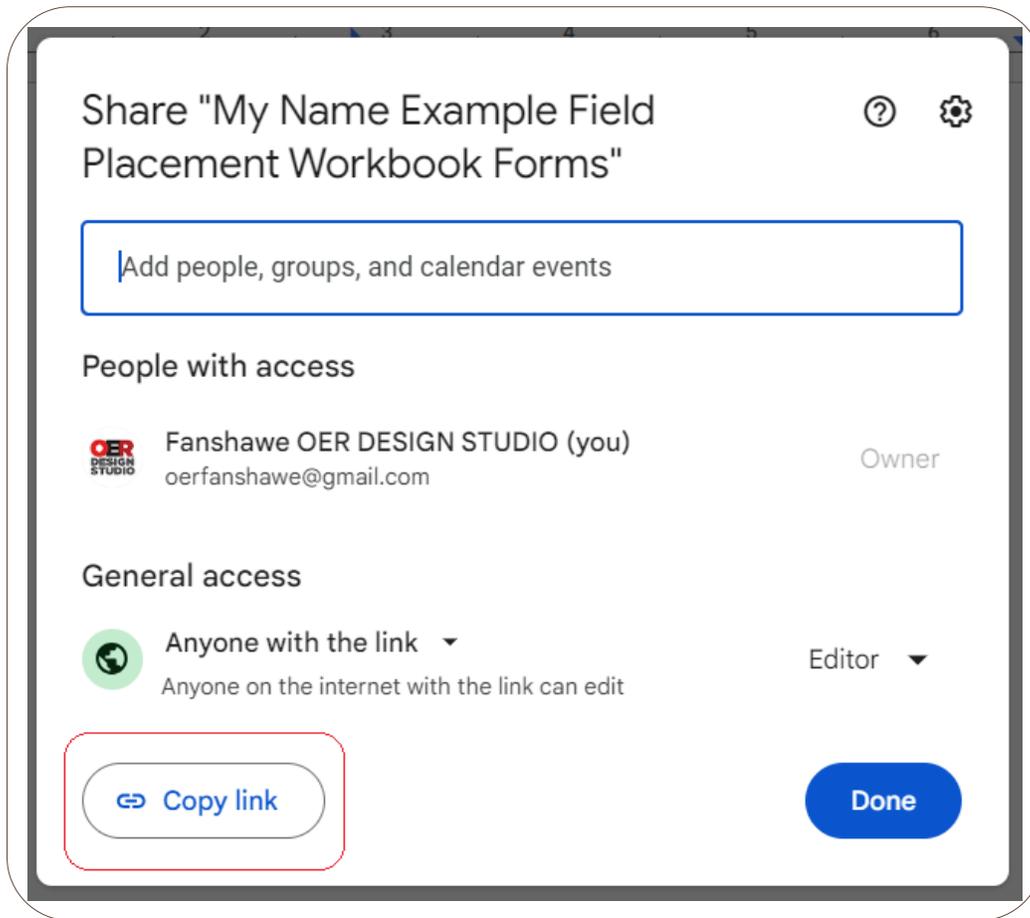
Under *General access*, change from “Restricted” to “Anyone with the link”.



Then click on “Viewer” and change it to “Editor”.



Click the Copy link button.



Now your link is copied you can email it to others who need access to the document.

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## Completing and Signing the Practicum Workbook

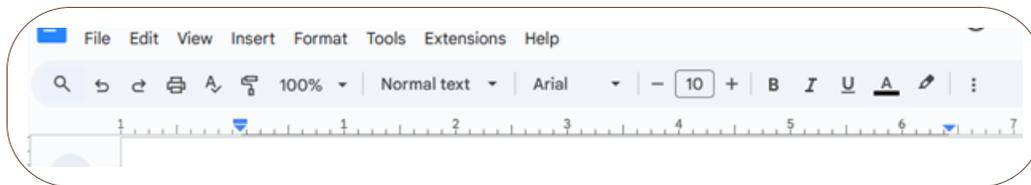
The workbook contains several different types of fillable areas. While many areas are for the student or apprentice to complete, there are also sections for the Agency Mentor and, if applicable, a Faculty Advisor.

Areas to be filled in with text are coloured blue. To complete one of these sections, click on the box and begin typing.

**Principle 1: Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.**

Click and type here

You can use any of the text formatting elements, such as bold, italics, bullets, etc., which can be found at the top of the page.



There are also checkbox options. For a checkbox, simply click on the box you wish to choose. If you want to uncheck a box, click it again.

**Professionalism**

Demonstrates professional and ethical behaviour consistently.

Midterm     Yes     No

Final         Yes     No

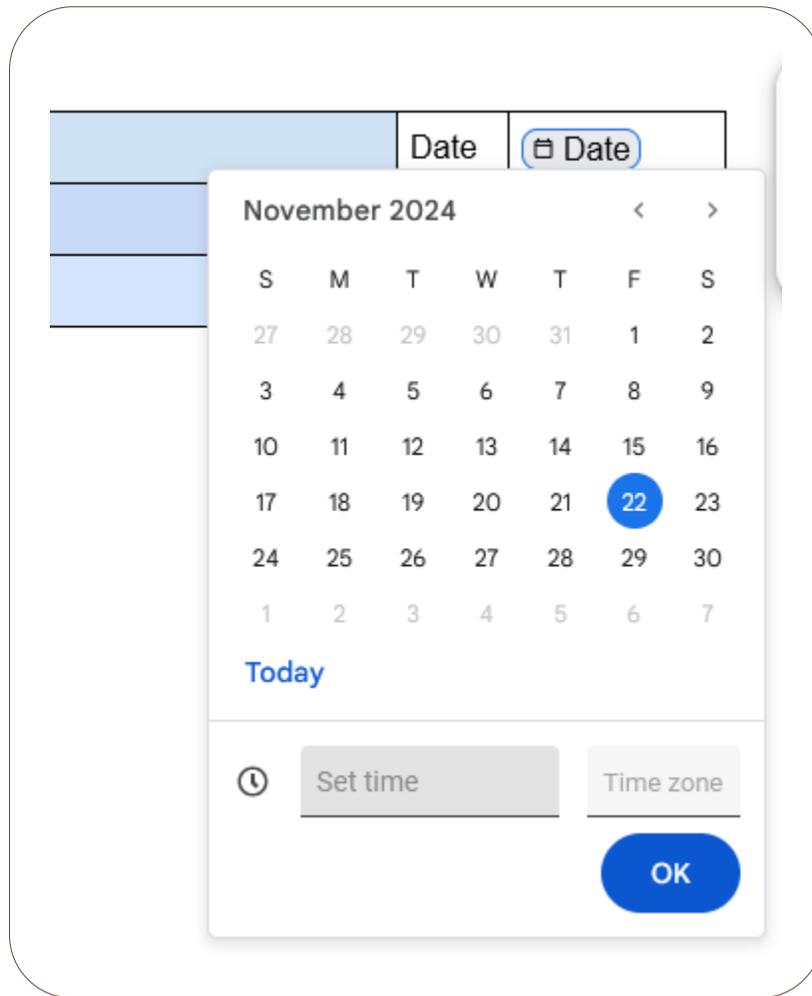
Text areas and checkboxes can also be mixed together and can be completed as outlined.

Actively Participates in Program Routines and Experiences	Mentor Rating				Initials
Utilizes routine times for conversations and interactions.					
	<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="checkbox"/> I	<input type="checkbox"/> U	

In some areas, you will see a *Date* button.

ECE Student Signature		Date	📅 Date
Agency Mentor Signature		Date	📅 Date
Faculty Advisor Signature		Date	📅 Date

Hover over the button to bring up the calendar. Click on the date you want to choose, and then click *Ok*.

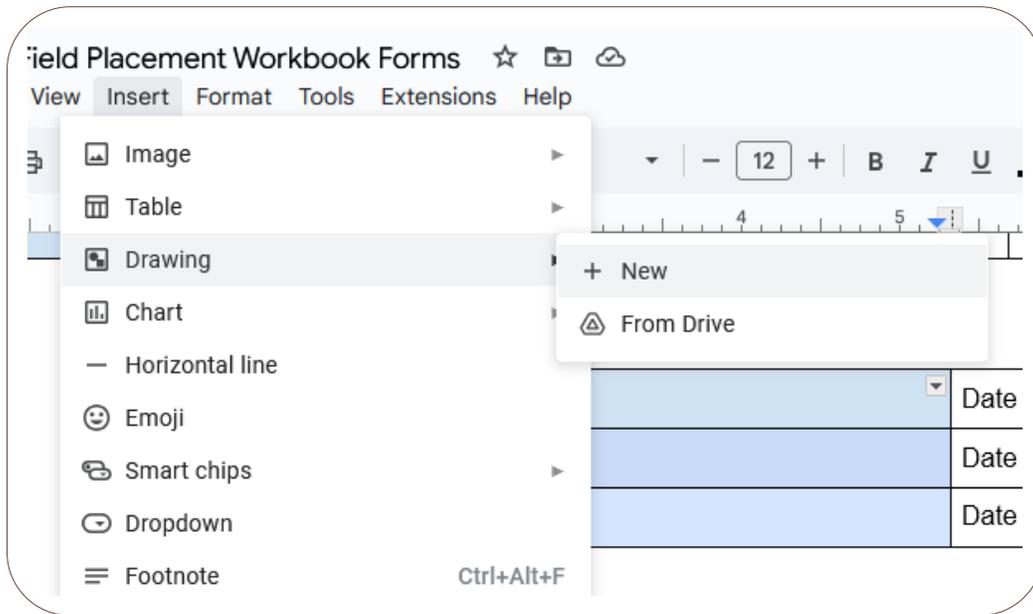


In some areas, you might be asked for a signature. You can draw your signature through the following steps.

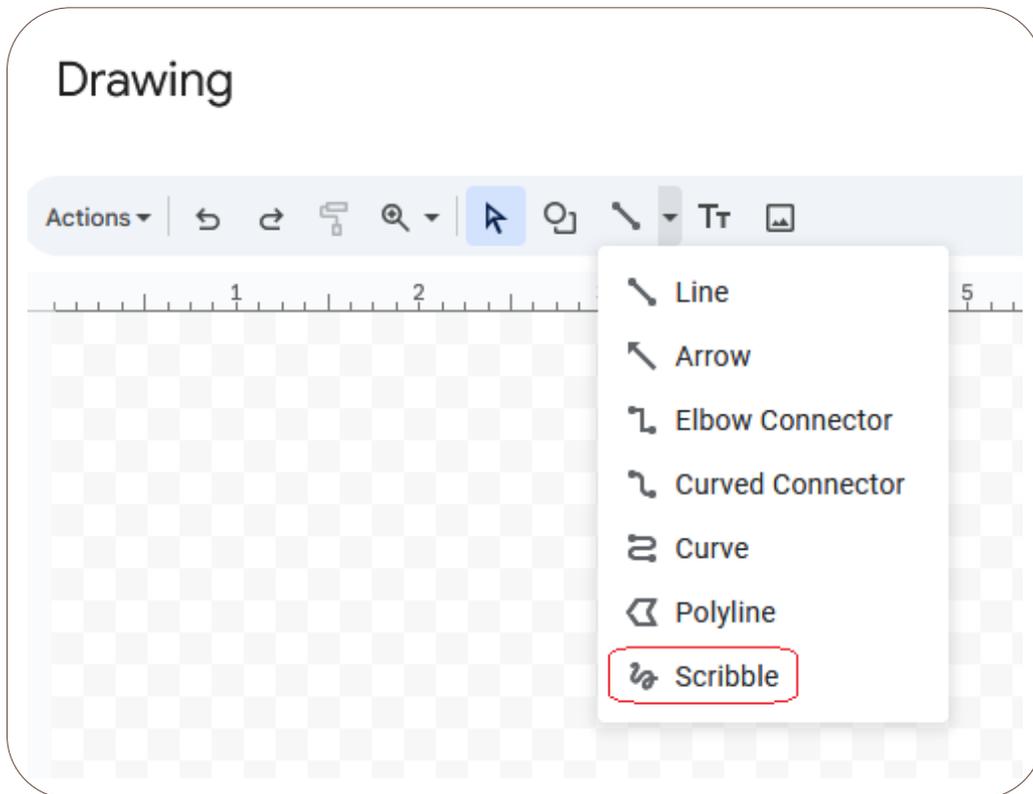
Place your cursor (click) in the signature box.

ECE Student Signature	<input type="text"/>	E
Agency Mentor Signature	<input type="text"/>	E
Faculty Advisor Signature	<input type="text"/>	E

Click on the *Insert* menu, choose *Drawing*, and then *New*.



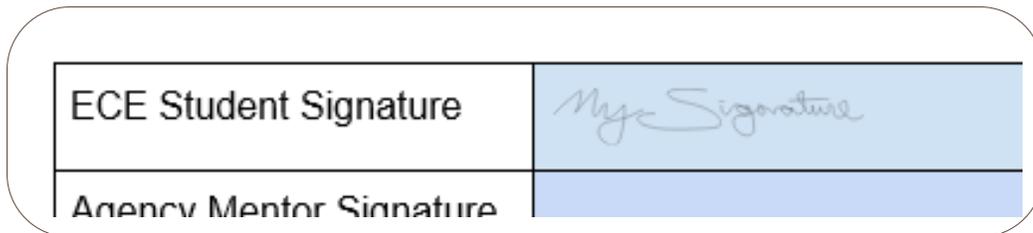
From the *Line* menu, choose *Scribble*.



Draw your signature in the box, and then click *Save and Close*.

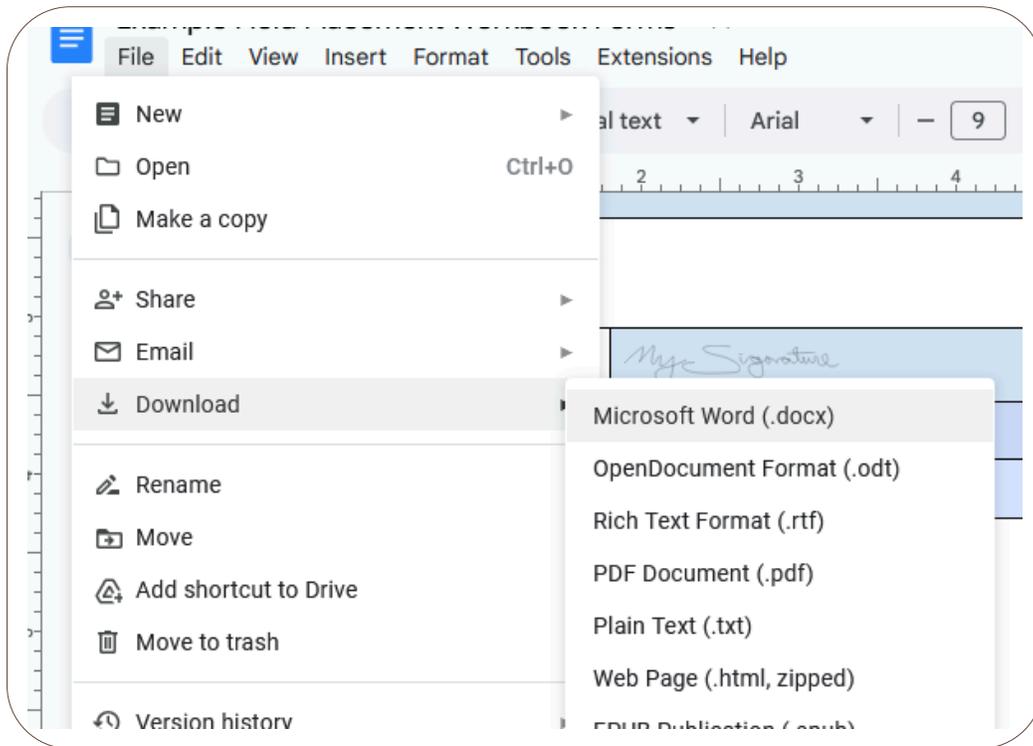


Grab the corner of the box and drag it to resize the drawing.



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---

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## 5.2 PRACTICUM RESOURCES

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### Additional Resources

Visit 5.2 Practicum Resources to access links.

- Excerpts from Early Learning for Every Child Today [PDF]
- How Does Learning Happen: Ontario's Pedagogy for Early Years
- Building on How Does Learning Happen Child Care [PDF]
- Indigenous Early Learning and Child Care Framework
- Canadian Centre for Outdoor Play » Outdoor Play Canada
- Self-Regulation in Early Childhood – Self-Reg



# CHAPTER 6 - FLDP-5011 PRE-SCHOOL LEARNING ENVIRONMENT 2

## Chapter Outline

6.0 Learning Outcome

6.1 Workbook for Submission

6.2 Practicum Resources

## 6.0 LEARNING OUTCOME

---



### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Apply current and accessible resources to the field placement experiences and document the completion of placement outcomes.

“

*“Let us take care of the children...for they have a long way to go. Let us take care of the elders...for they have come a long way. Let us take care of the in-betweens...for they are doing the work.”*

*— Indigenous saying*

## Placement Details

Pre-school Learning Environment 2 Placement: This placement is 78 hours and occurs in a Ministry of Education-approved program for children ages 2.5 to 6 (such as Child care, Ontario Early Years, Kindergarten, Parent and Family Literacy Centres).



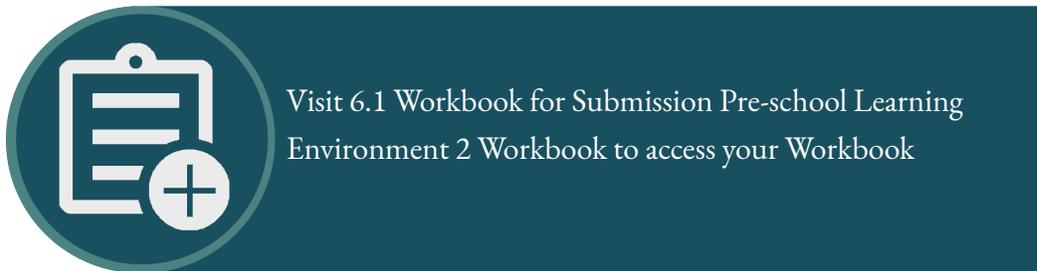
Photo, by Jason Sung, Unsplash Licence.

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*Placement Details:* Apprenticeship Curriculum Standard Child Development Practitioner by Ontario College of Trades from Skilled Trades Ontario. Used under Fair Dealing for Educational Purposes (Canada).

# 6.1 WORKBOOK FOR SUBMISSION - PRE-SCHOOL LEARNING ENVIRONMENT 2

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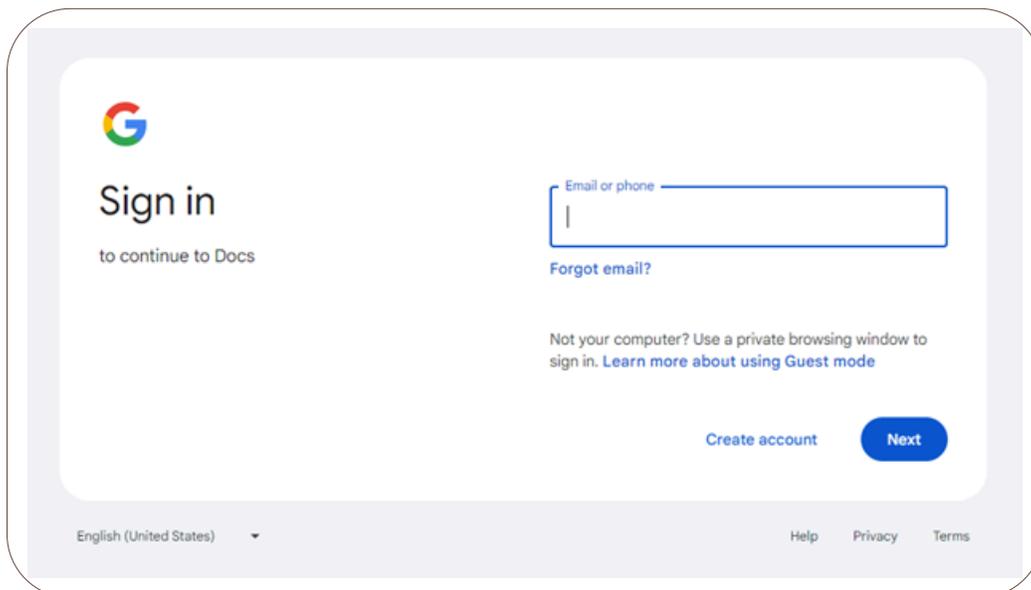


## Workbook Guides

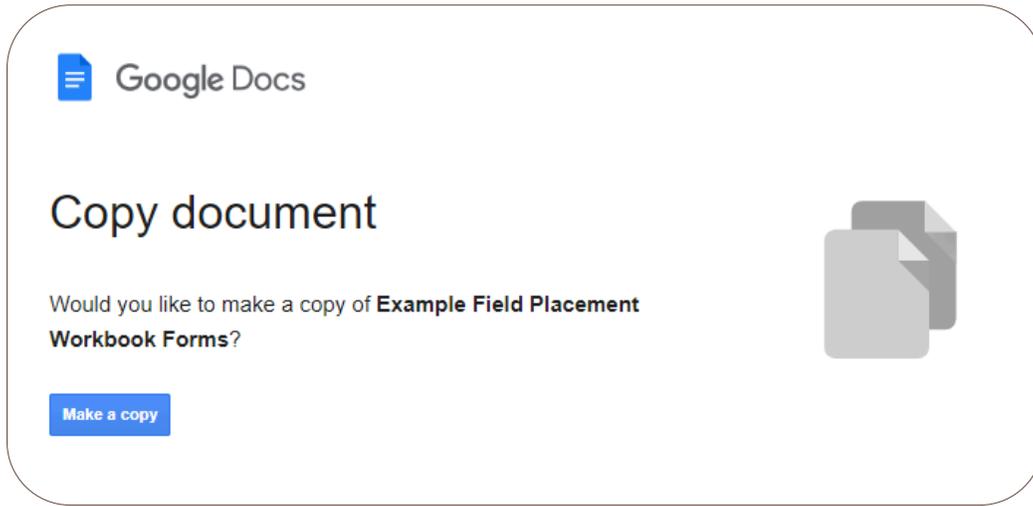
### Make a Copy of the Practicum Workbook

To create your version of the Practicum Workbook, click on the link found in the OER (above).

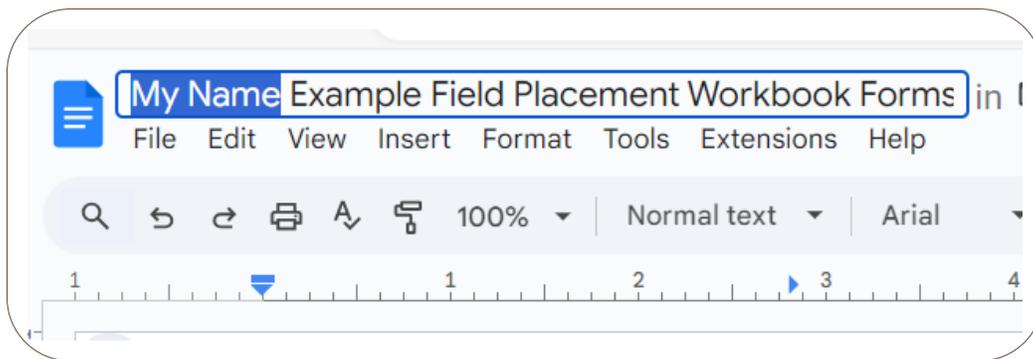
If you are not already, signed into Google, you will be prompted to sign in.



Once you are signed in, or if you were already signed in, you will see a page asking you to make a copy. Click *Make a copy*.



You will see that the title says “Copy.” Double-click on it so that it becomes editable. Delete “Copy of” and place your name. When you click away, it will be saved.



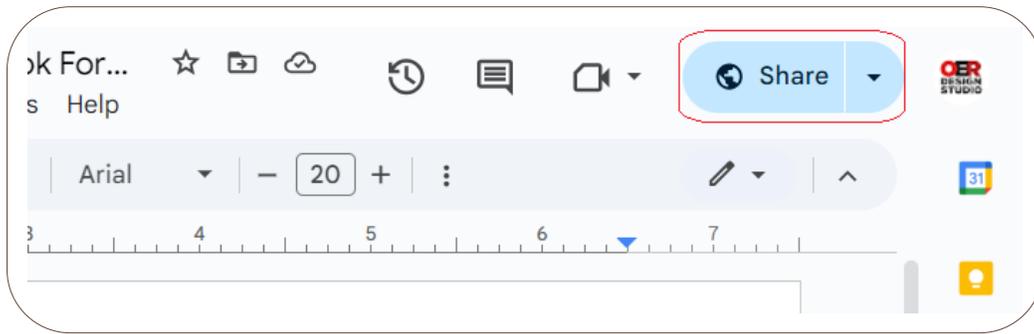
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## Share Your Practicum Workbook

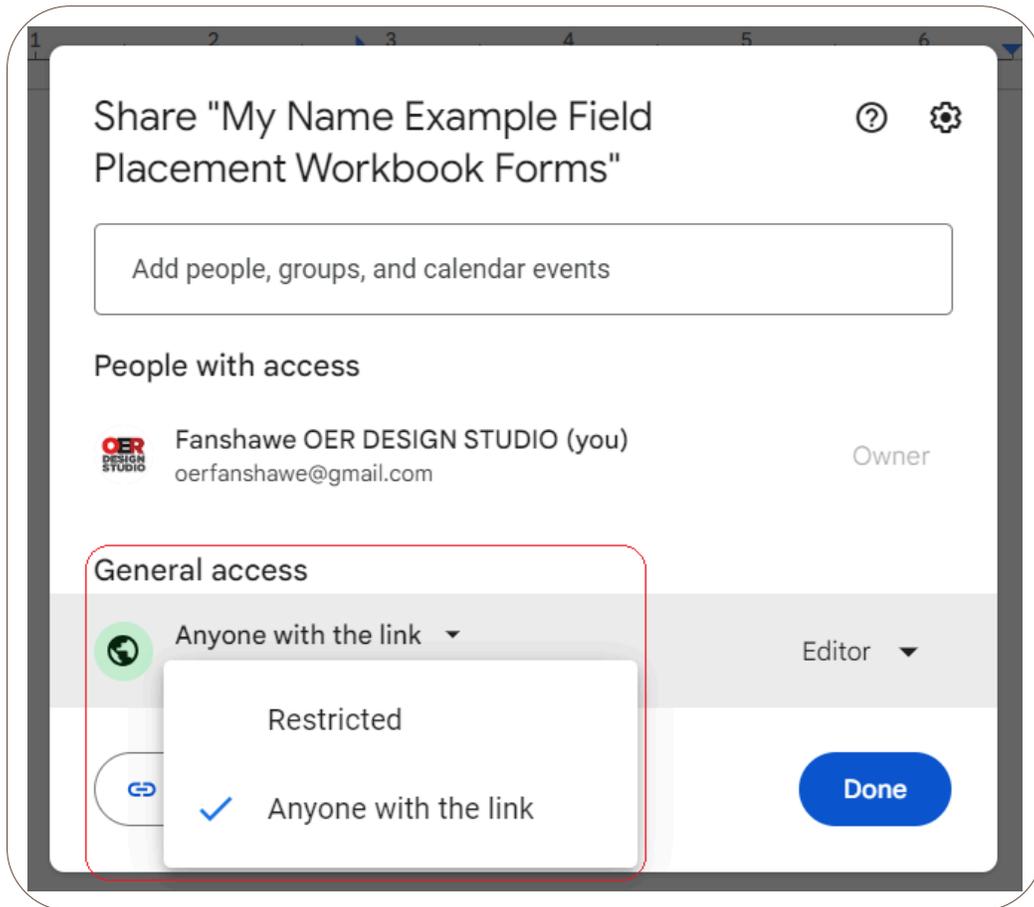
Your practicum workbook will also require input from your Agency Mentor and Faculty Advisor, if applicable.

To share your workbook, follow these steps.

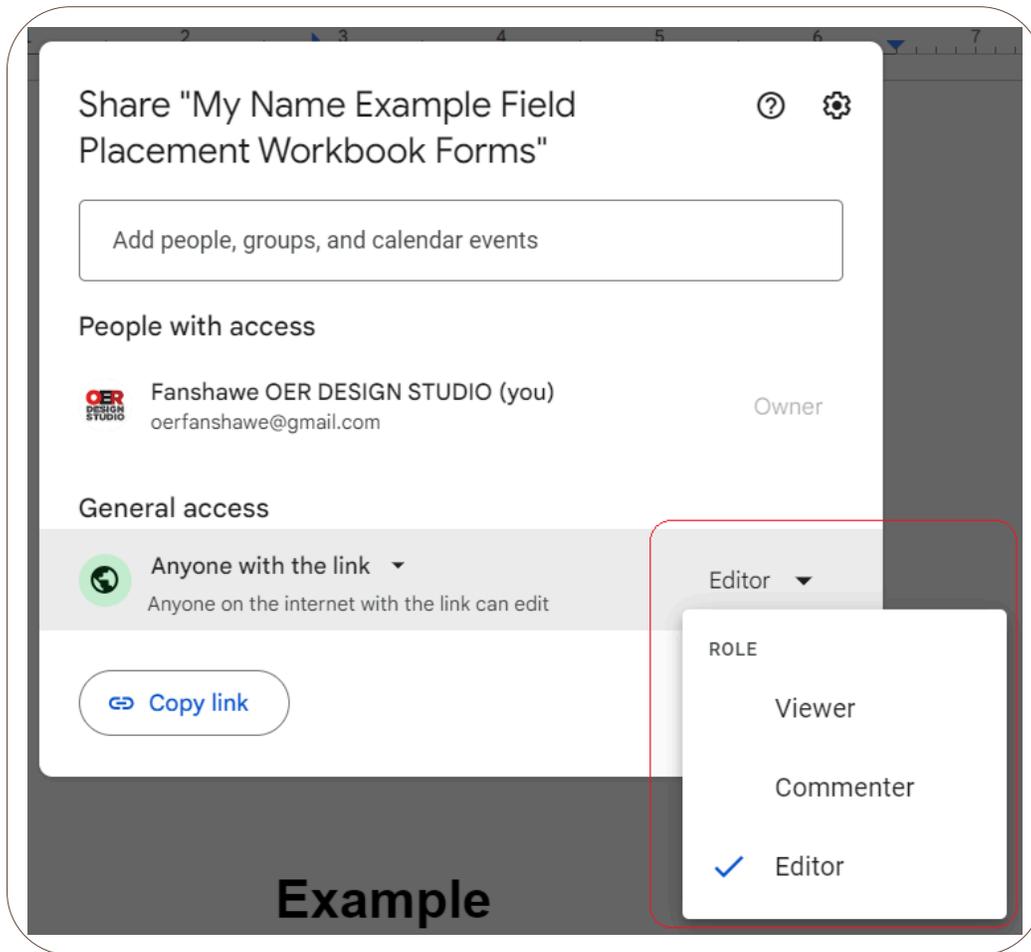
Click on the *Share* button.



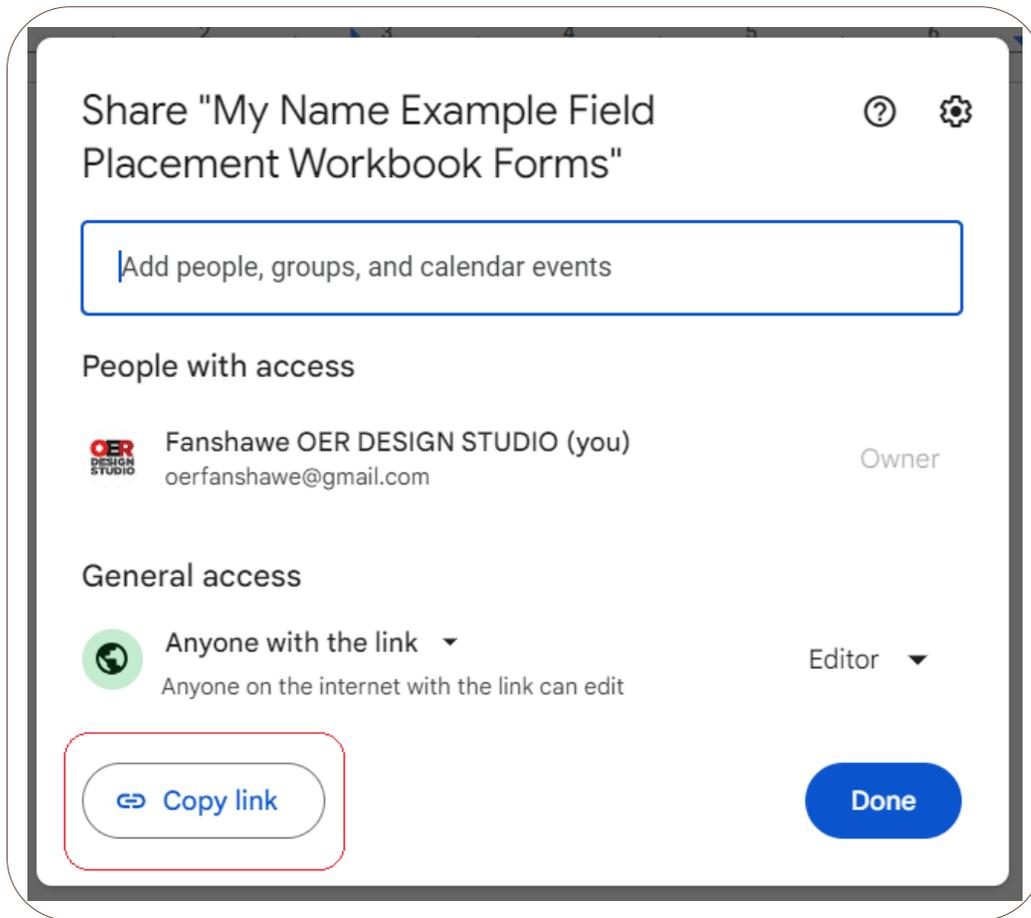
Under *General access*, change from “Restricted” to “Anyone with the link”.



Then click on “Viewer” and change it to “Editor”.



Click the Copy link button.



Now your link is copied you can email it to others who need access to the document.

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## Completing and Signing the Practicum Workbook

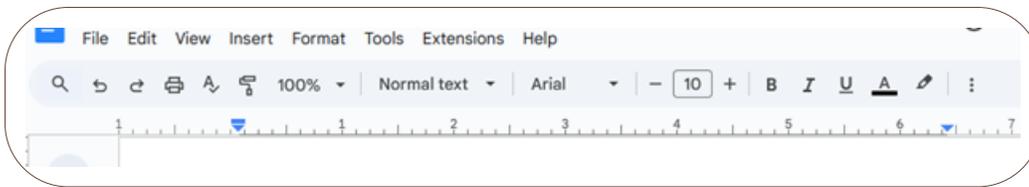
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Areas to be filled in with text are coloured blue. To complete one of these sections, click on the box and begin typing.

**Principle 1: Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.**

Click and type here

You can use any of the text formatting elements, such as bold, italics, bullets, etc., which can be found at the top of the page.



There are also checkbox options. For a checkbox, simply click on the box you wish to choose. If you want to uncheck a box, click it again.

**Professionalism**

Demonstrates professional and ethical behaviour consistently.

Midterm	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Final	<input type="checkbox"/> Yes	<input type="checkbox"/> No

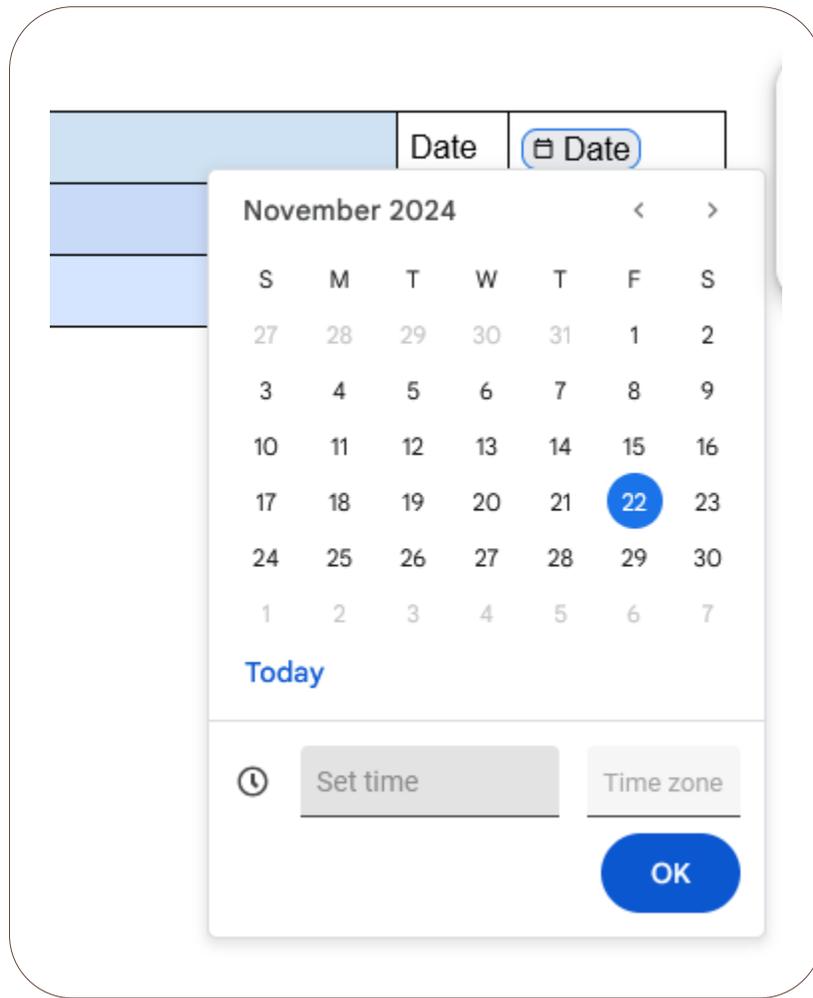
Text areas and checkboxes can also be mixed together and can be completed as outlined.

Actively Participates in Program Routines and Experiences	Mentor Rating				Initials
Utilizes routine times for conversations and interactions.					
	<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="checkbox"/> I	<input type="checkbox"/> U	

In some areas, you will see a *Date* button.

ECE Student Signature		Date	📅 Date
Agency Mentor Signature		Date	📅 Date
Faculty Advisor Signature		Date	📅 Date

Hover over the button to bring up the calendar. Click on the date you want to choose, and then click *Ok*.

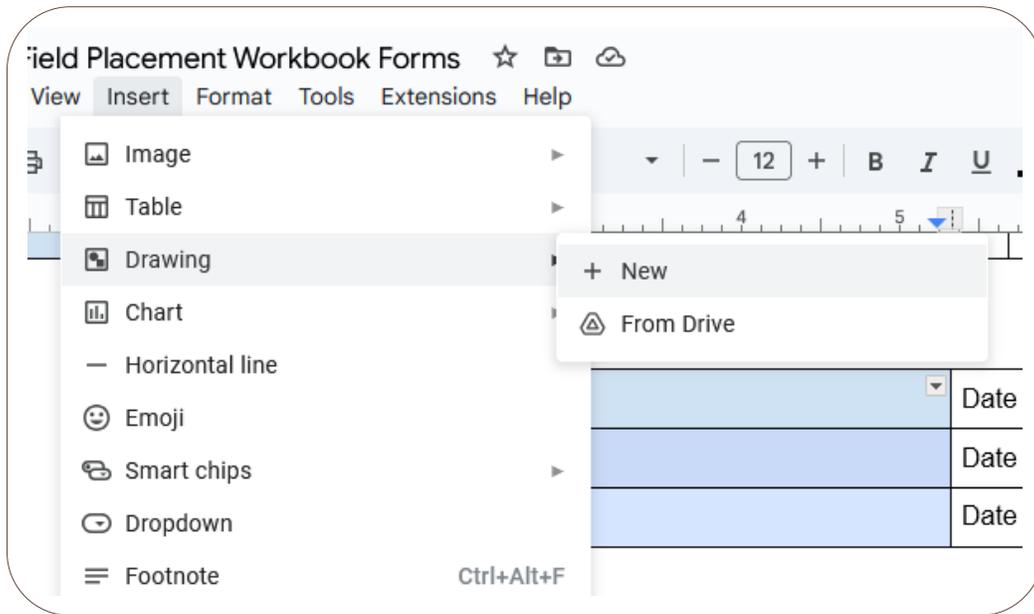


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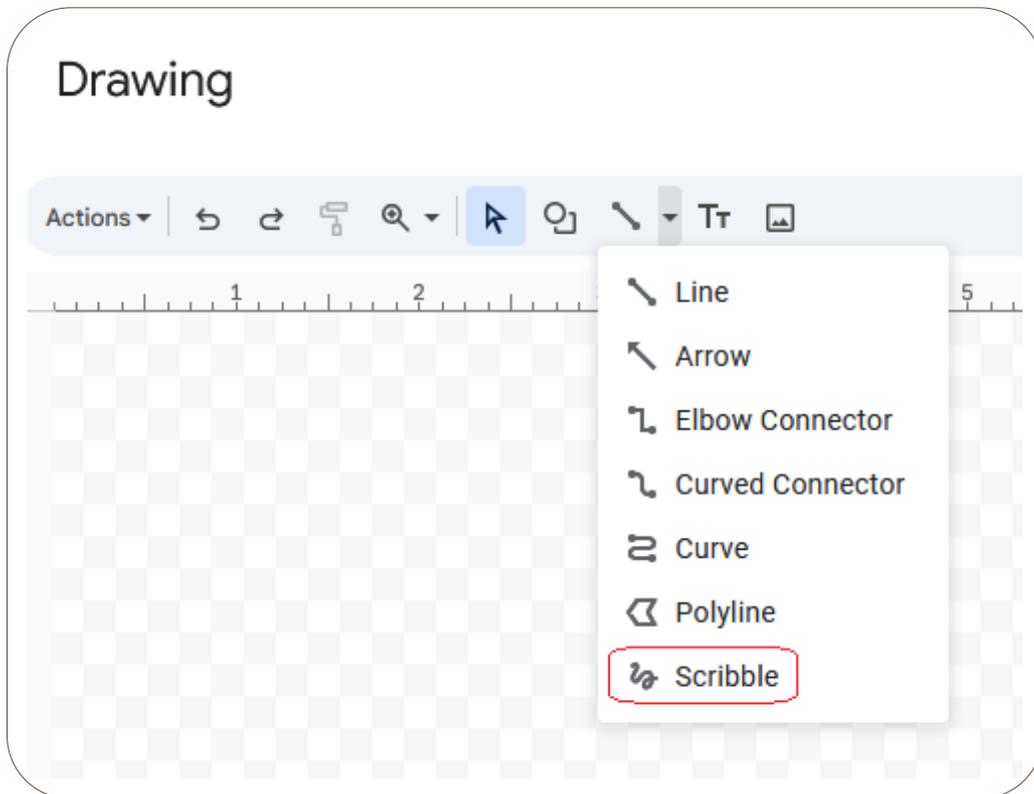
Place your cursor (click) in the signature box.

ECE Student Signature			E
Agency Mentor Signature			E
Faculty Advisor Signature			E

Click on the *Insert* menu, choose *Drawing*, and then *New*.



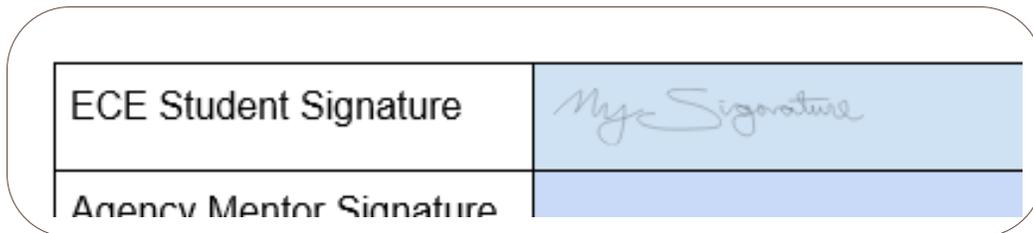
From the *Line* menu, choose *Scribble*.



Draw your signature in the box, and then click *Save and Close*.



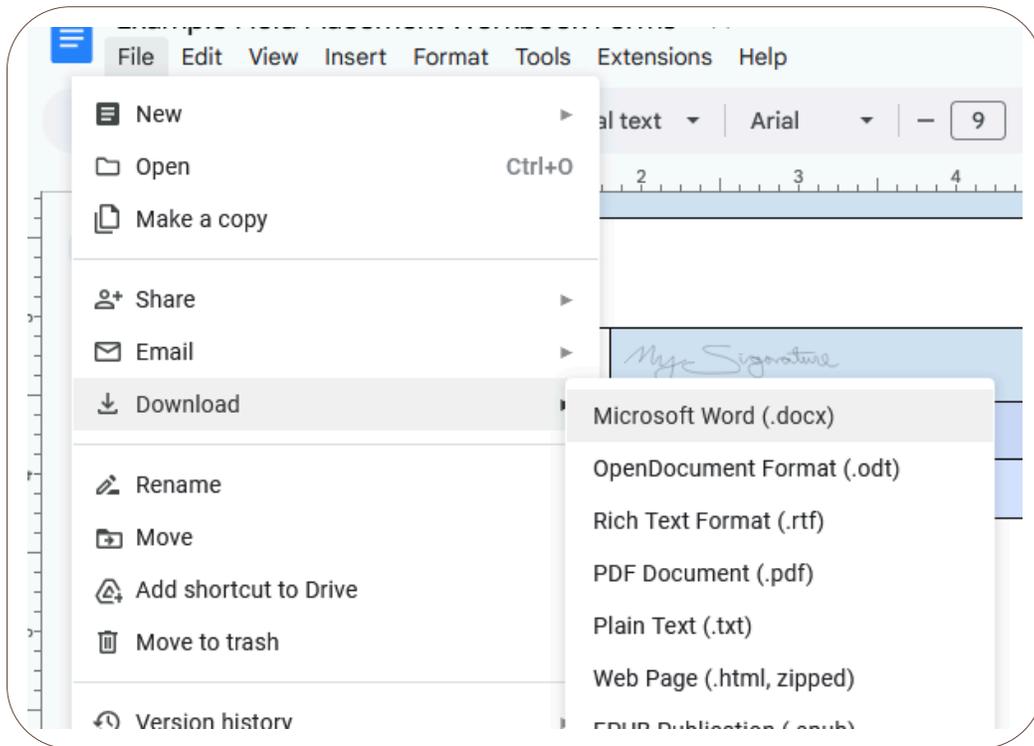
Grab the corner of the box and drag it to resize the drawing.



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## Downloading Your Practicum Workbook

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---

To access more information about using Google Docs, such as making an account, visit [Appendix A: Google Skills](#).

## 6.2 PRACTICUM RESOURCES

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Visit 6.2 Practicum Resources to access the links.

### Additional Resources



- Excerpts from Early Learning for Every Child Today [PDF]
- How Does Learning Happen: Ontario's Pedagogy for Early Years
- Building on How Does Learning Happen Child Care [PDF]
- Indigenous Early Learning and Child Care Framework
- Canadian Centre for Outdoor Play » Outdoor Play Canada
- Self-Regulation in Early Childhood – Self-Reg

# CHAPTER 7 - FLDP 3034 SCHOOL AGE LEARNING ENVIRONMENT

## Chapter Outline

7.0 Learning Outcome

7.1 Workbook for Submission

7.2 Practicum Resources

## 7.0 LEARNING OUTCOME

---



### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Apply current and accessible resources to the field placement experiences and document the completion of placement outcomes.



*“Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives.”*

*— How Does Learning Happen: Ontario’s Pedagogy for Early Years*

## Placement Details

FLDP 3034 School Age Learning Environment

Placement: This placement is 39 hours and occurs in a Ministry of Education-approved program for children ages 6 to 12. School-age children are those in grade 1 and up until 12 (such as licensed school-age programs).



Photo,by Mieke Campbell, Unsplash Licence.

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*Placement Details:* Apprenticeship Curriculum Standard Child Development Practitioner by Ontario College of Trades from Skilled Trades Ontario. Used under Fair Dealing for Educational Purposes (Canada).

# 7.1 WORKBOOK FOR SUBMISSION - SCHOOL AGE LEARNING ENVIRONMENT

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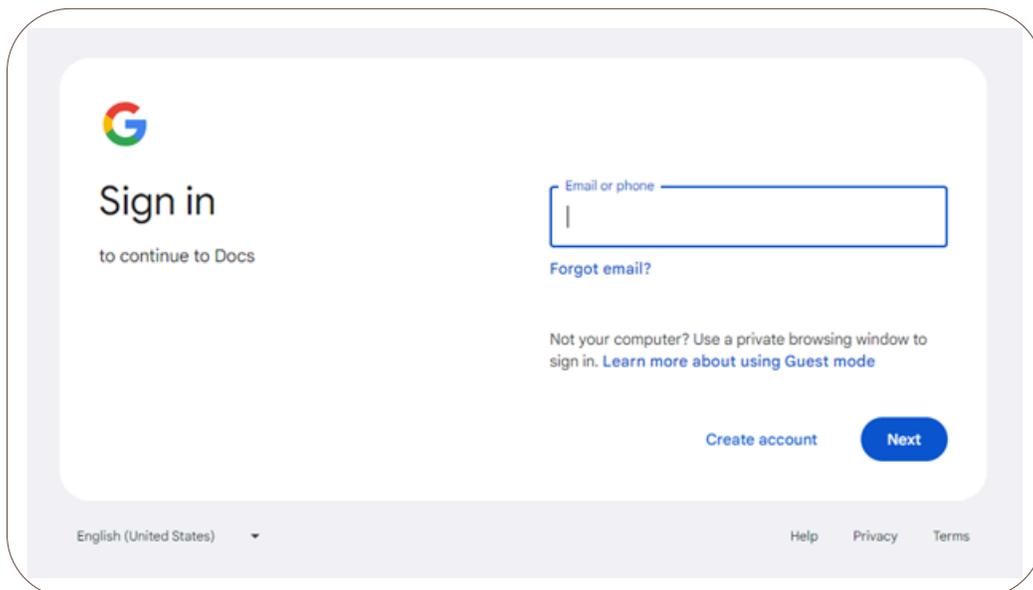
Access the FLDP 3034 Workbook here on page 7.1 Workbook for School Age Learning Environment of the in the OER Fanshawe College Child Development Practitioner Practicum Hub

## Workbook Guides

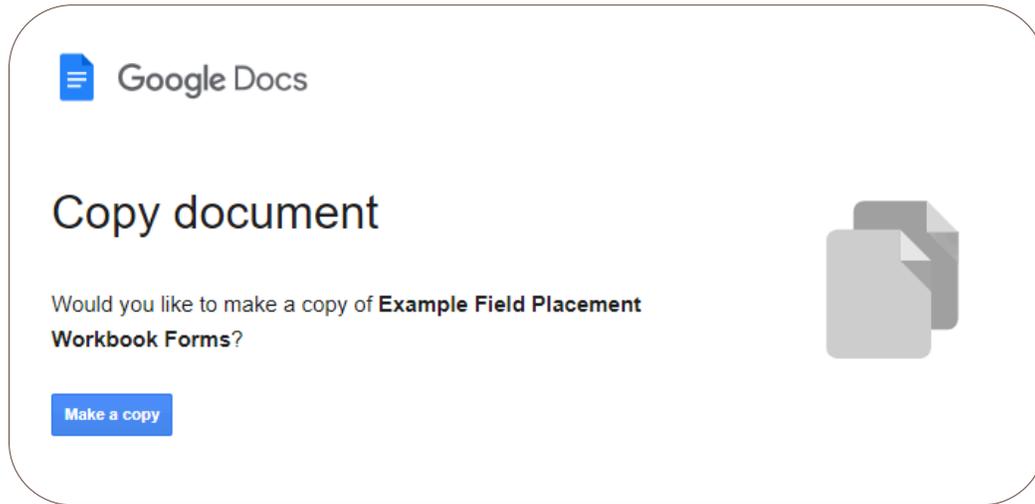
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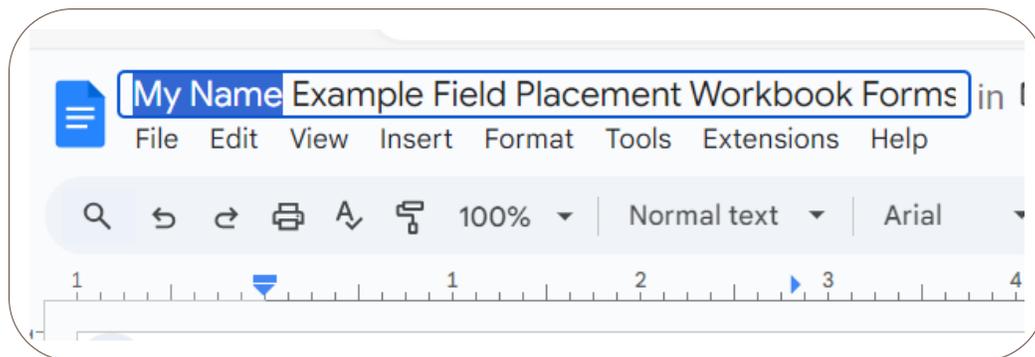
If you are not already, signed into Google, you will be prompted to sign in.



Once you are signed in, or if you were already signed in, you will see a page asking you to make a copy. Click *Make a copy*.



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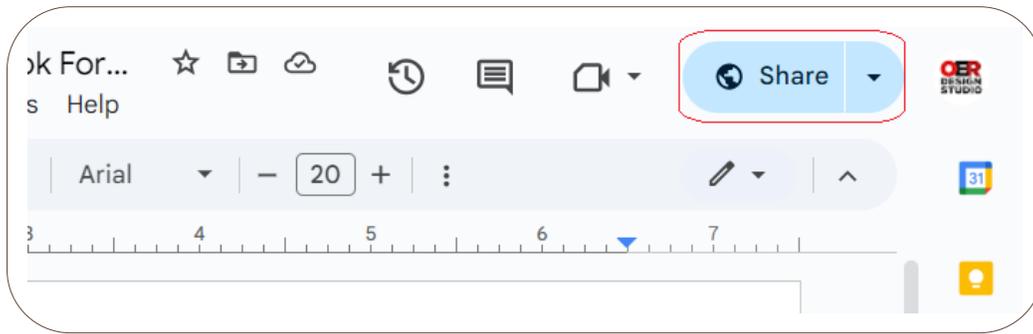


## Share Your Practicum Workbook

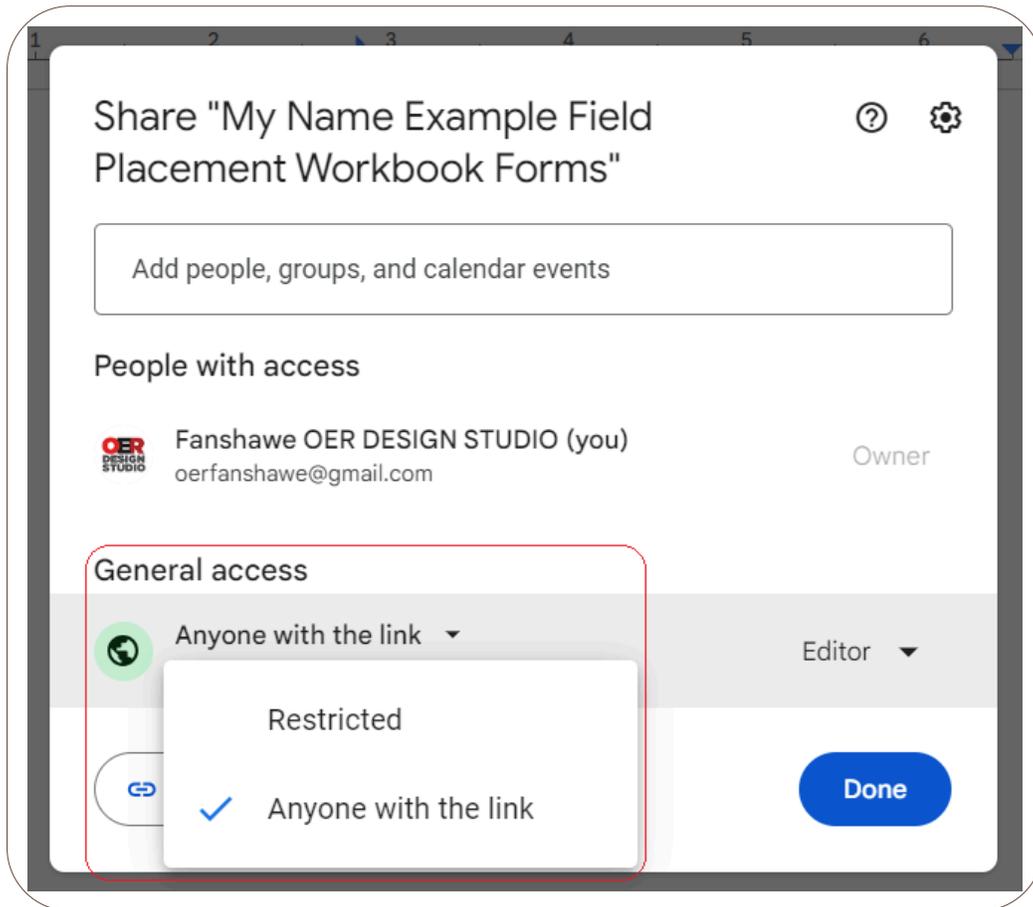
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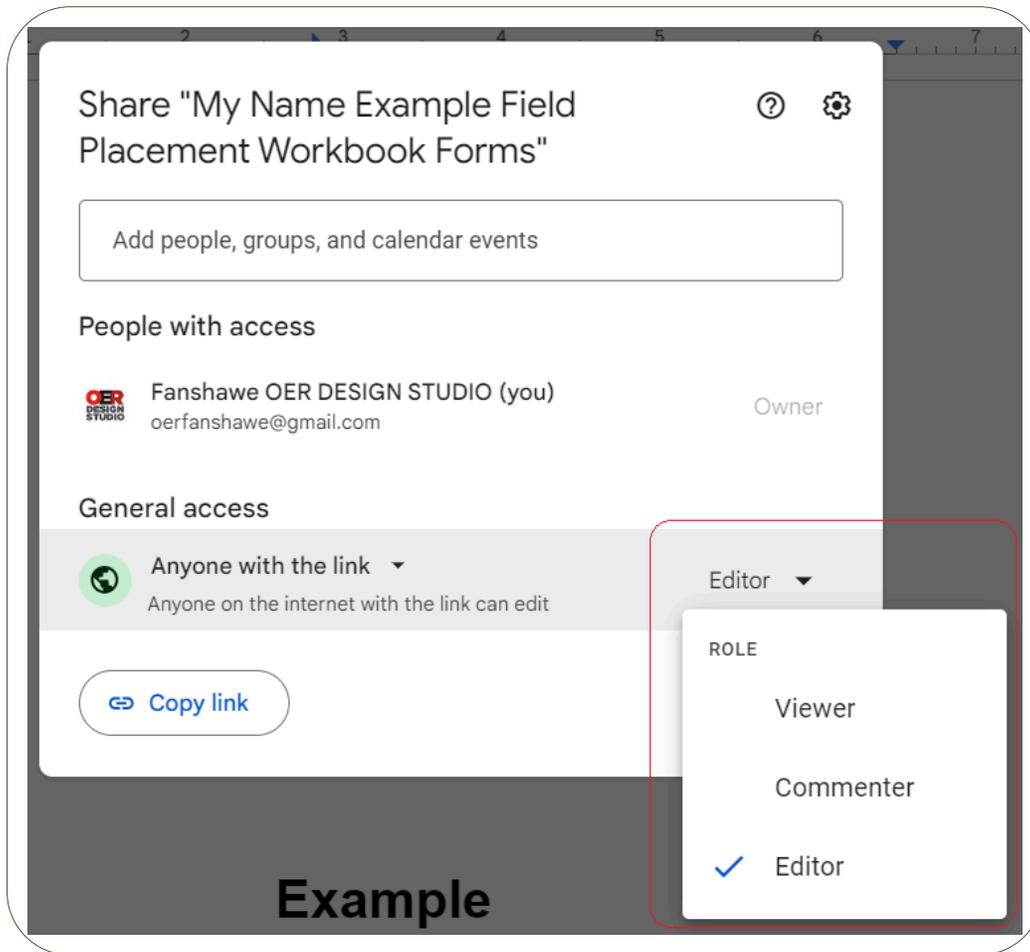
Click on the *Share* button.



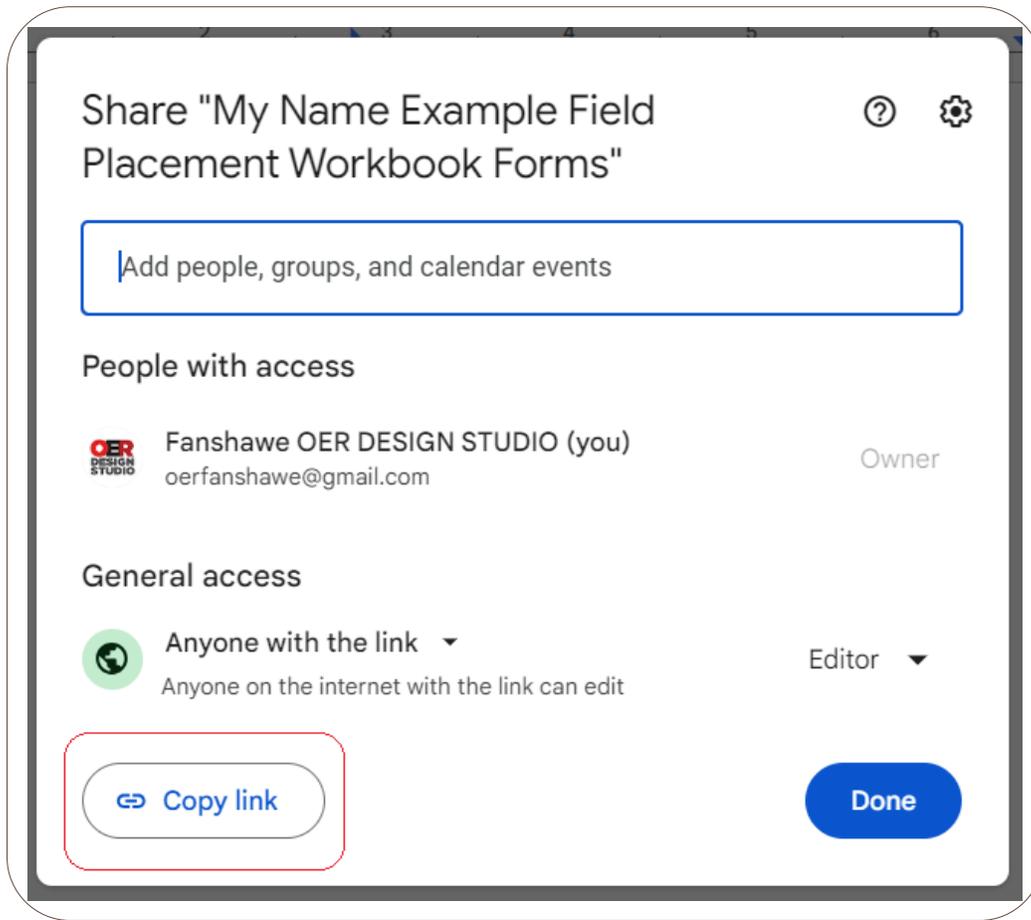
Under *General access*, change from “Restricted” to “Anyone with the link”.



Then click on “Viewer” and change it to “Editor”.



Click the Copy link button.



Now your link is copied you can email it to others who need access to the document.

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## Completing and Signing the Practicum Workbook

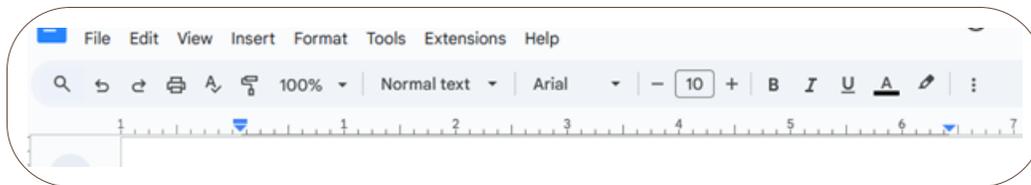
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Areas to be filled in with text are coloured blue. To complete one of these sections, click on the box and begin typing.

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Click and type here

You can use any of the text formatting elements, such as bold, italics, bullets, etc., which can be found at the top of the page.



There are also checkbox options. For a checkbox, simply click on the box you wish to choose. If you want to uncheck a box, click it again.

**Professionalism**

Demonstrates professional and ethical behaviour consistently.

Midterm     Yes     No

Final         Yes     No

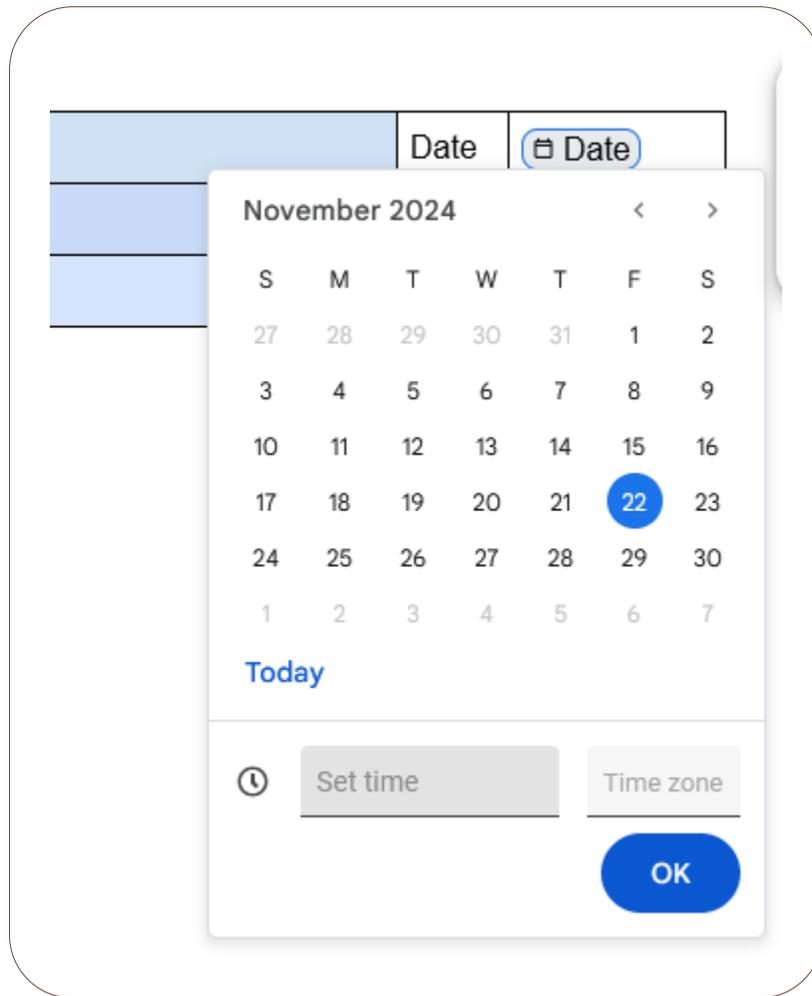
Text areas and checkboxes can also be mixed together and can be completed as outlined.

Actively Participates in Program Routines and Experiences	Mentor Rating				Initials
Utilizes routine times for conversations and interactions.					
	<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="checkbox"/> I	<input type="checkbox"/> U	

In some areas, you will see a *Date* button.

ECE Student Signature		Date	<input type="button" value="Date"/>
Agency Mentor Signature		Date	<input type="button" value="Date"/>
Faculty Advisor Signature		Date	<input type="button" value="Date"/>

Hover over the button to bring up the calendar. Click on the date you want to choose, and then click *Ok*.

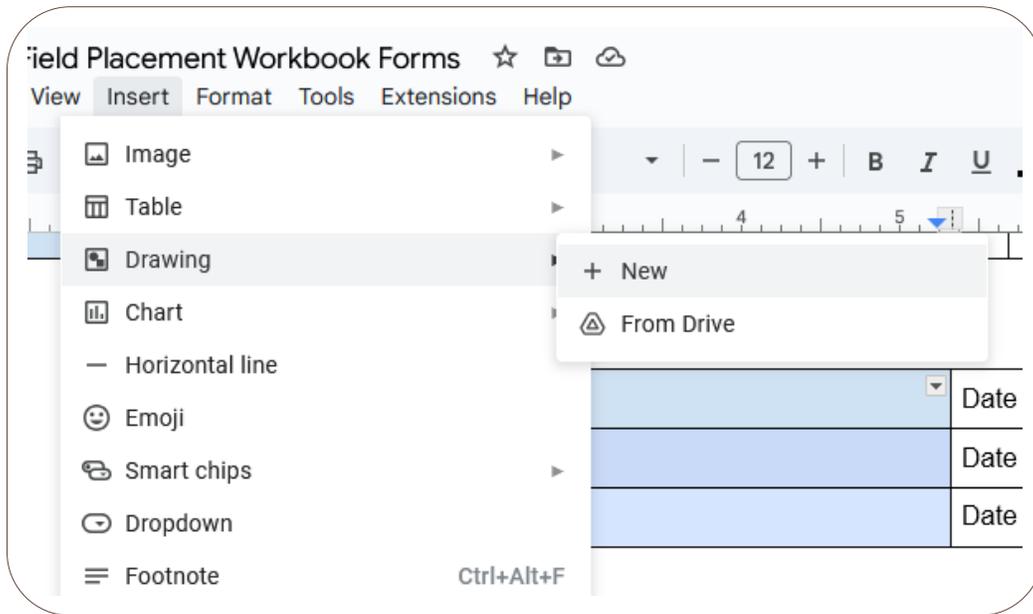


In some areas, you might be asked for a signature. You can draw your signature through the following steps.

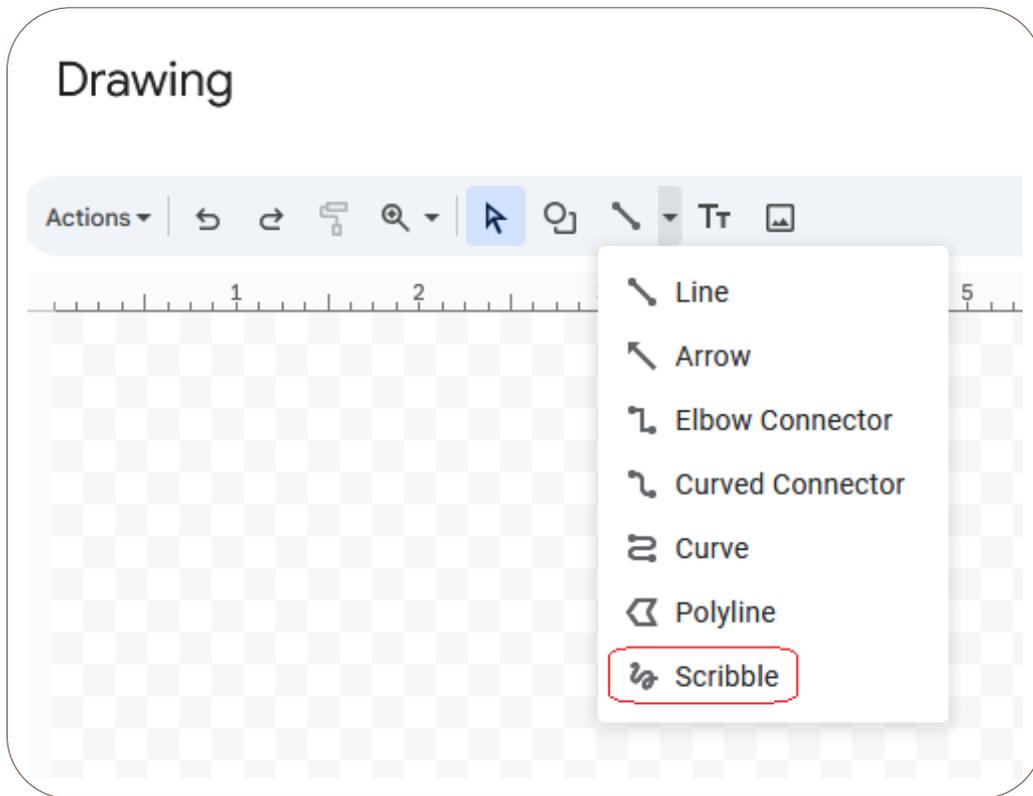
Place your cursor (click) in the signature box.

ECE Student Signature	<input type="text"/>	E
Agency Mentor Signature	<input type="text"/>	E
Faculty Advisor Signature	<input type="text"/>	E

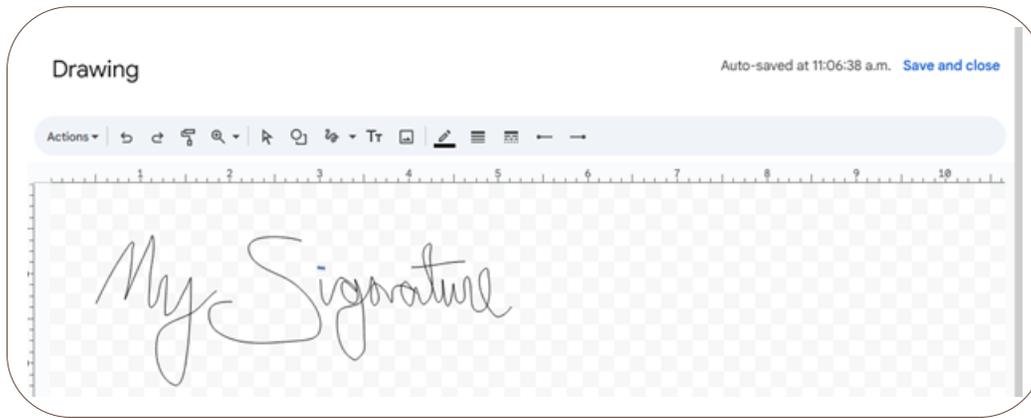
Click on the *Insert* menu, choose *Drawing*, and then *New*.



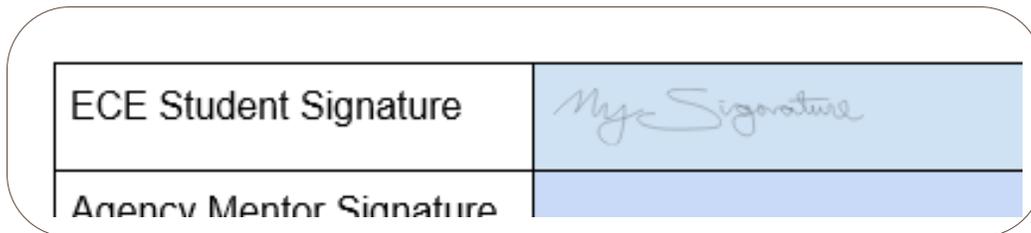
From the *Line* menu, choose *Scribble*.



Draw your signature in the box, and then click *Save and Close*.

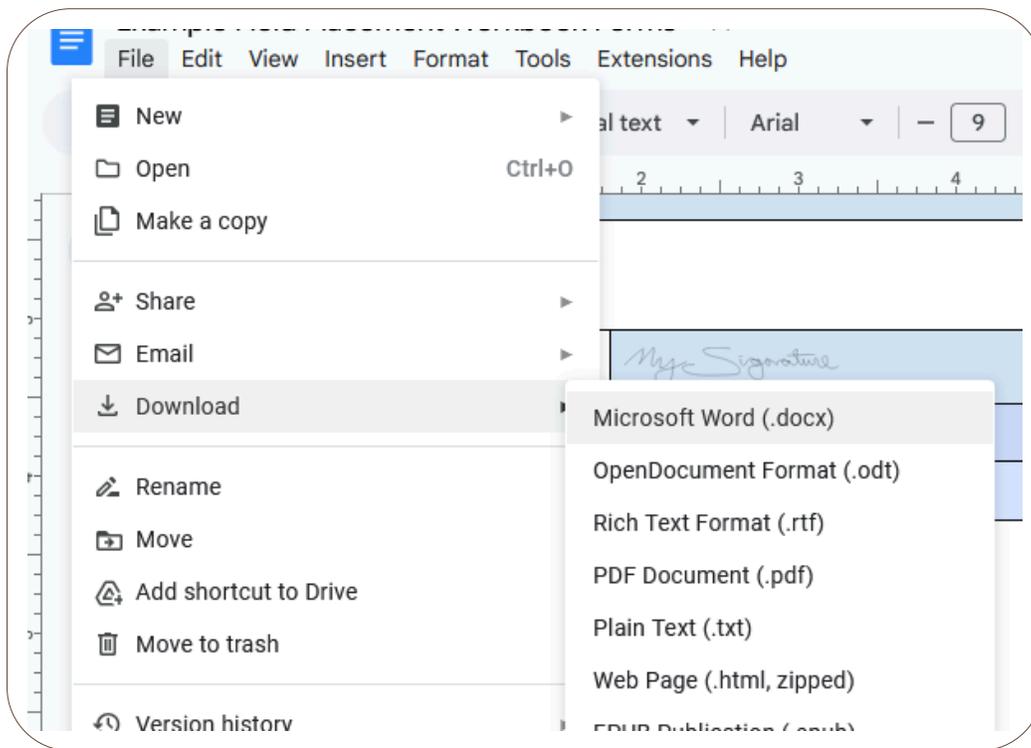


Grab the corner of the box and drag it to resize the drawing.



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## 7.2 PRACTICUM RESOURCES

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### Additional Resources

Visit 7.2 Practicum Resources to access links.



- Excerpts from Early Learning for Every Child Today [PDF]
- How Does Learning Happen: Ontario's Pedagogy for Early Years
- Building on How Does Learning Happen Child Care [PDF]
- Indigenous Early Learning and Child Care Framework
- Canadian Centre for Outdoor Play » Outdoor Play Canada
- Self-Regulation in Early Childhood – Self-Reg

# CHAPTER 8 - FLDP 5010 INFANT TODDLER LEARNING ENVIRONMENT

## Chapter Outline

- 8.0 Learning Outcome
- 8.1 Workbook for Submission
- 8.2 Practicum Resources

## 8.0 LEARNING OUTCOME

---



### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Apply current and accessible resources to the field placement experiences and document the completion of the placement outcomes

“

*“It takes a village to raise a child” – African Proverb*

### Placement Details

FLDP 5010-Infant Toddler Placement: This placement is 54 hours and occurs in a Ministry of Education-approved program for children ages 0 to 30 months (such as licensed infant and toddler programs). Ontario Early Years programs geared towards infant and toddler participants are acceptable.



Photo, by Andre Taissin, Unsplash Licence.

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*Placement Details:* Apprenticeship Curriculum Standard Child Development Practitioner by Ontario College of Trades from Skilled Trades Ontario. Used under Fair Dealing for Educational Purposes (Canada).

# 8.1 WORKBOOK FOR SUBMISSION - INFANT AND TODDLER LEARNING

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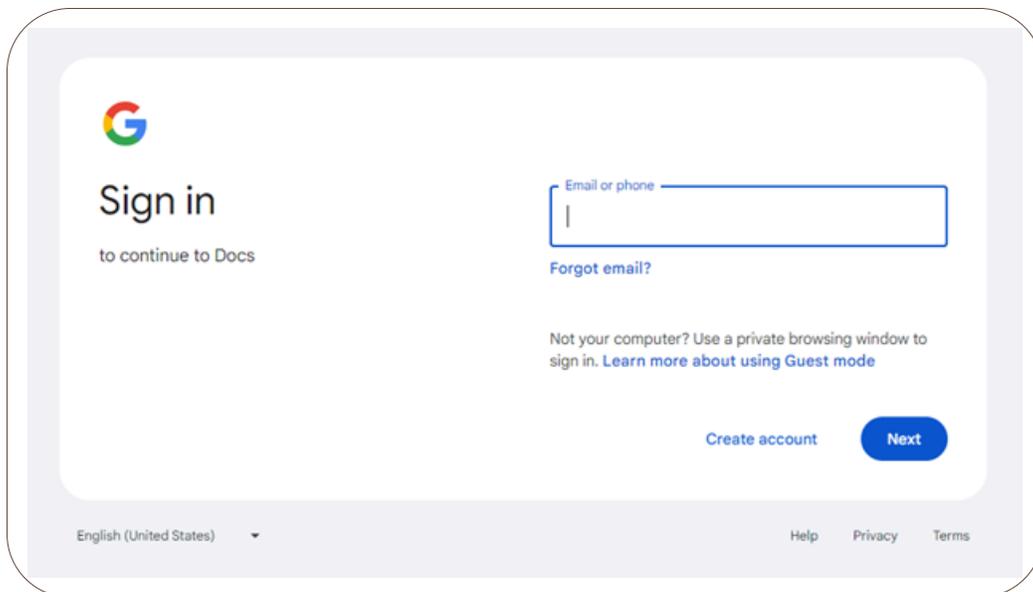
Access the FLDP 5010 Workbook here on page 8.1 Workbook for Submission – Infant and Toddler Learning of the in the OER Fanshawe College Child Development Practitioner Practicum Hub

## Workbook Guides

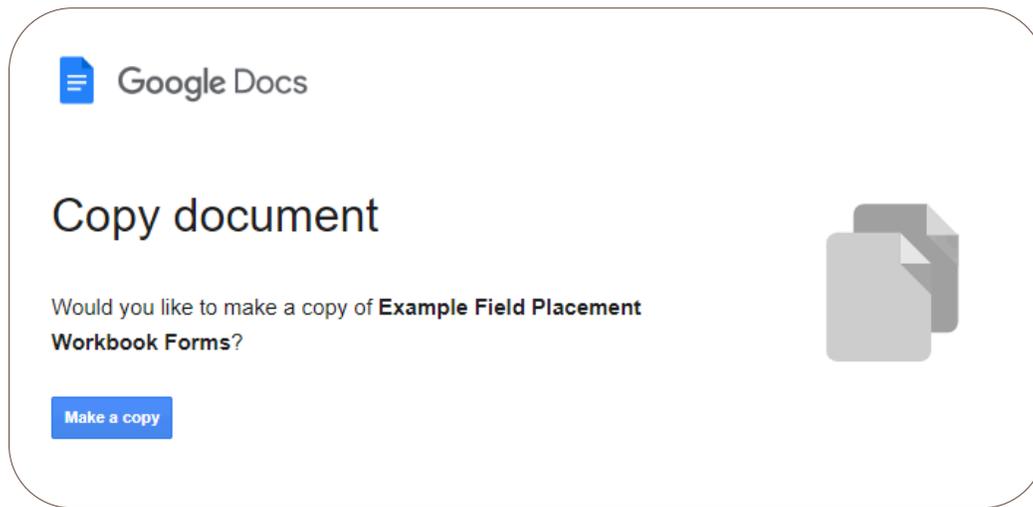
### Make a Copy of the Practicum Workbook

To create your version of the Practicum Workbook, click on the link found in the OER (above).

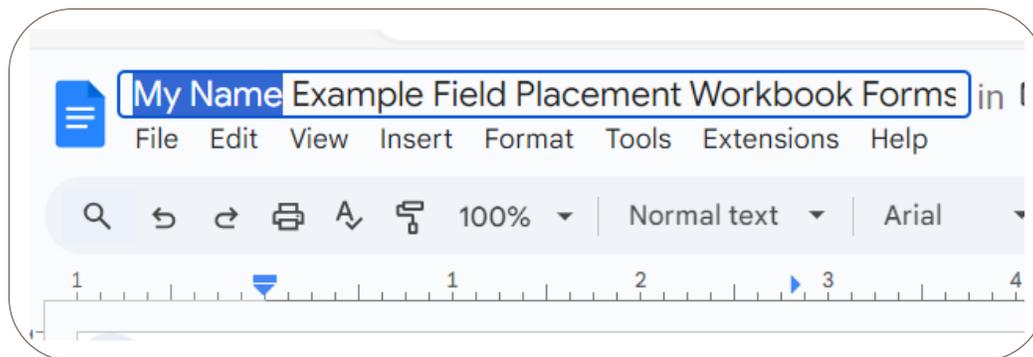
If you are not already, signed into Google, you will be prompted to sign in.



Once you are signed in, or if you were already signed in, you will see a page asking you to make a copy. Click *Make a copy*.



You will see that the title says “Copy.” Double-click on it so that it becomes editable. Delete “Copy of” and place your name. When you click away, it will be saved.



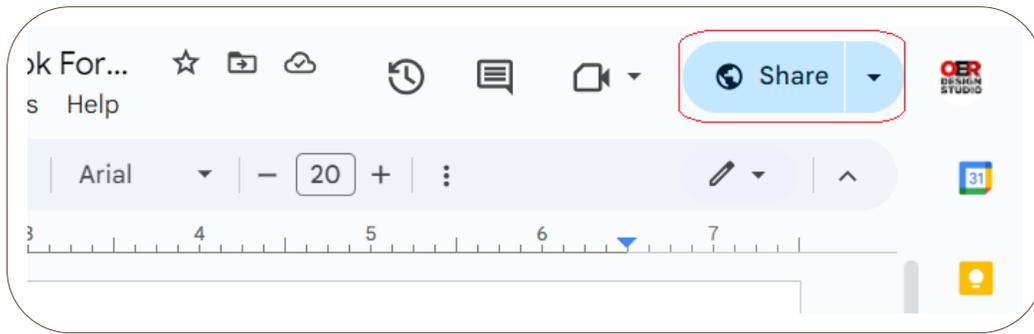
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## Share Your Practicum Workbook

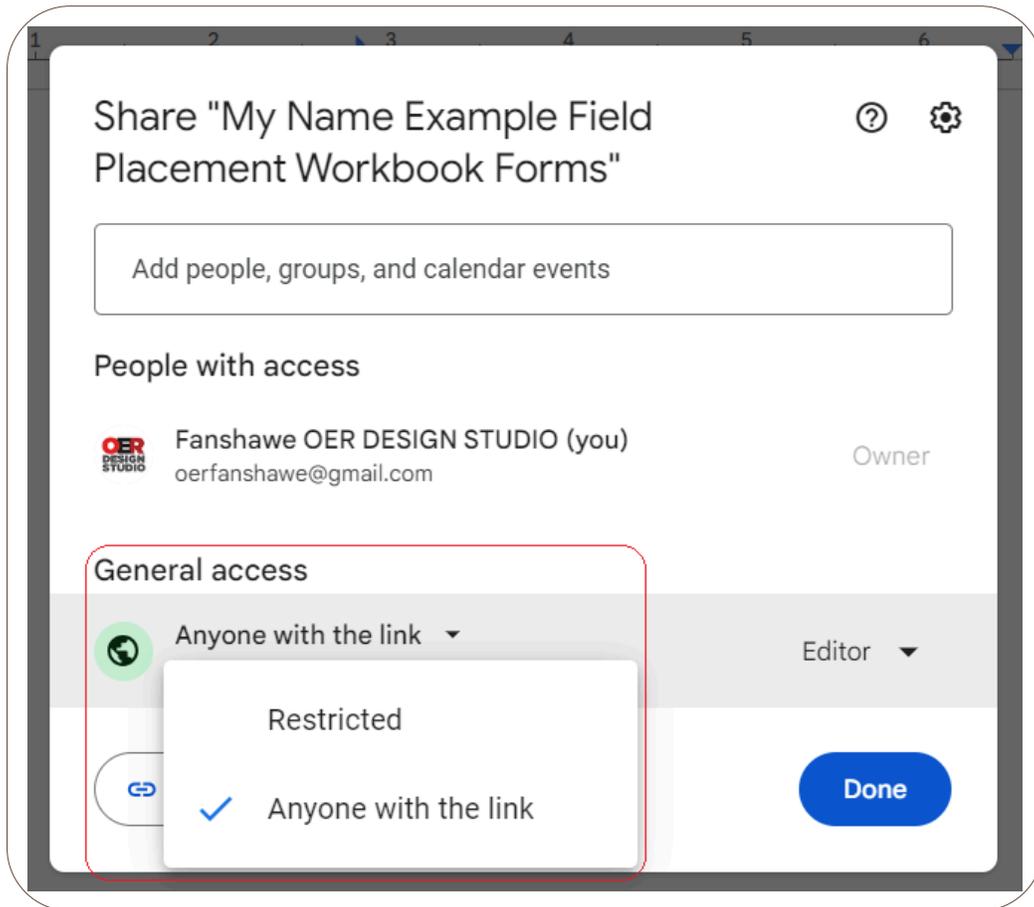
Your practicum workbook will also require input from your Agency Mentor and Faculty Advisor, if applicable.

To share your workbook, follow these steps.

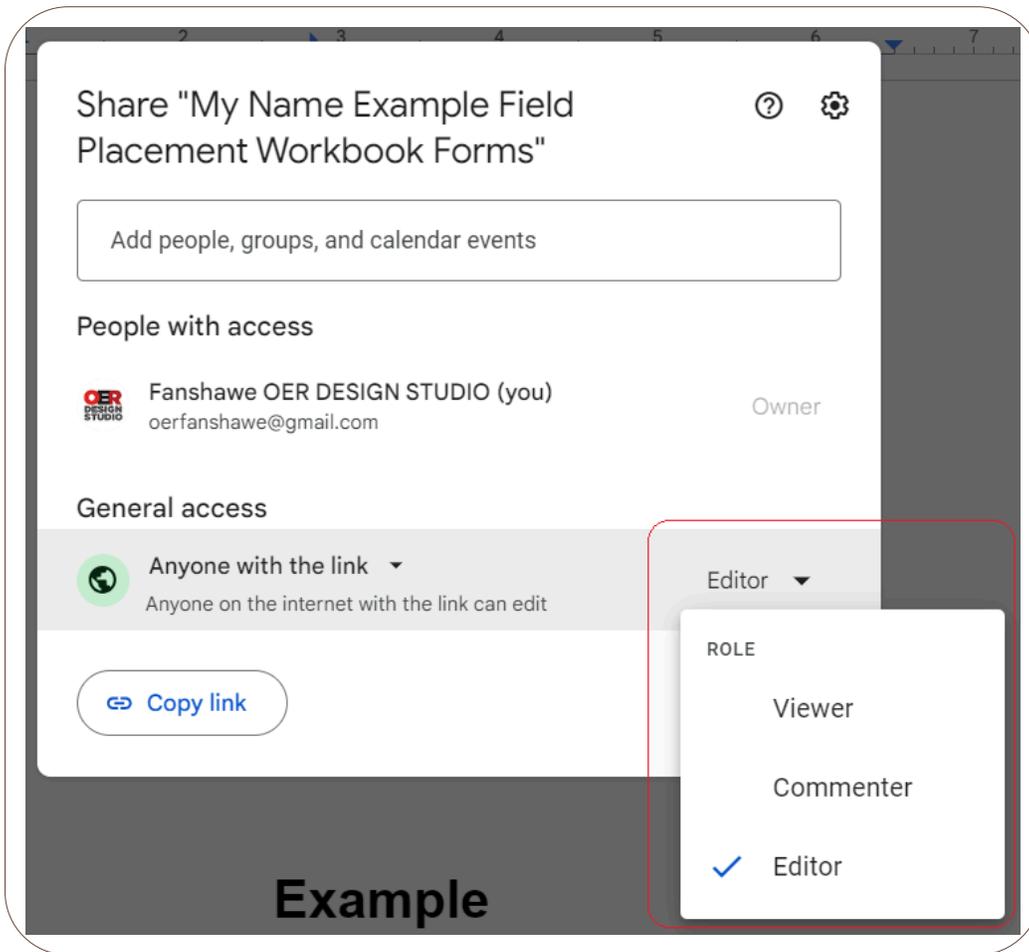
Click on the *Share* button.



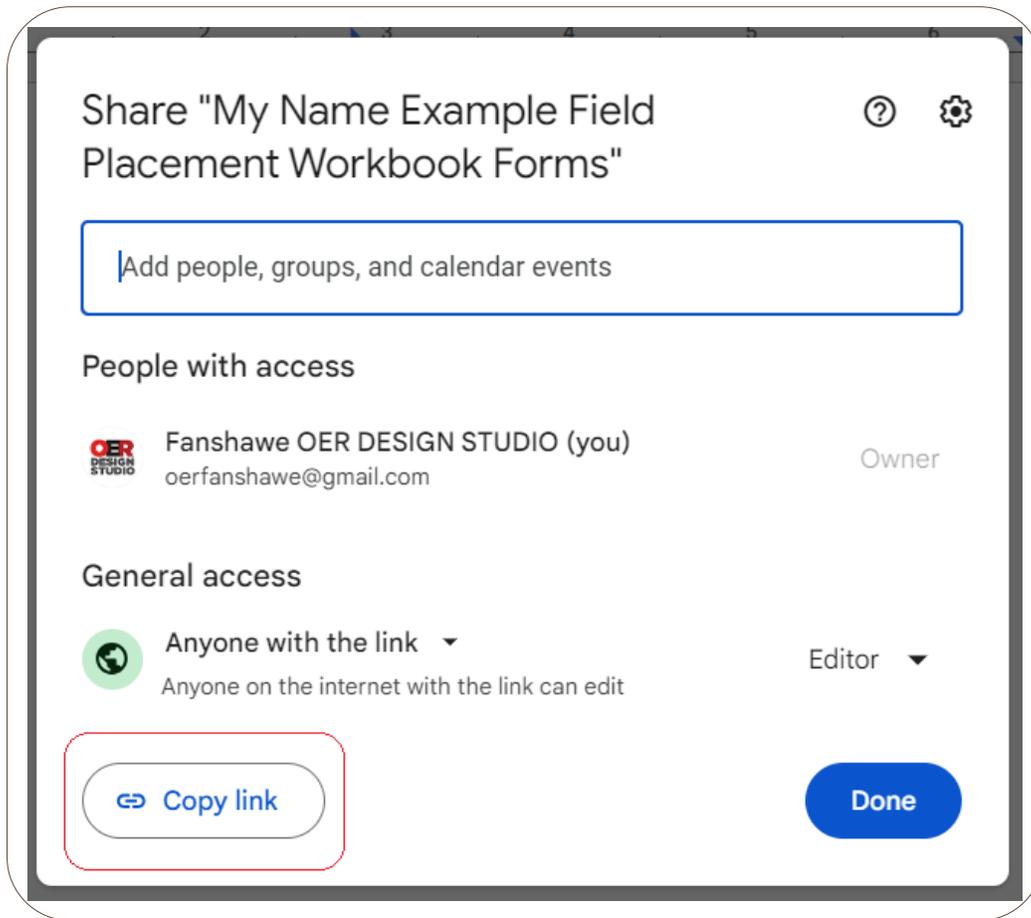
Under *General access*, change from “Restricted” to “Anyone with the link”.



Then click on “Viewer” and change it to “Editor”.



Click the Copy link button.



Now your link is copied you can email it to others who need access to the document.

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## Completing and Signing the Practicum Workbook

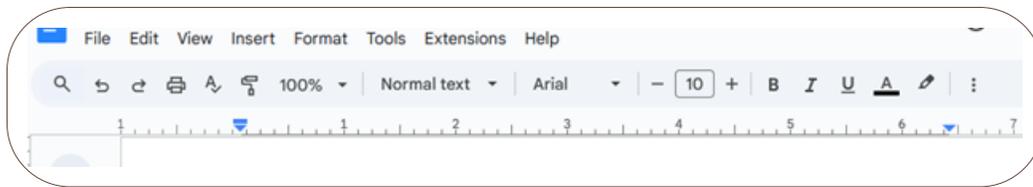
The workbook contains several different types of fillable areas. While many areas are for the student or apprentice to complete, there are also sections for the Agency Mentor and, if applicable, a Faculty Advisor.

Areas to be filled in with text are coloured blue. To complete one of these sections, click on the box and begin typing.

**Principle 1: Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.**

Click and type here

You can use any of the text formatting elements, such as bold, italics, bullets, etc., which can be found at the top of the page.



There are also checkbox options. For a checkbox, simply click on the box you wish to choose. If you want to uncheck a box, click it again.

**Professionalism**

Demonstrates professional and ethical behaviour consistently.

Midterm	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Final	<input type="checkbox"/> Yes	<input type="checkbox"/> No

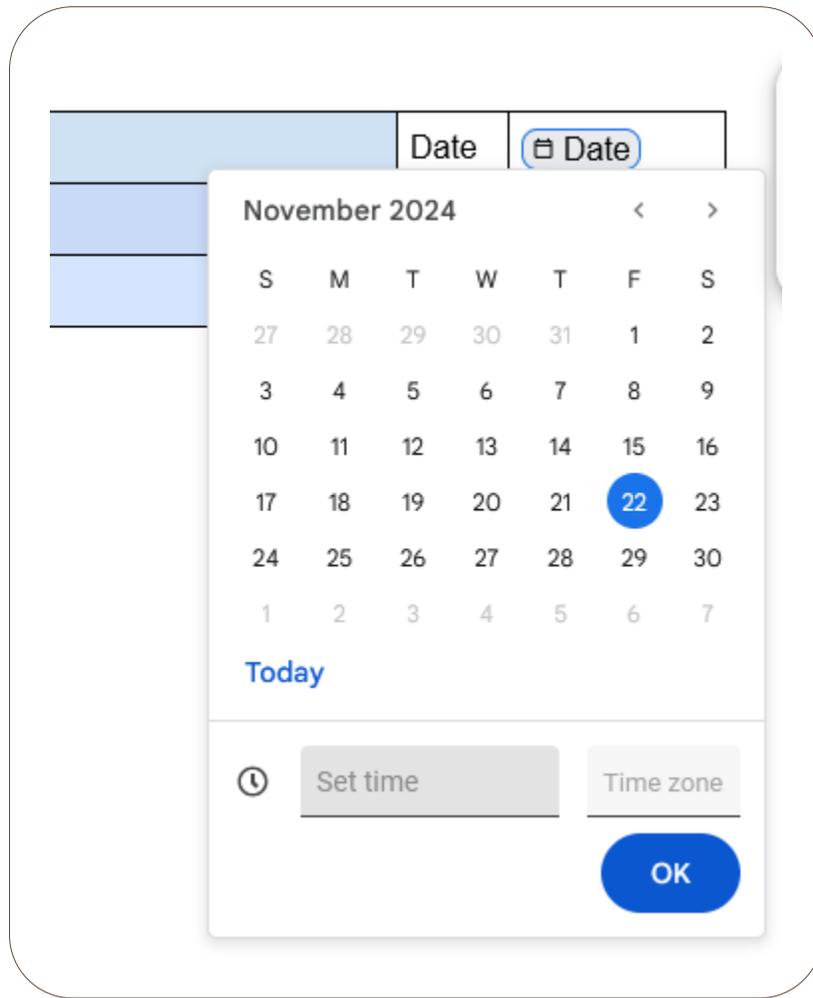
Text areas and checkboxes can also be mixed together and can be completed as outlined.

Actively Participates in Program Routines and Experiences	Mentor Rating				Initials			
Utilizes routine times for conversations and interactions.								
				<input type="checkbox"/> W	<input type="checkbox"/> S	<input type="checkbox"/> I	<input type="checkbox"/> U	

In some areas, you will see a *Date* button.

ECE Student Signature		Date	<input type="button" value="Date"/>
Agency Mentor Signature		Date	<input type="button" value="Date"/>
Faculty Advisor Signature		Date	<input type="button" value="Date"/>

Hover over the button to bring up the calendar. Click on the date you want to choose, and then click *Ok*.

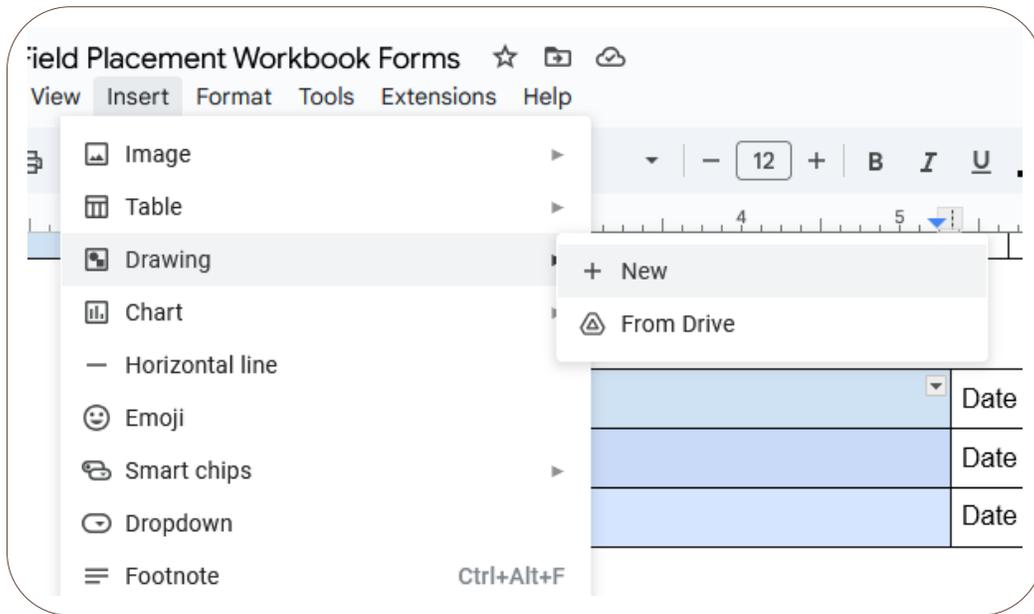


In some areas, you might be asked for a signature. You can draw your signature through the following steps.

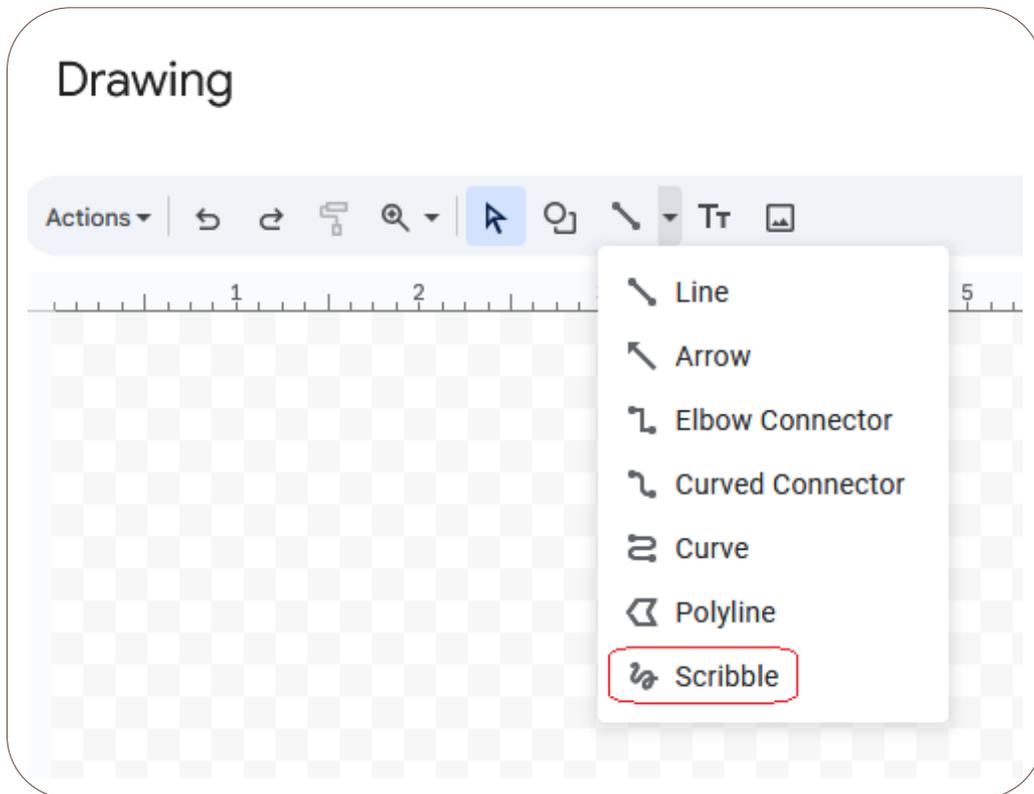
Place your cursor (click) in the signature box.

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Agency Mentor Signature	<input type="text"/>	E
Faculty Advisor Signature	<input type="text"/>	E

Click on the *Insert* menu, choose *Drawing*, and then *New*.



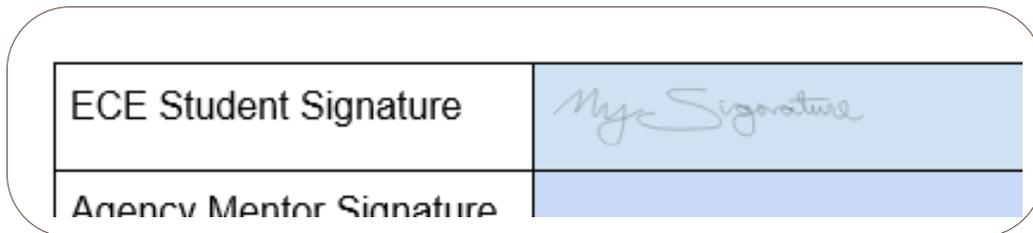
From the *Line* menu, choose *Scribble*.



Draw your signature in the box, and then click *Save and Close*.



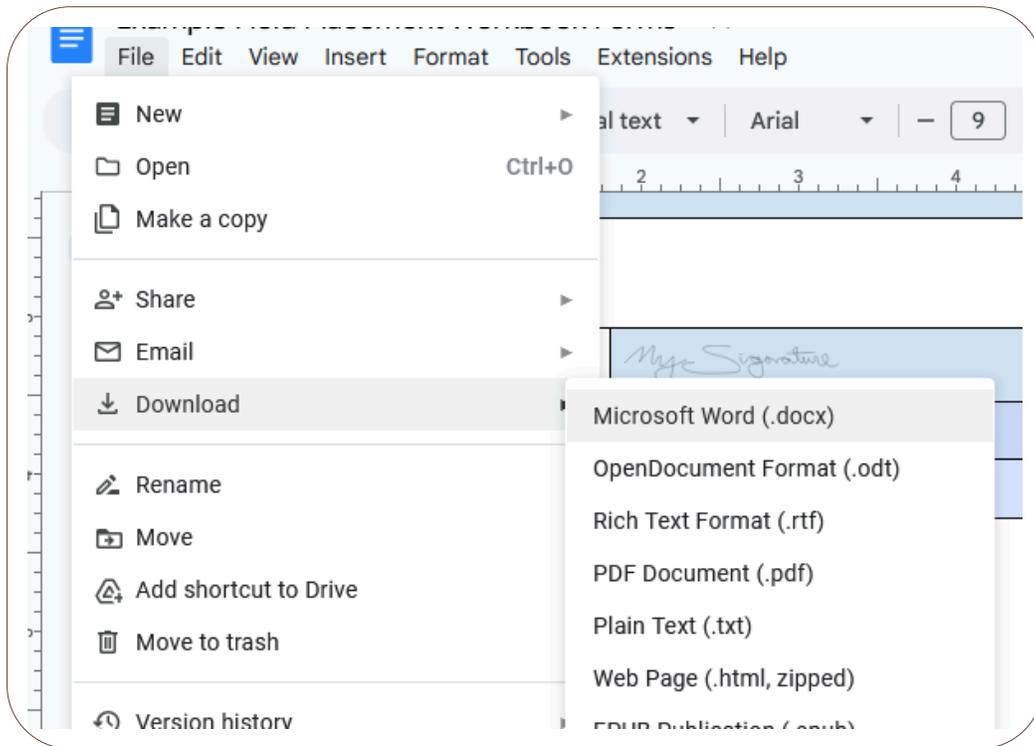
Grab the corner of the box and drag it to resize the drawing.



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## Downloading Your Practicum Workbook

When it is time to submit your completed workbook to FOL you can download a copy. To download the workbook into Microsoft Word, navigate to the *File* menu, choose *Download*, and *Microsoft Word*.



You can then upload this document into the Submission Folder in FanshaweOnline.

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To access more information about using Google Docs, such as making an account, visit [Appendix A: Google Skills](#).

## 8.2 PRACTICUM RESOURCES

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View page 8.2 Practicum Resources to access links.

### **Additional Resources**



- Excerpts from Early Learning for Every Child Today [PDF]
- How Does Learning Happen: Ontario's Pedagogy for Early Years
- Building on How Does Learning Happen Child Care [PDF]
- Indigenous Early Learning and Child Care Framework
- Canadian Centre for Outdoor Play » Outdoor Play Canada
- Self-Regulation in Early Childhood – Self-Reg

# CHAPTER 9 - FLDP 5012 ADVANCE PLACEMENT

## Chapter Outline

9.0 Learning Outcome

9.1 Workbook for Submission

9.2 Practicum Resources

## 9.0 LEARNING OUTCOME

---



### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Apply current and accessible resources to the field placement experiences and document the completion of placement outcomes.

“

**A** child's world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for most of us, that clear-eyes awe-inspiring instinct is dimmed or even lost before we reach adulthood”. – Rachel Carson (1998, p.44)

### Placement Details

FLDP 5012-Advanced Placement: This placement is 96 hours and takes place in an inclusive setting, working with children with special needs. It can be a family centre plus any of the previous settings, except it **cannot** be done in Before and After School-Age programs, including Kindergarten Before and After programs.



Image, by Myriams-Fotos, Pixabay Licence.

*Placement Details:* Apprenticeship Curriculum Standard Child Development Practitioner by Ontario College of Trades from Skilled Trades Ontario. Used under Fair Dealing for Educational Purposes (Canada).

# 9.1 WORKBOOK FOR SUBMISSION - ADVANCED PLACEMENT

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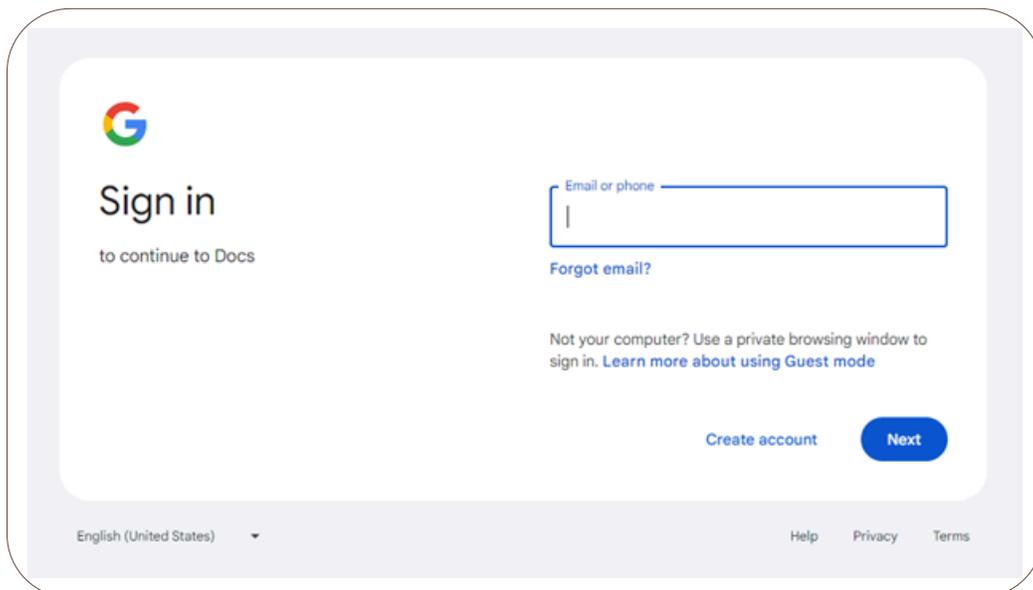
Access the FLDP 3034 Workbook here on page 9.1 Workbook for Submission – Advanced Placement of the in the OER Fanshawe College Child Development Practitioner Practicum Hub

## Workbook Guides

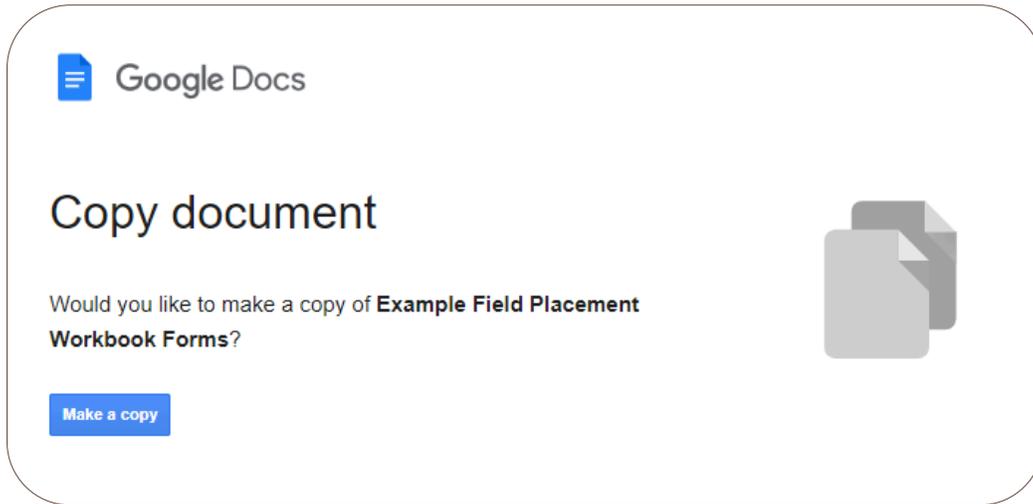
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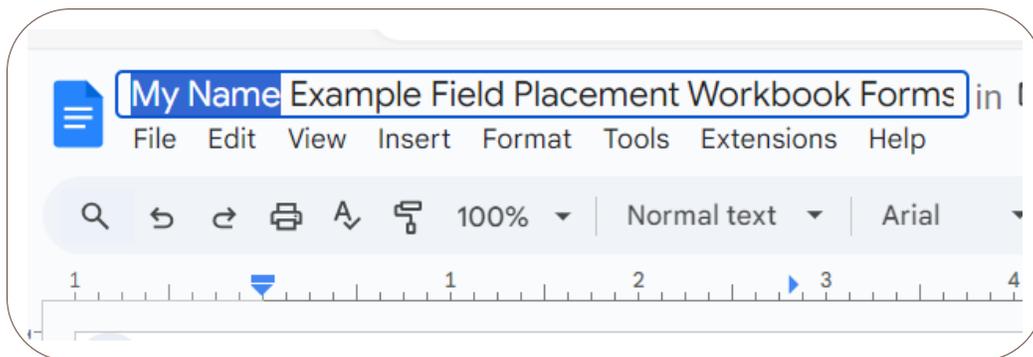
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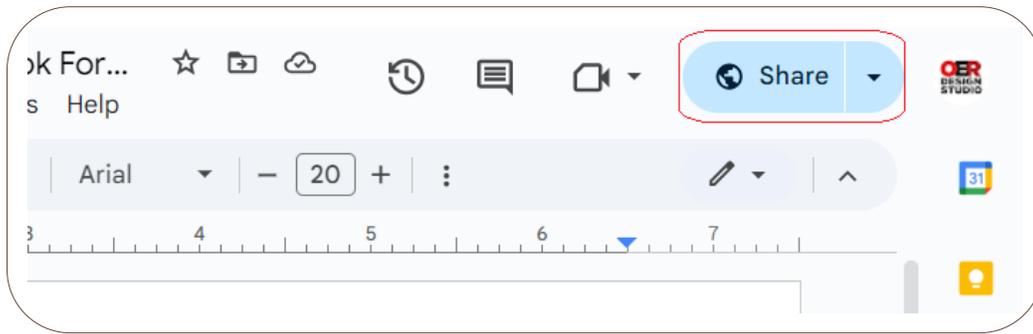

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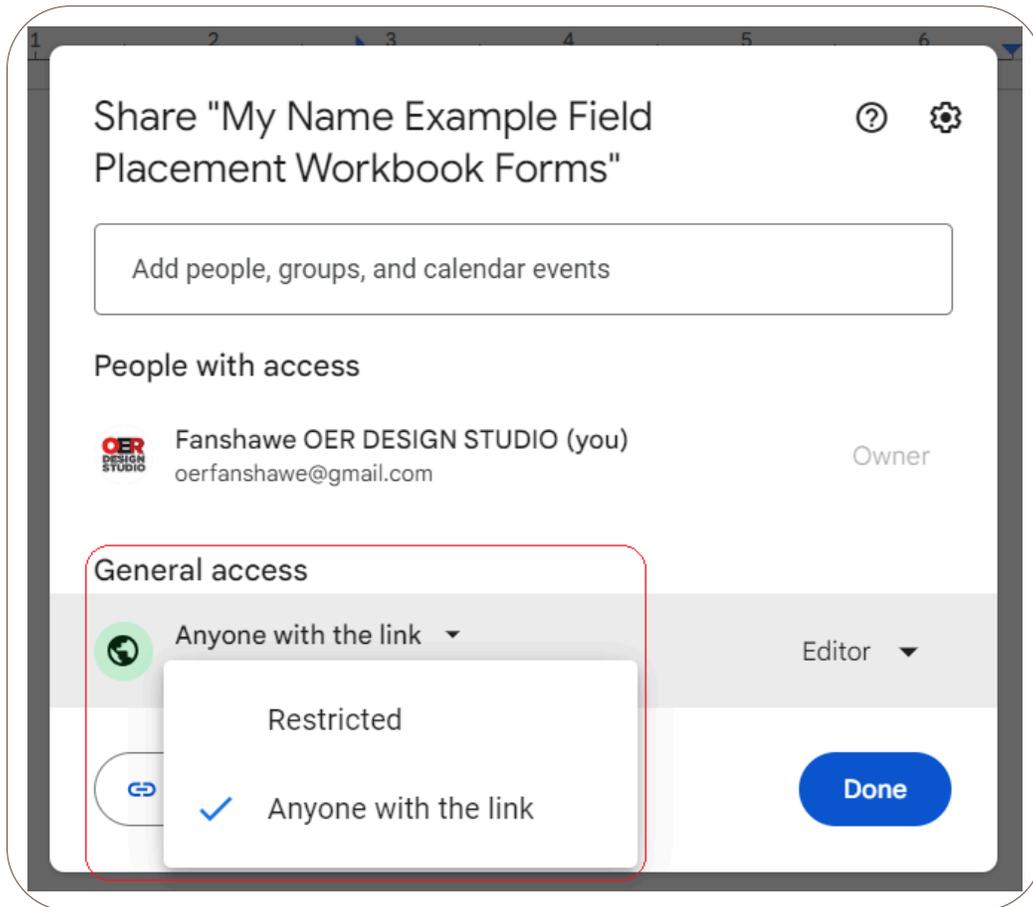
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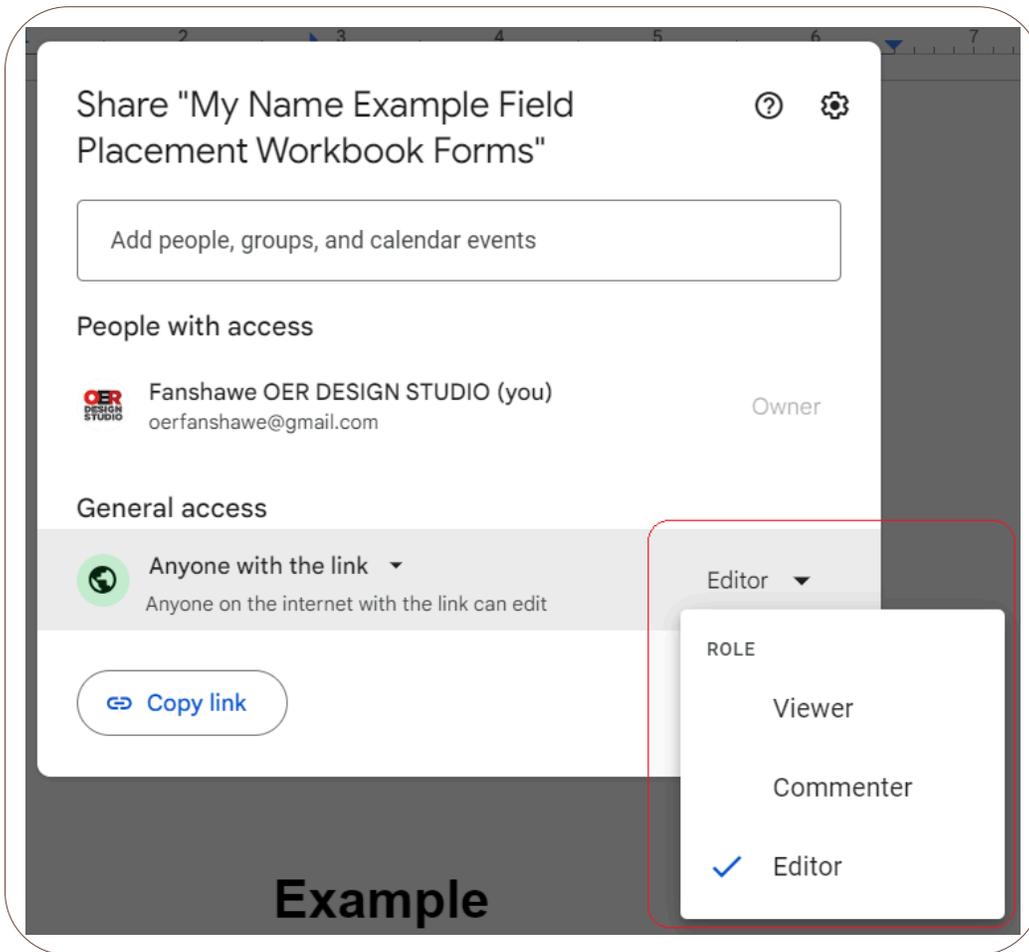
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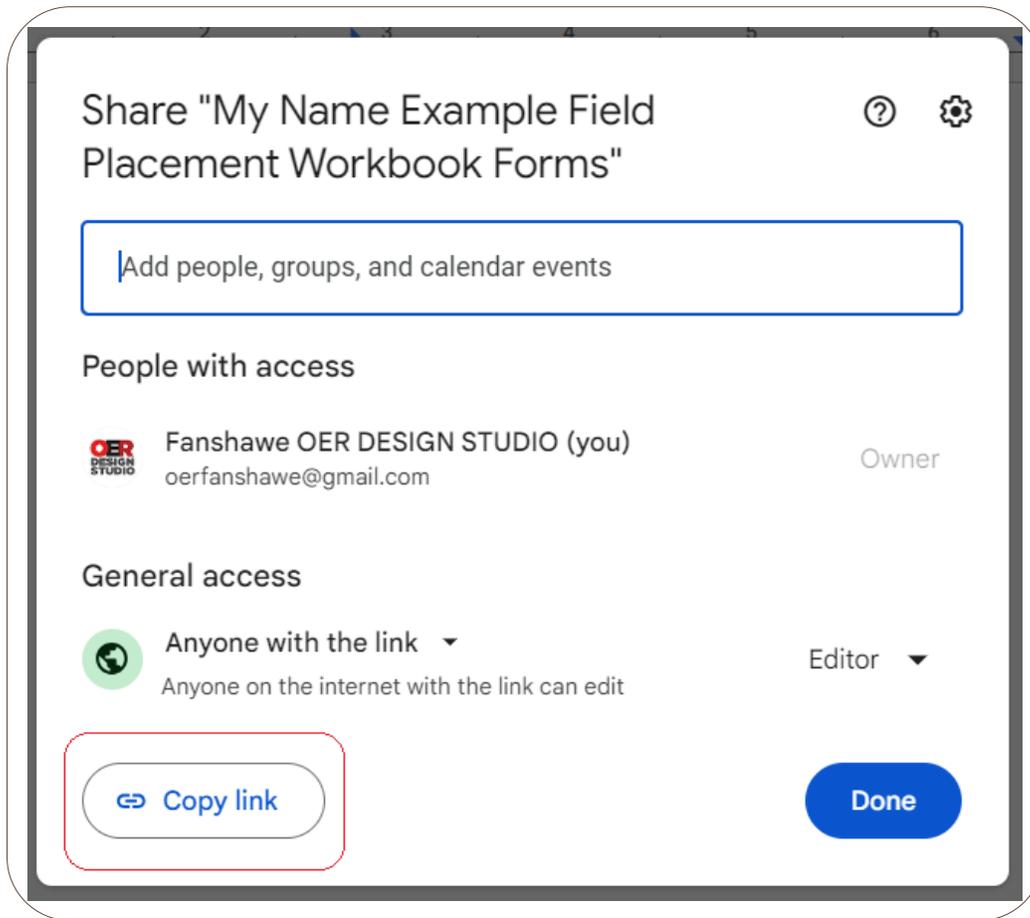
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## Completing and Signing the Practicum Workbook

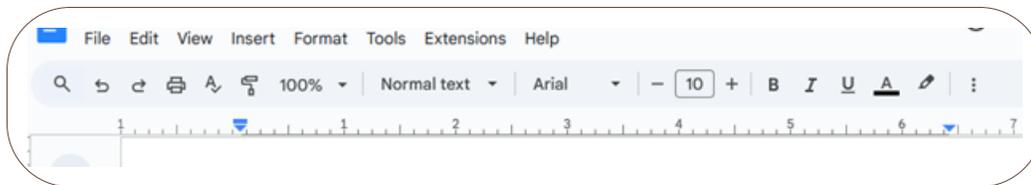
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Midterm     Yes     No

Final         Yes     No

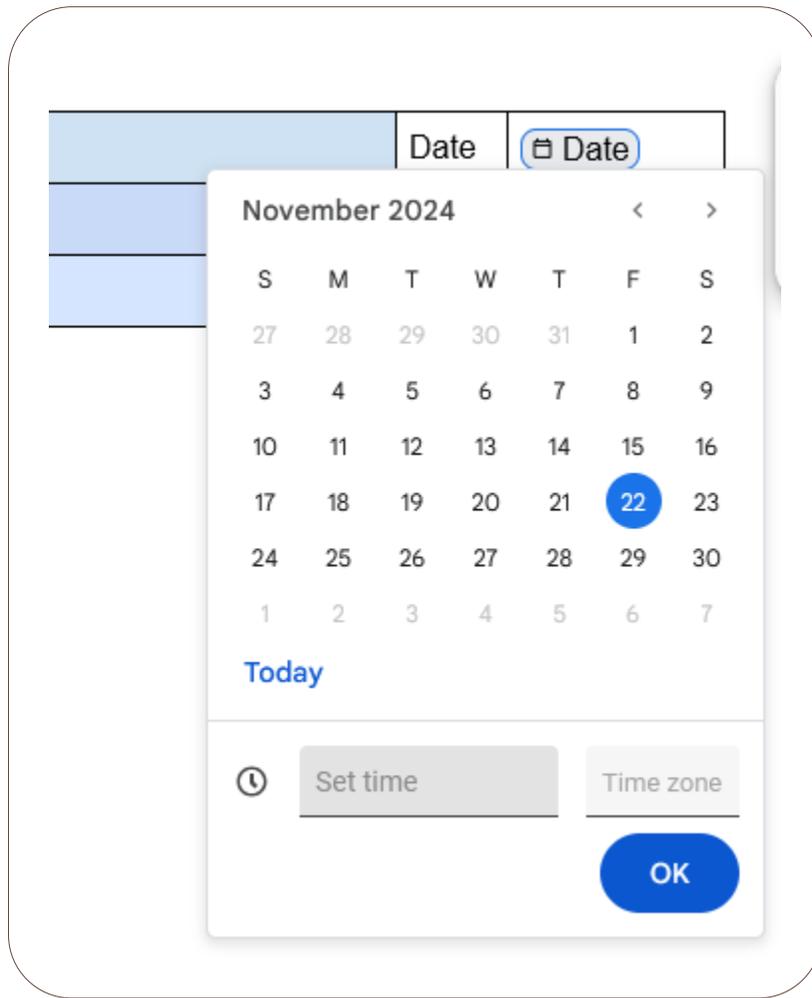
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ECE Student Signature		Date	📅 Date
Agency Mentor Signature		Date	📅 Date
Faculty Advisor Signature		Date	📅 Date

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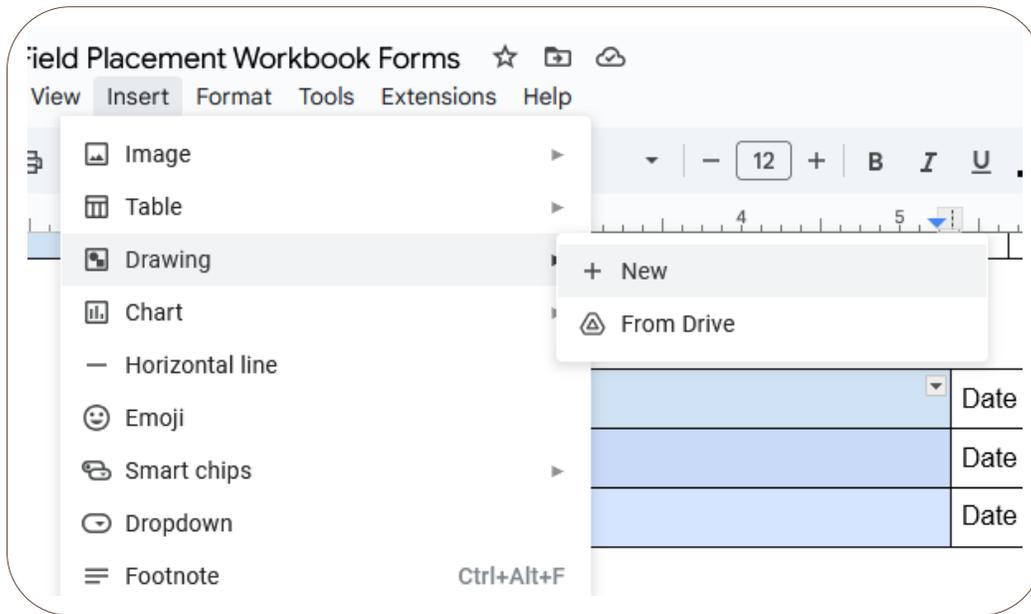


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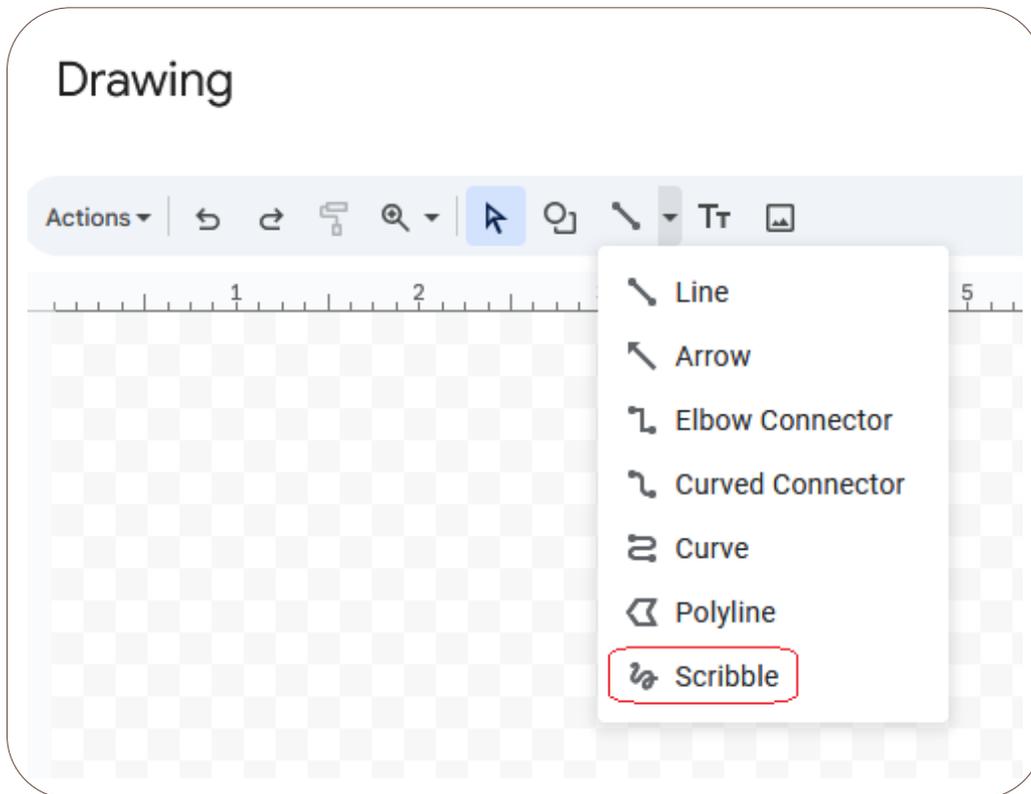
Place your cursor (click) in the signature box.

ECE Student Signature	<input type="text"/>	E
Agency Mentor Signature	<input type="text"/>	E
Faculty Advisor Signature	<input type="text"/>	E

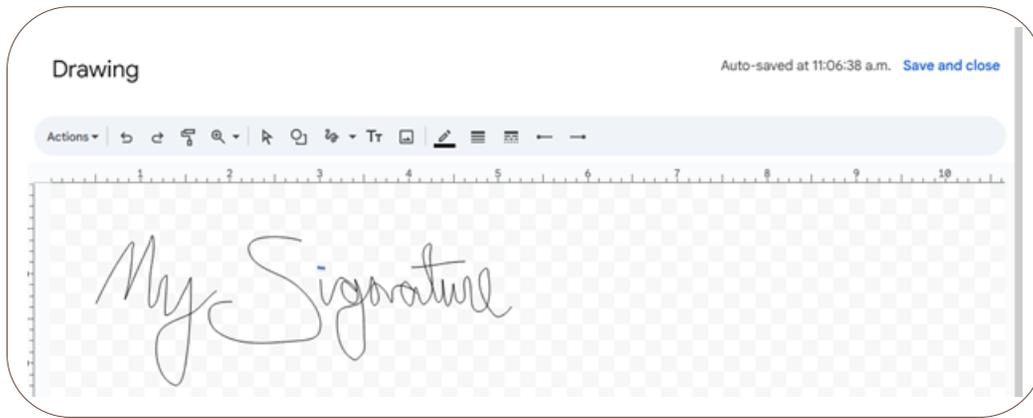
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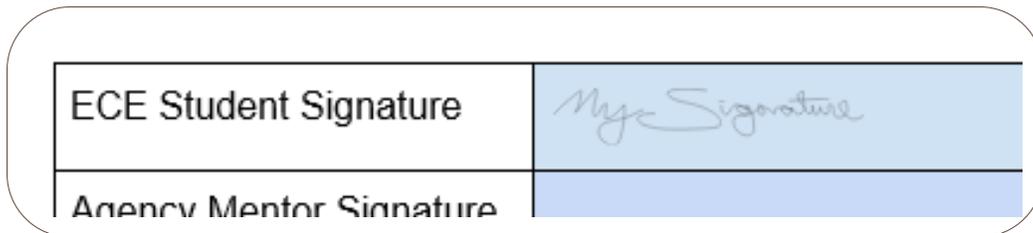
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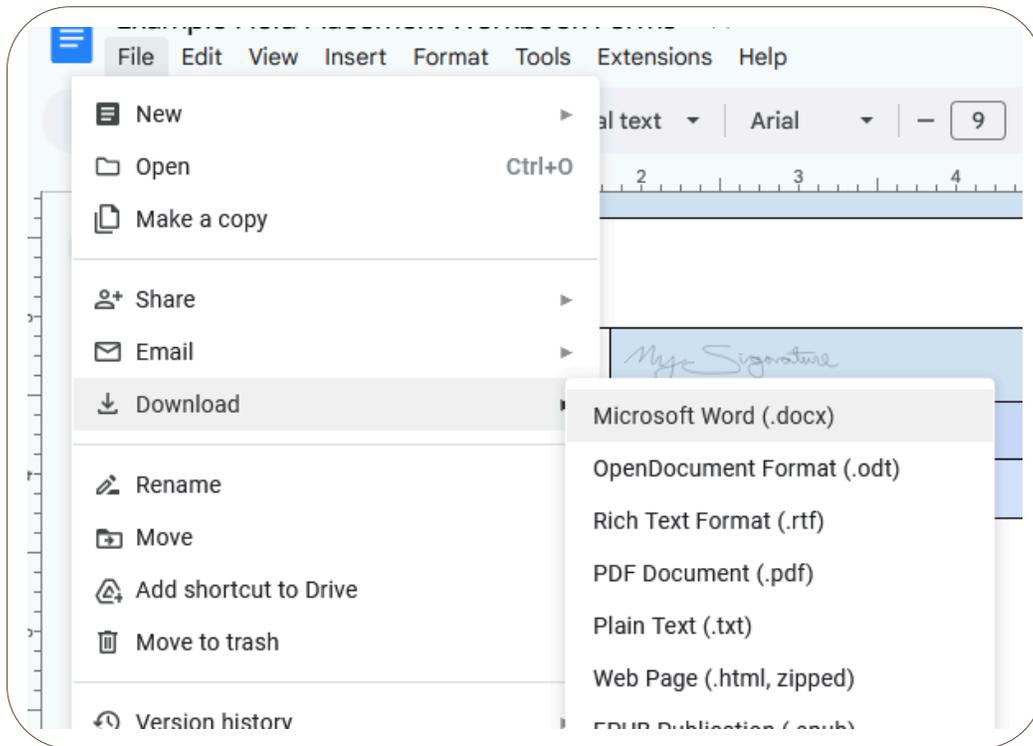


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## 9.2 PRACTICUM RESOURCES

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Visit 9.2 Practicum Resources to access links.

### Additional Resources



- Excerpts from Early Learning for Every Child Today [PDF]
- How Does Learning Happen: Ontario's Pedagogy for Early Years
- Building on How Does Learning Happen Child Care [PDF]
- Indigenous Early Learning and Child Care Framework
- Canadian Centre for Outdoor Play » Outdoor Play Canada
- Self-Regulation in Early Childhood – Self-Reg

# CHAPTER 10 - THE COLLEGE OF EARLY CHILDHOOD EDUCATION (CECE) - OUR PROFESSIONAL REGULATORY BODY

## Chapter Outline

- 10.0 Learning Outcome
- 10.1 What is the College of ECE
- 10.2 Becoming a College of ECE Member

## 10.0 LEARNING OUTCOME

---



### Learning Outcome

By the end of this chapter, the apprentice will be able to:

- Explain the requirements and process for joining the Ontario's professional regulatory body once they have completed their ECE diploma.



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## 10.1 WHAT IS THE COLLEGE OF ECE

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The College of Early Childhood Educators (CECE) regulates and governs Ontario's Registered Early Childhood Educators (RECEs) in the public interest.

The College was established under the Early Childhood Educators Act, 2007 (ECE Act) and came into existence in February 2009 (College of Early Childhood Educators, n.d.).

As of 2024, there are more than 57,000 members in good standing; the College is one of the largest professional self-regulatory bodies in Ontario and is the only professional self-regulatory body for early childhood education in Canada (College of Early Childhood Educators, n.d.).



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The College regulates the profession of early childhood education by establishing and enforcing:

- Registration requirements;
- Ethical and professional standards for RECEs;
- Requirements for continuous professional learning; and
- Complaints and discipline process for professional misconduct, incompetence, and incapacity.

(College of Early Childhood Educators, n.d.)

## 10.2 BECOMING A COLLEGE OF ECE MEMBER

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Once you have completed the bridge to diploma and have your ECE diploma, you now must register with the College of Early Childhood Education (CECE) in order to work as an early years professional in the Province of Ontario.

### First Step

Once you have completed the Apprenticeship portion and then the bridge to diploma, you are required to submit an Intent to Graduate form (scroll down to the bottom of the page).

### Second Step

The CECE has a *new* member section on their website that includes a webinar to walk you through the registration process.

[New Member Resources | Welcome to the College of Early Childhood Educators](#)

### Third Step

Once your paperwork is processed with the Registrar's office, usually within 10 business days, you will request an electronic transcript from MYCREDS **to go directly to the CECE**. Before requesting your transcript, check on Webadvisor to see if your transcript shows "graduated".

# GLOSSARY

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## Administrative Leadership

A role in which individuals create a positive organizational climate, ensure legal and financial competence, engage the community, advocate, foster innovation, and use data to inform strategic planning (Talan et al., 2023).

## AECEO

Association of Early Childhood Educators Ontario.

## Agency Mentor

An RECE or leader in an agency that is supporting and guiding the student.

## AKB

All Kids Belong.

## CCEYA

Childcare and Early Years Act.

## CECE

College of Early Childhood Educators.

## Child-centred Curriculum

Is planned and implemented with children's interests, needs, capacities, and strengths at the heart of the planning process (Community Child Care, 2011).

## COP

Communities of Practice is a group of educators who come together regularly to share and reflect on different topics.

## Curriculum

A learning plan that summarizes what educators' want children to learn, how they want them to learn it, and how they plan to teach and assess it (Brightwheel, 2024).

## Early Years Agency

Business or Centre in the Early Years System.

## ECEA

Early Childhood Educators Act.

## Emergent Curriculum

A child-centred approach to education that evolves based on the interests, ideas, and experiences of the

children, allowing their natural curiosity to guide the learning process (Bright Horizons, 2020).

## Field Placement

Refers to the specific assigned location/organization that a student practices within.

## Field Practicum

A supervised, hands-on learning experience where students have the opportunity to work directly with colleagues, children, and families within an early years agency and apply their theoretical knowledge to real-world situations.

## LCCN

Licensed Child Care Network.

## Pedagogy

Defined as the understanding of how learning happens- the philosophy, method, and practice of facilitating learning.

## Pedagogical Leadership

A role in which individuals guide and support educators to enhance teaching and learning practices through a foundation in research, child development, family engagement, and trauma-informed principles (Talan et al., 2023).

## Pedagogical Practices

The methods, approaches, and strategies used to facilitate learning (ProctorEdu, n.d.).

## Play-Based Learning

Learning through play. There are two types of play: Free Play, which is child-directed and motivated, and Guided Play, which involves the educator offering extended learning opportunities to the play.

## Professional Development

This refers to learning opportunities such as workshops or research sessions that support and enhance professional practices.

## Quality

A high level of standard that educators and early years agencies should strive for. Example: A nurturing environment that supports the social, emotional, and cognitive aspects of child development.

## RECE

An Early Childhood Educator who is registered in the field.

# APPENDIX A: GOOGLE SKILLS

---

Throughout this book, there will be documents to complete as part of your Apprenticeship Workbook. These documents will require you to complete work in Google Docs. Below, you will find instructions to help you navigate through the skills needed when using the Google platform.

## Creating a Google Account

In order to access the Apprenticeship Workbook documents, you will need a Google account.

If you don't already have a Google account, you can follow these directions to create one: [Creating a Google Account](#).

You can find more information about Google, the privacy policy, and how to unlock your account here: [Google Account Tutorial](#)

## Using Google Docs

When you click on a Workbook link, you will be asked to make a copy of the document. If you are not signed in, you will be prompted to do so before you can make a copy.

The copy of this document will be saved in your Google Drive.

You can learn to manage your files in your Google Drive here:

[Managing Your Files \(instructions\)](#)

[Managing Your Files \(video\)](#)

It is a good idea to rename your document with your name and the Workbook page title to keep things organized. You can see how to rename a document by reading the section *To Create a New File* on the page [Creating New Files](#). **Note:** The file will not say "Untitled Document" but "Copy of Workbook page".

## Sharing a Google Doc

In order for your faculty advisor and agency mentor to collaborate on the Workbook with you, you will need to share your document with them.

You can see instructions on how to share your document here:

[Sharing and Collaboration \(instructions\)](#)

[Sharing and Collaboration \(video\)](#)

## Downloading a Google Doc

You will be required to upload your document into FOL. To do so, you will need to download a Microsoft Word copy of your Workbook document so you can upload it into the submissions folder.

To see instructions on how to download your document as a Microsoft Word file see:

[Downloading and Printing from Google Drive](#)

# REFERENCES

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- Brightwheel. (2024, April 23). An educator's guide to early childhood curriculum design. <https://mybrightwheel.com/blog/early-childhood-curriculum#:~:text=A%20curriculum%20in%20early%20childhood,to%20teach%20and%20assess%20learning>
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Zachary, L. (2012). *The mentor's guide: Facilitating effective learning relationships*. Jossey-Bass.

# VERSION HISTORY

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This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

<b>Version</b>	<b>Date</b>	<b>Change</b>	<b>Affected Web Page</b>
1.0	19, December 2024	First Publication	N/A