

Fanshawe College ECL Field Experience Learning Community Resource

FANSHAWE COLLEGE ECL FIELD EXPERIENCE LEARNING COMMUNITY RESOURCE

MARY MITCHES



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LAND ACKNOWLEDGMENT



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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.



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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 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 looks for equity deserving communities.

Resources:



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

ABOUT THIS BOOK

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 off-line 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 oer@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

CHAPTER 1: INTRODUCTION

Chapter Outline

[1.0 Learning Objectives](#)

[1.1 Welcome](#)

[1.2 Overview of the Honours Bachelor of Early Childhood Leadership Program](#)

[1.3 Overview of the ECL Field Practicums](#)

[1.4 Prior Learning Assessment and Recognition \(PLAR\)](#)

[1.5 Student Support](#)

1.0 LEARNING OBJECTIVES

Learning Objectives

The objectives of this chapter are to:

- Create consistent messaging and easy access to program information.
- Allow students to easily access PLAR information from OER.

Welcome to the ECL Field Experience Learning Community Resource! We are excited to share this Open Educational Resource (OER) with you. This OER is a field practicum hub for students, Agency Mentors, Early Years Agencies, and Fanshawe College Faculty.



Photo, by [Polesie Toys](#), [Pexels License](#).

1.1 WELCOME

The Early Childhood Leadership Degree is an applied degree with a heavy focus on early childhood development, early childhood pedagogy, human relationships, curriculum development, and leadership skills. As an applied degree, we offer over 1000 hours of field and field-related experiences.



Program Coordinator: Lisa McCorquodale, Ph.D OT Reg. (Ont.)

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Office Hours: by appointment

1.2 OVERVIEW OF THE HONOURS BACHELOR OF EARLY CHILDHOOD LEADERSHIP PROGRAM

This innovative four-year honours program offers students studies in early childhood development, pedagogy, human relationships, curriculum development, and leadership. Students develop the necessary skills to engage as pedagogical leaders in a diverse range of roles in the evolving disciplines within the early years education and care sector.

A key component of this degree is the applied learning that takes place in ideal-sized classrooms focusing on case studies, research, interpersonal communication, advocacy, and leadership skills. Students complete two field practicums in the first and second years in addition to a fourteen-week intensive Internship between the third and fourth years.

Program Code: ECL1

Credential: Degree

Duration: 120 weeks

Bridging for Advance Standing

Take your education to the next level and bridge to the Honours Bachelor of Early Childhood Leadership degree. The bridge is a full-time distinct program BUT also a component of the 4-year degree. The bridge program serves three functions:

1. Bridges students from diploma expectations to degree expectations
2. Provides a sample experience of the degree
3. Fulfills the provincial requirements for equivalency/advanced standing into the degree (i.e., into year 3)



Visit [1.2 Overview of the Honours Bachelor of Early Childhood Leadership Program](#) to access

the link.

[Bridging for Advanced Standing | Fanshawe College](#)

Graduate Testimonial

Maureen Cullen



“I feel that my honours degree in early childhood education has prepared me well and given me a solid foundation for my future research. My degree has offered me professional opportunities to work effectively in our community, as well as to further my studies as a graduate student in the Master’s of Education program at Western University.

Visit 1.2 Overview of the Honours Bachelor of Early Childhood Leadership Program to access the link.

[Honours Bachelor of Early Childhood Leadership | Fanshawe College](#)

“Program Overview” in [Honours Bachelor of Early Childhood Leadership](#) © Fanshawe College, [All Rights Reserved](#).

1.3 OVERVIEW OF THE ECL FIELD PRACTICUMS

This 4-year degree program prepares students to become early childhood educators (ECE) as well as progressive leaders in diverse disciplines related to early childhood education and care. Students in the ECL program have four distinct field experiences.

FLDP-7015 Field Practicum 0-3 years

In an Early Years setting (typically an infant and toddler room), students will have opportunities to integrate course knowledge into practice. Working collaboratively with classroom educators, students consolidate knowledge in building responsive relationships, respectful interactions, and the pedagogical processes in relation to varying abilities and temperaments. Students will actively engage in processes of observing, documenting, and developing curriculum that is child-centered, play-based, and linked to current pedagogical documents and evidence-based practices. Maintaining healthy and safe environments, aligned with legislative and legal requirements will be emphasized. Students will be expected to exhibit professional behaviour that is grounded in ethical practices. Reflective practice will be utilized as a method to enhance integration of the field experience.

[Chapter 4: FLDP-7015: Field Practicum 0-3 Years](#)

FLDP-7017 Field Practicum 3-6 years

In a school-aged setting (typically a Kindergarten classroom), students will have opportunities to build on the foundational experience gained during the first field practicum. Working collaboratively with educator teams, students consolidate knowledge in observational methods, pedagogical documentation, play-based learning in a culture of inquiry curriculum planning and building responsive and inclusive relationships with children and families in a Kindergarten Classroom.

Students have opportunities to discuss program-related issues and evidence-based pedagogical practices in the kindergarten classroom. Students engage in self-reflection for the purpose of developing professional goals to increase responsibility and knowledge as emerging leaders. Respectful and reciprocal relationships with children, families and the school community will be emphasized as foundational elements of practice. Reflective practice will be utilized as a method to enhance the integration of the field experience.

[Chapter 5: FLDP-7017: Field Practicum 3-6 Years](#)

COOP-ECL1 Leadership Internship (Summer Term)

The third-year internship is a 420-hour work experience in an early childhood program, a related child and family service, or a relevant government department. Students will apply strategies to support continuous learning and promote effective pedagogical practices in an early childhood setting. The internship offers students the opportunity to pursue a placement setting according to their future and/or academic interests and goals. The internship may be local, elsewhere in Canada, or in an international setting. At the completion of the internship, students will have developed a professional portfolio that documents exemplary pedagogical practices as well as leadership competencies.

[Chapter 6: COOP-ECL1: Leadership Internship](#)

FLDP-7007 Solutions for Early Childhood Leaders

In this course, students will use the theoretical and technical knowledge gained throughout previous semesters of the program to undertake a specific project that addresses an identified program issue. Students will work in their internship site (if possible) to evaluate and propose a solution to address a specific program area that may benefit from strengthening related to curriculum and pedagogy. Students model collaborative leadership throughout the process.

[Chapter 7 FLDP-7007 Solutions for Early Childhood Leaders](#)

Watch Holly Gerrits' Testimonial at <https://youtu.be/vVyGxh2kF3Y>

[Honours Bachelor of Early Childhood Leadership](#) © Fanshawe College, [All Rights Reserved](#).

1.4 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a process of evaluating the knowledge and skills gained through experiential and/or non-formal learning for the purpose of obtaining credit. Fanshawe College recognizes that learning occurs from a wide variety of work and other life experiences outside of formal educational settings.

Prior Learning Assessment uses a variety of tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through on-the-job training, military service, community-based volunteer activities, and self-directed study that all together are not recognized through formal transfer-of-credit mechanisms. These experiences may have resulted in college-level learning and may be eligible to be credited as such.

The College's PLAR process is designed to accurately, fairly, and equitably assess these experiences to determine if such learning minimally meets college-level learning standards. Assessors balance the need to protect College credentials and community interests against the need to fairly recognize prior learning as college-level.



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Please note that if your course load drops below that of a full-time student because of credits earned through PLAR, eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) may be impacted.

If you are an international student, please note that if your course load drops below that of a

full-time student because of credits earned through PLAR, your current study permit and working eligibility, or your future post-graduate work permit eligibility, may be impacted.

PLAR does not provide credit for prior formal post-secondary education. If you have prior learning through a recognized post-secondary institution, check for possible transfer credit first with the Advising Centre. Please refer to [Policy A124, Recognition of Prior Learning \[PDF\]](#).

Level 2 and Level 4 field practicums in the ECL program are not eligible for PLAR.



Visit page 1.4 Prior Learning Assessment and Recognition (PLAR) to access this resource.
[Prior Learning Assessment and Recognition \(PLAR\) | Fanshawe College](#)

1.5 STUDENT SUPPORT

At Fanshawe, students are our top priority. We continuously work to provide services and support that will help make your college experience a positive one. Here for you is a core principle that inspires our relationship with you, our students. Whether you're new to Fanshawe or just looking for support from one of our many departments, we're here to help you succeed.

You can find information on Health Services, Accessibility Services, and Academic Supports.



Photo: © Fanshawe College, [All Rights Reserved](#).

Note: Students with an Accommodation Letter for Placement/Co-op, need to know that the information on your Accommodation Letter is not shared with your Field Placement Faculty Advisor.

If you would like to disclose personal requirements/information that will support you on placement please contact [Accessibility Services – Fanshawe College](#) and share with your Faculty Field Advisor and Field Mentor during orientation or your first meeting.



Visit page 1.5 Student Support to access this resource.

[Student Support | Fanshawe College](#)

Institute of Indigenous Learning

Did you know that you have a home-away-from-home here at Fanshawe? It's true! Whether you're Status or Non-Status First Nations, Métis, or Inuit, the Institute of Indigenous Learning is waiting to welcome you. Here are a few of the things that Fanshawe's Institute of Indigenous Learning provides:

- [Friendly, knowledgeable staff](#) who can help you with academic or personal issues
- Peer helpers and peer tutors
- Cultural and spiritual support and activities, such as a Knowledge Keeper
- A computer lab where you can do your homework or keep in touch with friends and family
- A lounge and study area where you can socialize, study, or just relax
- Lots of intramural sports teams and recreational activities



Visit page 1.5 Student Support to access this resource.

[The Institute of Indigenous Learning | Fanshawe College](#)

View the video Kalihwiyo | Library Learning Commons Fanshawe College at <https://youtu.be/wJ6uxlNNgdQ?si=tUyJTU9dg5BxZBGm>

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“Our Services” in [The Institute of Indigenous Learning](#) © Fanshawe College, [All Rights Reserved](#).

CHAPTER 2: YOUR ROLE IN THE ECL FIELD EXPERIENCE

Chapter Outline

[2.0 Learning Outcomes](#)

[2.1 The ECL Student Role](#)

[2.2 The Agency Mentor Role](#)

[2.3 Faculty Advisor and Fanshawe College Roles](#)

2.0 LEARNING OUTCOMES

Learning Outcomes

The objectives of this chapter are to:

- Discuss expectations and roles of all field experience opportunities.
- Demonstrate professionalism and pedagogical leadership in communication and relationships with children, families, colleagues, and the communities.
- Build and maintain caring and responsive relationships with children, families, and colleagues that reflect the four foundations of learning.

***E**arly childhood education is a care and relationship-based practice. ... Practicum is important, because it is the way students experience the profession and develop their skills. ... Without opportunity to learn how to practise the profession, graduates of post-secondary programs would be ill-prepared to face the dynamic and complex environments in which RECEs*

work (College of Early Childhood Educators, 2021, p.5).



Photo by [Ksenia Chernaya](#), [Pexels License](#).

It takes a community to support the practicum experience. The practicum is a collaborative early years field experience where each role is important to the learning and development process. This chapter will provide an overview of the student, Agency Mentor, College Faculty Advisor, and Early Years agency roles. Visit <https://ecampusontario.pressbooks.pub/ecldfieldresource/chapter/2-0-learning-outcomes/> to see this interactive activity



Visit 2.0 Learning Objectives to access this resource.

[College of Early Childhood Educators \(CECE\) Policy Statement Regarding Practicum \[PDF\]](#)

2.1 THE ECL STUDENT ROLE

Students are expected to immerse themselves in the daily routines and practices of the Early Years agency where they are placed. Students will work to develop respectful and responsive relationships with their Agency Mentor, the children, families, and other professionals during their field practicum.

Student Testimonials

Samantha, ECL Student: Infant/Toddler Practicum FLDP-7015

“Before entering my field placement I researched the centre that I would be attending. I did this to become familiar with their mission and way of educating / caring for children. I wanted to go in on my first day feeling like I already had a general knowledge of the facility. I printed off all paperwork and additionally kept a digital copy of all manuals, forms, and assignment outlines (that were available) so that I would be prepared to discuss both myself and my mentor’s expectations. On top of the knowledge that I obtained in my first semester of this program, I researched the best ways to introduce myself to new children as an Early Childhood Educator so that I didn’t come off either too strong or not confident enough!”



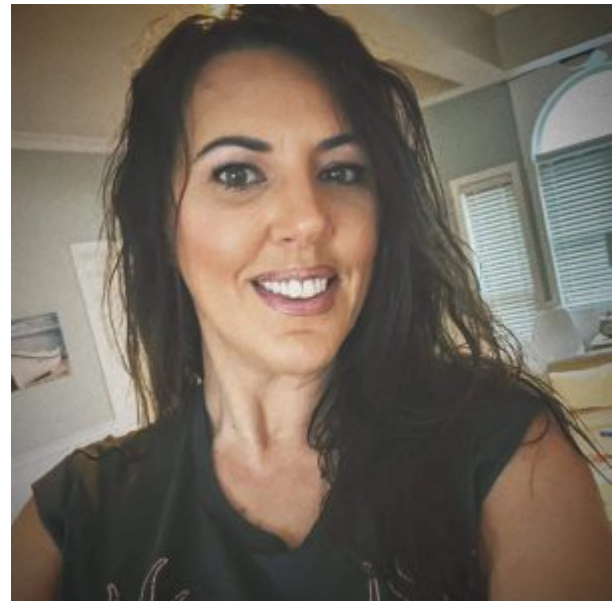
Avery, ECL Student: Kindergarten Practicum FLDP-7017

“Going into my field placement in the kindergarten classroom, I prepared myself through communication with those involved (my placement advisor and my mentor), and intentionally reflecting on my prior experiences in child care settings. Before starting my placement, I reached out to my mentor, Aneta to connect about overall expectations and any details she wanted me to know. This conversation was the introduction to my relationship with Aneta which wound up being an invaluable component to my experience in the classroom. I have previously worked in other child care settings, and prior to my first day of placement, I thought about those experiences and interactions and how I could learn from and change them to improve my practice and learn as much as I could in placement. By intentionally reflecting on these interactions when I have the space to be mindful I can unconsciously apply this knowledge in my experiences with children. While there are less significant things that I did in preparation for my placement in the kindergarten classroom, I believe these were the most impactful.”



Danielle ECL student: Leadership Internship COOP-ECL1W

“My Internship at Station View YMCA Child Care provided me with hands-on opportunities to develop and refine my leadership competencies. I was able to apply theoretical knowledge in real-world situations, learning how to lead a team, manage challenging behaviours, and create a positive environment for both children and staff. I became more confident in my ability to facilitate group activities and guide my team, ensuring clear communication and collaboration. This experience also deepened my understanding of how to adapt my leadership style based on the needs of different team members and the children in our care. Overall, I grew in my ability to balance empathy with assertiveness, a key leadership competency in Early Childhood settings.”



Kaela ECL student: Leadership Internship COOP-ECL1W

“The biggest takeaway from my internship is how important non-profit organizations are to communities. I spent my summer with Investing in Children, and it was such a fulfilling experience. Working alongside an incredible team to provide free programs to families and children in the London and area communities allowed me to understand how difficult these organizations work to support their communities. Due to the difficulties they face, together with my team, we have taken on Investing in Children for my solutions project, creating an event and partnering with other London companies to promote community awareness and to provide more funding through donations. I look forward to continuing my work with such a pivotal community organization!”



Brooke ECL student: Solutions FLDP-7007

“For my solutions project I chose to focus on intentional outdoor play as that was a tenet my agency was lacking in. To support this tenet, I chose to create a professional development event for the staff at my centre. The biggest takeaway that I had from my solutions experience is that we as students can make change even if it is on a smaller scale. Working on my project, I was able to support the staff, children, and families to provide high-quality learning in the outdoor environment. I had an amazing time seeing the benefits of my project. I believe that it is very important to continue to advocate for children’s learning and I plan to engage in this journey of change throughout my practice.”



Students must complete all field pre-placement requirements, [Clinical/Field Pre-Placement Process](#), by the due date assigned by Fanshawe College and your Field Coordinator. Failure to do so may result in a withdrawal or delayed practicum.

Students must also attend training, orientation or program policy review sessions with their practicum agency.

Students are expected to share this OER with their Agency Mentor and take responsibility to complete all work as outlined in the chapter related to their field practicum. Links to each manual section are here:

- [FLDP-7015 \(0-3 years\)](#)
- [FLDP-7017 \(3-6 years\)](#)
- [COOP-ECL1W \(ECL Summer Internship\)](#)
- [FLDP-7007 \(Solutions for ECL\)](#)

Students are responsible for meeting regularly with their Agency Mentor and their assigned Fanshawe Faculty Advisor to ask questions, share reflections, and complete any practicum-related forms and work.

The student, in consultation with their Agency Mentor, will organize 20-30-minute meetings with their Agency Mentor and Faculty Advisor at least twice during the practicum to discuss formal evaluations.

Professional conduct is paramount and entails arriving on time and attending all scheduled practicum days. Students will demonstrate respectful communication with educators, children, families, and colleagues.

Students will respect others' right to confidentiality and privacy and arrive at their practicum well-rested and in appropriate attire that is comfortable as well as representative of the professional standards of the Early Years.

The practicum is a time for students to practice pedagogical approaches, create curricular play experiences and observe interactions among educators, children, and families. Students are to utilize their critical observation skills and incorporate techniques that effectively support children's learning and foster the [four foundations \[PDF\]](#) (well-being, engagement, expression, and belonging).



Photo, by [Sebastian Pandelache](#), [Unsplash Licence](#).

Placement Failure or Incompletion

- ECL students who are unsuccessful with their field placement may not be eligible to progress in the program.
- Students who wish to withdraw from Field Practicums must do so before the withdrawal date. Please connect with your Faculty Advisor and Field Coordinator before finalizing your decision.
- Students who fail field practicum may retake the course in accordance with Fanshawe's policies and

procedures. They must meet with an Academic Advisor to clarify this process.

Tips for Students

- Prepare all pre-placement documents before the practicum starts so you can share them with your Agency Mentor. (Also, attend any required training/orientation as requested by your practicum agency).
- Review your roles and responsibilities as outlined in this OER.
- Stay curious! Don't be afraid to ask questions and share your reflections with your Agency Mentor and/or Faculty Advisors. They are here to help and are great resources about all things Early Years.
- Engage in open communication and try new skills to support your learning so you can best support the children in your care.
- Review your field manual daily while on practicum, so you stay on top of work to be completed.
- Prepare for the formal meetings with your Agency Mentor and Faculty Advisor ahead of time.
- Use a journal or create a doc to engage in self-reflective practices in between meetings with your Agency Mentor and Faculty Advisor.
- Be open to constructive feedback and be able to set and work toward goals.

2.2 THE AGENCY MENTOR ROLE

Individuals who supervise and/or mentor students must be RECEs in good standing with the College. There is an important link between theory and practice. RECEs are best positioned to mentor, guide, and give constructive feedback to students about their practice and the development of their knowledge, skills, and judgment for becoming an RECE. Importantly, RECEs provide an early childhood education lens to their assessment of the student and the feedback that they give.

Watch Marcy Atchinson's Testimonial at <https://youtu.be/cELCpCsbO4g>

Agency Mentors play an essential role in guiding and mentoring students through their field experiences. Our hope for our students is that they feel welcomed into the program and integrated into the team. Initial introductions to educators, staff, children, and families are a crucial starting point for students to develop a sense of belonging. Our students, like you, have varied lived experiences. Some students will arrive with little knowledge of the workings of an Early Years agency and others may have many years of experiences to share.

This OER has a chapter for each ECL practicum, which can be used as a resource and guide for your roles and responsibilities.

- [Chapter 4: FLDP-7015: Field Practicum 0-3 Years](#)
- [Chapter 5: FLDP-7017: Field Practicum 3-6 Years](#)
- [Chapter 6: COOP-ECL1: Internship](#)
- [Chapter 7 FLDP-7007 Solutions for Early Childhood Leaders](#)

Agency Mentors are asked to provide informal, written or verbal feedback daily and complete the formal evaluations of learning found in the field manual component of this OER. The student, in consultations with their Agency Mentor, will organize 20-30-minute meetings with their Agency Mentor and Faculty Advisor at least twice during the practicum for formal evaluations. It is important for Agency Mentors to engage in open and honest communication with students to provide encouragement and critical feedback as they learn to navigate the complexities and demands that come with being an Early Childhood Leader.

Students will engage in ongoing observation of their Agency Mentor's professional interactions with children, families, and staff. It is crucial for the Agency Mentor to demonstrate supporting positive interactions ([Practice Guideline: Supporting Positive Interactions with Children \[PDF\]](#)) with children and

ways to support the four foundations of learning, [How Does Learning Happen? Ontario's Pedagogy for the Early Years \[PDF\]](#).

Should questions or concerns arise that cannot be directly resolved with the student, the Agency Mentor should contact the student's assigned Fanshawe Faculty Advisor. The Faculty Advisor should also be contacted when a student misses more than 2 days of placement.

“In order to be ready for safe, competent and professional practice as a RECE upon successful completion of their program and registration with the College, students must have progressive responsibilities in their practicum placements building up to the full scope of practice for the profession of early childhood education” (College of Early Childhood Educators, 2021, p.9).

Agency Mentors working with their Supervisors should ensure the student reviews agency specific policies and procedures. Students on field practicum (placement) are not to be included in ratios as determined by the Child Care and Early Years Act (CCEYA), nor are they to be left alone to supervise children. Responsibilities for students may vary in programs not governed by the CCEYA (for example: Kindergarten in elementary schools).



Photo, by [KOBU Agency](#), [Unsplash Licence](#).

The Early Years Agency supports the student and Agency Mentor by providing training and orientation to the practicum site. Should a student become injured while on practicum, the Early Years agency and Agency Mentor will complete the appropriate workplace injury forms (WSIB information can be found in each of the Field Practicum Chapters).

Students in Difficulty

A student may be identified as being in difficulty for a number of reasons: absenteeism, lateness, failure to carry out assigned responsibilities, failure to develop appropriate independence, etc. Identification of such a student may be made by an Agency Mentor, Faculty Advisor, or by a student's Field Seminar Professor.

We encourage the following process for supporting students who are in difficulty:

Discussion

- A discussion should take place between the student, Faculty Advisor, and the Agency Mentor.
- Written strategies for assisting the student to meet with success should be decided upon.

Monitoring

- The student's progress will be monitored and recorded by the Fanshawe Faculty Advisor and Agency Mentor.
- Field Coordinator should be contacted by the Faculty Advisor regarding the plan for success and monitoring.

Conclusion of Practicum

- At the conclusion of the field practicum, the Field Coordinator will meet with the student to review their progress and make a decision about future action as needed.

Removal from Practicum

- Fanshawe College reserves the right to remove a student from field practicum if it is considered to be in the best interest of the student and/or children.
- The Early Years Agency has the right to request the removal of students whose performance is detrimental to their program. It would be hoped that a conversation between the Agency Mentor, the Faculty Advisor, and the student would occur prior to this. This may result in a failing grade.

Tips for Agency Mentors

- Encourage opportunities to get to know each other and share your passions regarding the early years.
- Review your roles and responsibilities as outlined in this OER.
- Stay curious—I wonder? What would you do? How can we approach this?
- Create opportunities for ‘Observation and Reflection’ with you and for the student alone.
- Facilitate positive interactions for the student with children in the early days of practicum to gain familiarity and develop relationships before students plan curriculum.
- Provide both positive and constructive feedback to the student in the formal evaluations to support growth and learning. Offer next steps and celebrate student strengths.
- Name and notice your practices (connections to evidence-based practices, your pedagogy, resources/curriculum).
- Set goals together and/or offer weekly challenges (curriculum or pedagogical practices).

2.3 FACULTY ADVISOR AND FANSHAWE COLLEGE ROLES

Professional supervision of a supervisee occurs when an RECE, regardless of title, position, or point in their career, holds a position of trust over a supervisee. By drawing on collective knowledge and experiences, you help supervisees solve problems, create solutions and improve professional outcomes for children and families (College of Early Childhood Educators, 2017).

Faculty Advisors

Faculty Advisors are qualified and experienced RECEs who demonstrate a dedication to excellence in their practice. Field experiences are enhanced when faculty advisors are available to meet and work with the Agency Mentors along with the student to foster a learning culture of collaboration, support, and well-being.

Faculty Testimonials



Tina Bonnett, Ed.D, MS.ECed., R.ECE., CTIC-Clinical: Faculty Advisor

“Being a faculty advisor for our ECL students is deeply rewarding in that it allows for one-to-one relational exchanges to occur between the pre-service early years professional and the advisor. In these experiences, it is heartwarming to bear witness to the relationships that develop between the children-families-agency mentors-communities and our ECL students. It is also both professionally and personally fulfilling to (de)construct facets of practice alongside the pedagogical leaders that mentor our students, as well as the students themselves who are studying and practicing to become the next generation of leaders in the early education and care sector.”

View video testimonials of Michele Andersen & Kelly Patterson at <https://youtube.com/shorts/KNVu3MNOT7c?feature=share> and <https://youtube.com/shorts/am-dxrra5Vs?feature=share>

The Faculty Advisor Role

The Faculty Advisor’s role is to mentor ([Chapter 3: Relationships through Mentorship](#)) and oversee the student’s practicum, to support and review all evaluations and paperwork from the field manual in partnership with the Agency Mentor.

Faculty Advisors will facilitate and engage the student in the field practicum course resources and completion of tasks from their field manual.

- [Chapter 4: FLDP-7015: Field Practicum 0-3 Years](#)
- [Chapter 5: FLDP-7017: Field Practicum 3-6 Years](#)
- [Chapter 6: COOP-ECL1: Internship](#)
- [Chapter 7 FLDP-7007: Solutions for Early Childhood Leaders](#)

Faculty Advisors are able to clarify any questions for students, Agency Mentors, or Agency Supervisors about the learning outcomes and practicum expectations if they arise. The Faculty Advisor will communicate regularly with the student and Agency Mentor to facilitate a reciprocal learning relationship.

The Faculty Advisor will visit each student three times during their practicum. Two out of the three visits will take place at the practicum setting. During this time, the Faculty Advisors will observe the student in practice and will then meet with them to provide feedback and answer any questions the student or Agency Mentor may have.

Faculty Advisors will complete a visit report as part of the formal assessment process for their assigned student. Students will organize these 20-30-minute meetings with the Agency Mentor and Faculty Advisor.

Tips for Faculty Advisors

- Connect with students and Agency Mentors early in the term to establish rapport.
- In the first and subsequent meetings, review the goals that the student set for their practicum and document/have the student document progress to date.
- Enjoy the process, and these experiences are a chance for these students to flourish and grow in their learning. Provide opportunities for students to sit with and enjoy their successes.
- Encourage students to share some of themselves (i.e., international students to age appropriately share their culture).
- Acknowledge that meeting dates, assignment deadlines, and expectations may need to be adjusted. Being adaptable is key to navigating the practicum experience effectively.
- When appropriate, support the students' experiential experiences by forwarding supplemental learning resources to them (e.g., if the student is focusing on nurturing Co/Self-Regulation, forward the MEHRIT link).
- Provide transparency about due dates for midterm and end of term so that grades can be submitted in a timely manner to the Field Coordinator.
- Although we are Faculty Advisors, there is a lot that we learn from the students and their experiences.

Fanshawe College

Fanshawe Faculty will deliver Field Seminar and Curriculum courses for each of the field practicums and Internship.

In classes, students...

Engage

in processes of observing, documenting, and developing curriculum that is child-centred, play-based, and linked to current pedagogical documents and evidence-based practices.

Lead

in the design and implementation of responsive curriculum based on critical analysis of pedagogy, pre-colonization, and other historical perspectives and understandings of early human development.

Practice

building responsive trauma-informed relationships and respectful interactions with children, families, and Early Years communities.

Recognize

the pedagogical processes in relation to varying abilities and temperaments.

Apply

self-reflective strategies for the purpose of developing professional goals to increase responsibility and knowledge as emerging leaders.

Develop

strategies to support continuous learning and promote effective pedagogical practices in an early childhood setting.

Advocate

for and with children, families, colleagues, and the broader community, promoting the principles of quality, equity, and social justice in early childhood programs.

Analyze

the interacting contextual and biological factors that collectively impact early brain and human development and set the stage for holistic health, behaviour, and lifelong learning.

Field and Internship Coordinator

The ECL Field and Internship Coordinator oversees all practicums and supports and collaborates with Faculty Advisors, students, and Early Years Agencies.

CHAPTER 3: RELATIONSHIPS THROUGH MENTORSHIP

Chapter Outline

[3.0 Learning Objectives](#)

[3.1 Being an Effective Mentor](#)

[3.2 College of Early Childhood Educators: Mentorship and Supervision](#)

[3.3 The Mentoring Relationship](#)

3.0 LEARNING OBJECTIVES

Noah King and Rhea Terry

Learning Objectives

The objectives of this chapter are to:

- Engage the students, faculty, and community in quality mentoring practices.
- Build and maintain caring and responsive relationships with children, families, and colleagues that reflect the four foundations of learning.

Who we are is the product of experiences and relationships. — Jean Clinton

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

3.1 BEING AN EFFECTIVE MENTOR

Rhea Terry and Noah King

Mentors play a pivotal role in shaping the professional development and confidence of Early Years students. Developing strong mentor-mentee relationships that are founded in trust and respect is essential for fostering students' success during their field experience (practicum). A positive relationship between mentors and students can enhance learning experiences and create a supportive environment where students can reflect and grow. Andrusak's (2019) research shows that strong, positive mentor-mentee relationships lead to higher retention rates and a deeper commitment to the Early Years field.

Effective mentors understand that their role goes beyond supervision and evaluation. Mentorship can be a rewarding and reciprocal process where mentors and mentees (students) can both benefit from the process when an intentional and collaborative approach is taken. Engaging in open, non-judgemental conversations and providing suggestions on areas for growth supports students in critical self-reflection and offers an opportunity for reevaluation of pedagogical practices.

Watch Christina Lord's video at https://youtube.com/shorts/ykH2NUcG_xA?feature=share

Remember, you, too, are Curious, Competent, and Capable!

The role of an Agency Mentor or Faculty Advisor can be challenging. Communication is a vital skill for mentors. Being able to share each other's needs and expectations is one of the key ingredients to a responsive relationship. If you are having fun as a mentor, the student will have fun as a mentee. Don't be afraid to share your experiences, including mistakes, with the students, and encourage them to share them with you. That builds trust in your relationship and allows for more open conversations.

Think about how you demonstrate these skills/traits:

- **Personality:** Personality traits like humour and empathy can create opportunities to connect with the student and can provide a place of comfort when uncomfortable situations occur.
- **Active Listening Skills:** As a mentor, being an active listener means listening and getting engaged in conversations.
 - Maintain eye contact
 - Be open-minded to new perspectives that the student may give
 - Ask questions to avoid misunderstandings
 - At the end of the conversation, repeat and summarize the important things said so that both you and the student are on the same page
- **Constructive Feedback Skills:** Sometimes, constructive feedback can be hard for a mentee to receive. However, through active listening and creating a supportive environment, you can develop trust with the student. The feedback that you provide to the students must be connected to their established goals to be successful. Ensure that when the feedback is given, both your voice and the students are heard.

Visit page 3.1 Being an Effective Mentor to access this resource.



Additional Resource

- [Communication Resource \[PDF\]](#)

3.2 COLLEGE OF EARLY CHILDHOOD EDUCATORS: MENTORSHIP AND SUPERVISION

Noah King and Rhea Terry

Watch the video: Standard IV: Learning through Mentorship at <https://www.youtube.com/watch?v=peFiQRj3G5Q>

Key recommendations for Agency Mentors in developing strong relationships in the classroom with students include:

Establish Clear Expectations

Establishing and clearly communicating the expectations regarding students' roles and responsibilities on their first day will help you both to hold each other accountable during the field experience.

Orient Students with the Early Years Agency

As a mentor, it is important to help guide and facilitate the journey of the student. This includes assisting them in understanding key details such as the classroom routines, children's allergy lists, and daily operations. By working closely with your student, you can better understand their strengths and areas that may require additional support.

Be Approachable and Supportive

Display enthusiasm, remain approachable, and offer positive reinforcement to empower students.

Build Trust

Show appreciation for student's perspectives and create a safe space to engage in transparent, honest communication. This will help them to feel more comfortable sharing their thoughts and feelings within the field placement and will ultimately lead to a more open and supportive relationship.

Provide Consistent Feedback

Regularly checking in and engaging in conversation about successes and areas for growth fosters students' feelings of being supported and guided through their practicum experience. Feedback should be timely, specific, and actionable while providing future opportunities for students to strengthen their skills in the specified area.

In addition to providing guidance and support for the student, a good mentor should be able to help the student be self-directed. Provide opportunities for students to allow them to take charge and have more control of their learning in your mentor relationship with them. Part of this requires you to have open and honest conversations with the students and to allow them to choose where their field placement experience goes (Think of this as a co-learner relationship instead of as a director providing all of the answers).

S.M.A.R.T. Goals



“Smart Goals”, Graeme Robinson-Clogg, [CC BY-SA 4.0](#)

Throughout the ECL program, students are encouraged to develop SMART goals for their practicum experiences. These SMART goals are related to the Practicum Course Learning Outcomes.

What is a SMART goal criteria?

- **S = Specific** (detailed, exact, precise, explicit, definite – Who is involved, What you will accomplish, why purpose/benefit to accomplishing this goal?)
- **M = Measurable** (quantifiable, assessable, computable, i.e. Action/Item; How will you achieve this goal)
- **A = Attainable** (possible, achievable, manageable, within reach; Do you have the skills/resources, capacity and attitude to achieve the goal)
- **R = Realistic** (reasonable, practical, doable; Consistent with learning needs & applicable to intern role – Whole Leadership framework skills)
- **T = Timely** (deadline, target, time limit, end date; Identify realistic timeline and deadlines for goals, i.e. mid-July)

Example: Smart Goal

The student will develop SMART goals with the support of the Agency Mentor and Faculty Advisor, which clearly relate to each of the Practicum Course Learning Outcomes (CLO).

Below is an example of how to write a SMART goal related to a CLO.

Course Learning Outcome

Course Learning Outcome #2: Apply professional knowledge of child development, learning theories, and pedagogical approaches to plan, implement, document, and assess an agency-based project.

Student Internship SMART Goal

- *Specific*: I will apply my professional knowledge of outdoor play pedagogy (what) to support educators (who) in outdoor play programming to support engagement and well-being (why/purpose).
- *Measurable*: Create and present a PD event for staff.
- *Attainable*: I have a special interest in outdoor play and children's connections to nature. My agency is interested in enhancing this pedagogical tenet, and I have completed one academic paper in the HBECL program on nature play, supporting the four foundations.
- *Realistic*: This allows me to develop various Pedagogical Leadership skills such as communication, mentoring, and team building skills.
- *Timely*: PD for educators will take place by the end of July.

My Smart Goal for Learning Outcome 2 (2 to 3 sentences):

This three-sentence goal will be used for mentor feedback:

I will apply my professional knowledge of outdoor play to develop and deliver a PD for educators to enhance competency and build collaborative discussions around outdoor play. I have a passion for the outdoors and have written one academic paper on this topic. This connects to Pedagogical leadership, where I will practice competencies such as communication, mentoring, and team building. This goal will be completed at the end of July.

Watch the video Five Rules of Goal Setting: How to set SMART Goals at <https://www.youtube.com/watch?v=aVstw9HYl-o>

3.3 THE MENTORING RELATIONSHIP

Rhea Terry and Noah King

The Mentoring Relationship

Watch the video 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 early years professionals.

Watch the video Mentors for Beginning Early Childhood Teachers at <https://www.youtube.com/watch?v=eGfP8UJ6e-o>

Now Consider your Dispositions

Do I...

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 the ECL student! (Zachary, 2012).

Additional Resources

Visit page 3.3 The Mentoring Relationship to access these resources.



- [Practice Guideline on Communication and Collaboration](#) – College of Early Childhood Educators
- [PN Professional Supervision Supervisees](#) – College of Early Childhood Educators
- [Community Animator and Mentorship](#) – Strive

Additional Resources – Videos

Watch the videos Questions to Ask a Mentor: Tips for Succeeding in a Mentoring Relationship & Simon Sinek: Why Reciprocity Improves Mentor Mentee Relationships at <https://www.youtube.com/watch?v=6U6b7FvoG9g> & <https://www.youtube.com/watch?v=NrWg1qy2WNI>

CHAPTER 4: FLDP-7015: FIELD PRACTICUM 0-3 YEARS

Chapter Outline

[4.0 Learning Objectives](#)

[4.1 Pre-Placement Requirements](#)

[4.2 Practicum Forms](#)

[4.3 Support Documents and Additional Resources](#)

4.0 LEARNING OBJECTIVES

Learning Objectives

The objectives of this chapter are to:

- Prepare for FLDP-7015 Field Practicum 0-3 Years.
- Engage in reflective practice and self-evaluation in preparation for the field experience.
- Apply current and accessible resources to the field practicum experiences and program outcomes.
- Build and maintain caring and responsive relationships with children, families, and colleagues that reflect the four foundations of learning.
- Demonstrate professionalism and pedagogical leadership in communication and relationships with children, families, colleagues, and the communities.

The Field Practicum Experience is a collaborative learning experience. Students will be enrolled in several courses during their winter term to support the Field Practicum.

FLDP-7015 takes place during the Winter term of your first year at a Child Care (Infant or Toddler room). Scheduled 2 days/week for 8 hours/day on Thursday and Friday, for a total of 200 hours. The course shell on FOL is monitored by your Faculty Advisor, and where all your field placement forms will be uploaded.



Photo, by [Meruyert Gonullu](#),
[Pexels License](#)

FLDP-7015 Field Practicum 0-3 Years

Course Description: In an Early Years setting (typically an infant and toddler room), students will have opportunities to integrate course knowledge into practice. Working collaboratively with classroom educators, students consolidate knowledge in building responsive relationships, respectful interactions, and the pedagogical processes in relation to varying abilities and temperaments. Students will actively engage in processes of observing, documenting, and developing a curriculum that is child-centred, play-based, and linked to current pedagogical documents and evidence-based practices. Maintaining healthy and safe environments aligned with legislative and legal requirements will be emphasized. Students will be expected to exhibit professional behaviour that is grounded in ethical practices. Reflective practice will be utilized as a method to enhance the integration of the field experience.

FLDP-7016 Field Seminar 0-3 Years

A 2-hour weekly seminar course taken in the same semester as your Field Practicum (Jan-April). Please see your Winter term student schedule for dates and times.

Course Description: Students will have opportunities to critically reflect upon and consider the

integration of course knowledge into practice. Building trusting relationships and responsive interactions and the pedagogical processes in relation to varying abilities and temperaments will be of key focus in the seminar. Students will critically examine processes of observing, documenting, and developing a curriculum that is child-centred, play-based, and linked to current pedagogical documents and evidence-based practices. Strategies to maintain healthy and safe environments, aligned with legislative and legal requirements, will be emphasized. Students will be expected to exhibit professional behaviour that is grounded in ethical practices. Reflective practice will be utilized as a method to enhance the processing of the field experience.

ECED-7026 Curriculum for Young Children: 0-3 Years

Course Description: In this course, students examine the foundations of learning with reference to current play-based pedagogical documents. Inquiry play-based learning in outdoor and indoor environments, with a concentrated focus on relationships and inclusion, is of the essence. Students have opportunities to further build on and integrate pedagogical observation, documentation, and reflective practice knowledge and competencies. Co-construction of pedagogical practices and curriculum in 0-3 early years environments, in linkage to the child and family, is of focus.

4.1 PRE-PLACEMENT REQUIREMENTS

Best Practices in the ECL Program

Action Item

Students must review Best Practices and complete the quiz found in the ECL1 Homeroom.

As emerging early childhood leaders, we acknowledge that our professional regulatory bodies set forth standards of practice that hold us accountable as students, as emerging professionals, and as practising professionals. The College of Early Childhood Educators, the College of Social Workers, and the Ontario College of Teachers are key professional regulatory bodies that students may register based on their chosen pathway to early years professions and/ or graduate studies.

In the B.ECL program at Fanshawe College, we promote within the classroom, field practicum and internships, the following professional practices:

1. **Inclusion & Professionalism:** Students and faculty are expected to act in a professional manner that supports and represents our role as early childhood educators and leaders. This means we act with respect, are inclusive in language, and in actions and are mindful at all times of age, appearance, ability, beliefs, culture, family composition, gender, race, socio-economic, and sexuality and how each area of diversity is to be respected.
2. **Behaviour & Attitude:** The Student Code of Conduct applies both in class and on any practicum placement.
3. **Perception:** Students are expected to dress respectfully with an understanding that we, as a profession, always strive to educate the public on our value as professionals. To be accepted as professionals, we must act professionally.
4. **Confidentiality:** In class and on practicums, students are required to always maintain confidentiality

regarding the children and families they interact with, as well as community partners and peers. Students will respect the confidentiality of all discussions in class.

5. **Academic Integrity:** Students will follow the Fanshawe Academic Offence policy and the expectations of individual professors within the program. All written work will be submitted to Turnitin and will use APA Referencing. Any late papers/assignments will be deducted 10% per day unless the student has prior approval for an extension.
6. **Technology:** Individual professors will discuss with your class their requirements regarding the use of technology in the classroom (cell phones, laptops, etc.).
7. **Social Media:** Each student will do their utmost to consider their social media footprint and consider the content they post on social media accounts so that their professionalism is always maintained.

Permissions – Release of Student Information to Agency

The permission to release information is an agreement between the student, College, and Early Years Agency (Community Partner) regarding the Freedom of Information and Protection of Individual Privacy Act.

Action Item

Students must sign off on these permissions by completing the quiz in the ECL1 Homeroom.

Synergy Requirement

Action Item

Students must complete all field pre-placement requirements ([Clinical/Field Pre-Placement Process](#))

by the due date assigned by Fanshawe College and your Field Coordinator. Failure to do so may result in a withdrawal or delayed practicum.

Health and Safety Standards

Your future career in the Early Childhood Education and Care (ECEC) requires you to meet specific health and safety standards before you can begin your first clinical/field placement. Why?

- To protect you, your placement agency co-workers and those individuals you will serve during placement;
- To meet regulations set out by Ontario law;
- To meet placement agency requirements before joining their organization.



Photo, by Tara Winstead, Pexels License.

For more information, talk to your [Pre-Placement Coordinator](#) (Jill Bourque), who will also send all enrolled students an email with information about this process.

Additional Information

Visit page 4.1 Pre-Placement Requirements to access this link.

Here is the Fanshawe College link to the list of documents and conditions which must be completed as part of your pre-placement requirements in the ECL Program: [Honours Bachelor of Early Childhood Leadership \(ECL1\) – Post Admission Requirements | Fanshawe College](#)

Medical Clinic on Campus

All students have access to the Fowler Kennedy medical clinic. The clinic can complete all medical forms related to pre-placement and administer vaccinations.

[Fowler Kennedy Clinic](#)

Agency/College Support Letter

An Agency/College Support Letter from Fanshawe may be required by your local police agency in order to process a PVSC. If your local police agency accepts only original, signed documents, please contact the Pre-Placement Coordinator.

[Fanshawe's Agency/College Support Letter \(London Campus\)\[PDF\]](#)

FANCard

Your FANCard is your official Fanshawe identification card. Your FANCard also has your built in bus pass. Simply tap your FANCard when you board any London Transit Commission (LTC) bus.

[FANCard Information](#)



"FANCard Mockup" © Fanshawe College, [All Rights Reserved](#).

Action Item

Prepare a name tag: Either purchase in the Bookstore or use a lanyard and Fanshawe College ID.

Action Item

Additional Training or Orientation: Students must also attend training, orientation, or program policy review sessions with their Early Years practicum agency.

Action Item

Reach out to your Agency Mentor prior to beginning your practicum. It is suggested you contact them by phone or email one to two weeks prior to your start date. This provides you an opportunity to introduce yourself, clarify your expected time of arrival on your first day, and ensure you have attended any mandatory Agency orientation.

Student Testimony

Kyla, ECL Student



“To prepare for my field placement, I began by reviewing the field placement manual to better understand my roles and responsibilities and to set a few goals I wanted to achieve throughout my placement. Additionally, I feel that the courses from the first semester did a good job of preparing me for placement, as they provided me with a solid understanding of child development, pedagogy, and knowledge on how to support children as curious, competent and capable

learners. I was also fortunate to have previous experience working with young children in both a school and home childcare setting, which made me feel more confident and prepared as I began my placement.”

4.2 PRACTICUM FORMS

FLDP 7015 Field Manual

This chapter of the ECL Field OER will include all information and student expectations required while on practicum this Winter term. Also linked in this chapter is the **FLDP 7015 field manual**, where you will find all assessments in a Google Forms format to be completed.

The first Google form is the ***Student Checklist***, which will act as an organizational and collaborative tool to plan and complete field-related work and assessments.

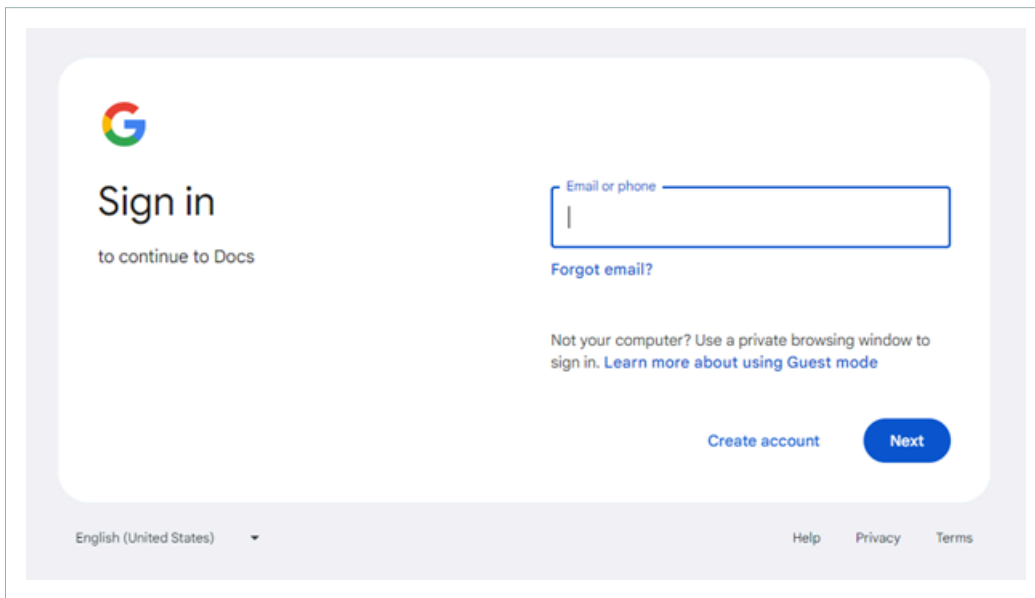


Access your Field Manual for FLDP 7015 Field Practicum by visiting page 4.2 Practicum Forms in Fanshawe College ECL Field Experience Learning Community Resource.

Manual Guides

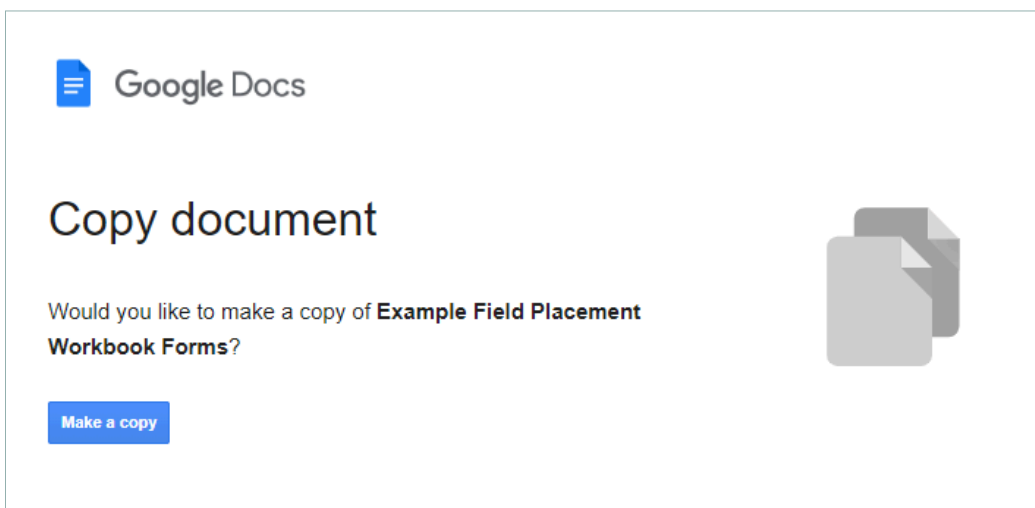
Make a Copy of the Field Manual

To create your version of the Field Manual, click on the link found in the OER (above). If you are not already, signed into Google, you will be prompted to sign in.



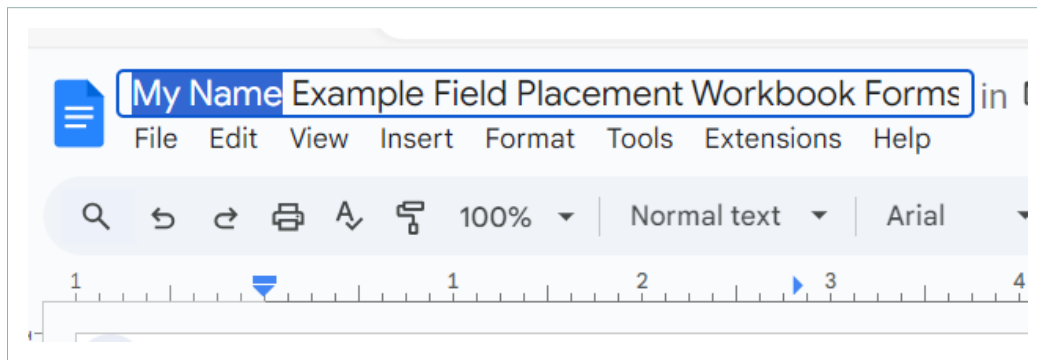
The image shows the Google sign-in interface. On the left, the Google 'G' logo is above the text 'Sign in' and 'to continue to Docs'. On the right, there is a text input field labeled 'Email or phone' with a cursor inside. Below the input field is a link 'Forgot email?'. Further down, a message reads: 'Not your computer? Use a private browsing window to sign in. [Learn more about using Guest mode](#)'. At the bottom right, there are two buttons: 'Create account' and a blue 'Next' button. At the very bottom, there is a language selector 'English (United States)' and links for 'Help', 'Privacy', and 'Terms'.

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*.



The image shows the 'Copy document' dialog in Google Docs. At the top left is the Google Docs logo. The main heading is 'Copy document'. Below it, the text asks: 'Would you like to make a copy of **Example Field Placement Workbook Forms?**'. To the right of the text is an icon of two overlapping document pages. At the bottom left, there is a blue button labeled '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.

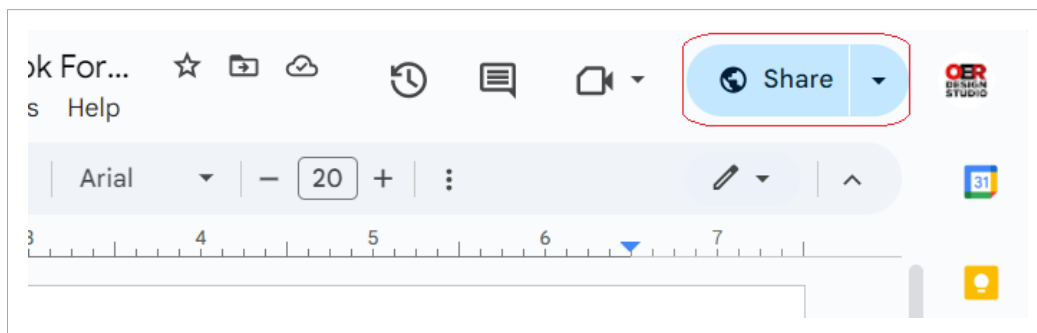


Share Your Field Manual

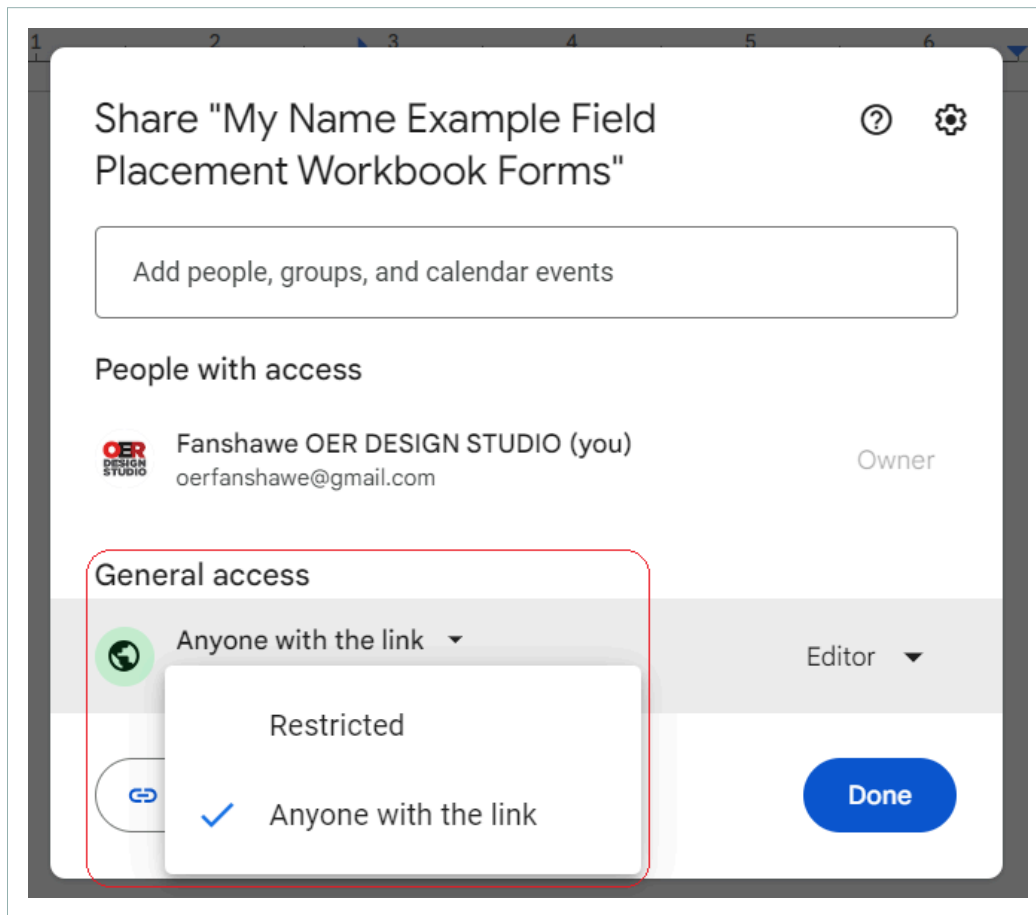
Your field manual will also require input from your Agency Mentor and Faculty Advisor, if applicable.

To share your workbook, follow these steps.

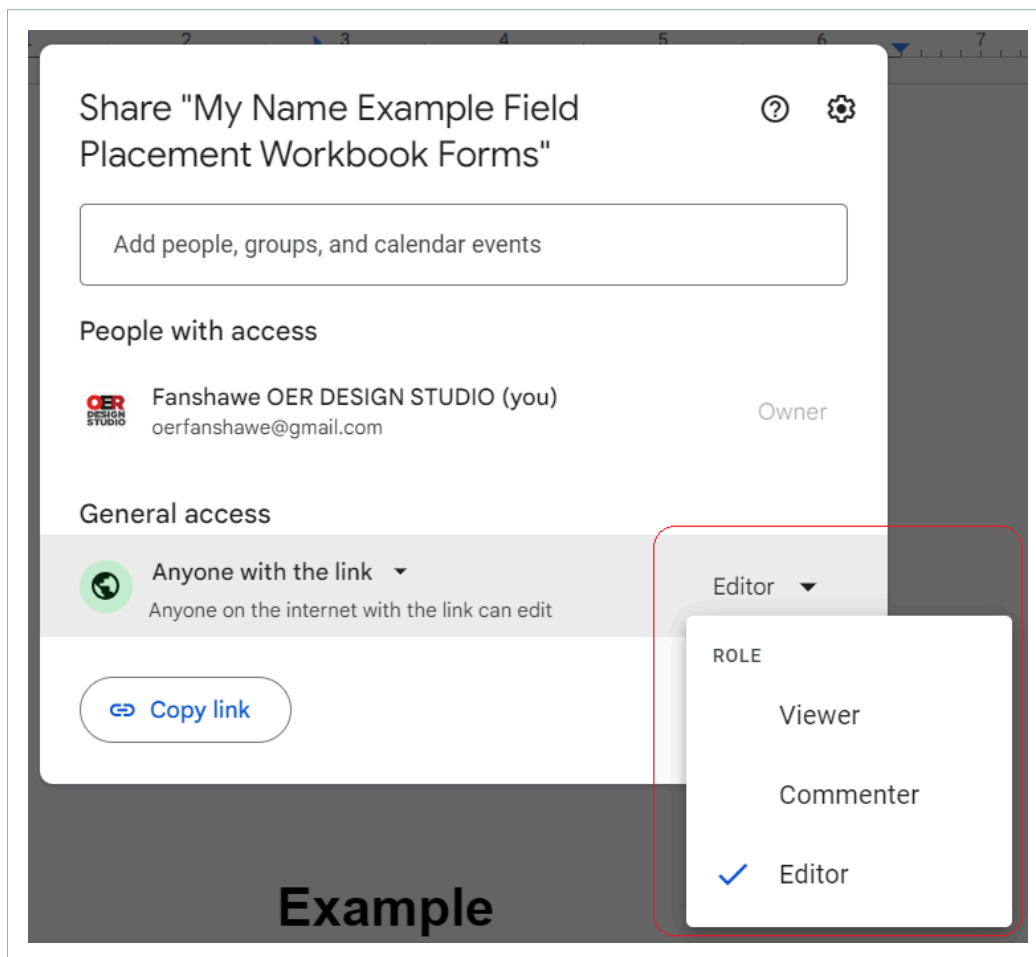
Click on the *Share* button.



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.


Share "My Name Example Field Placement Workbook Forms"


Add people, groups, and calendar events

People with access

 Fanshawe OER DESIGN STUDIO (you)
oerfanshawe@gmail.com Owner

General access

 Anyone with the link ▾
Anyone on the internet with the link can edit Editor ▾

 Copy link Done

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

Completing and Signing the Field Manual

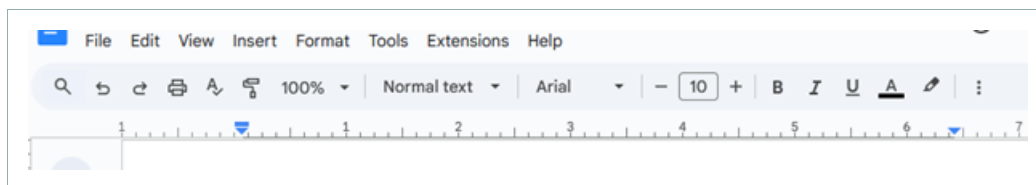
The manual contains several different types of fillable areas. While many areas are for the student or apprentice to complete, there are also sections for the Agency Mentor and, if applicable, a Faculty Advisor.

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*.

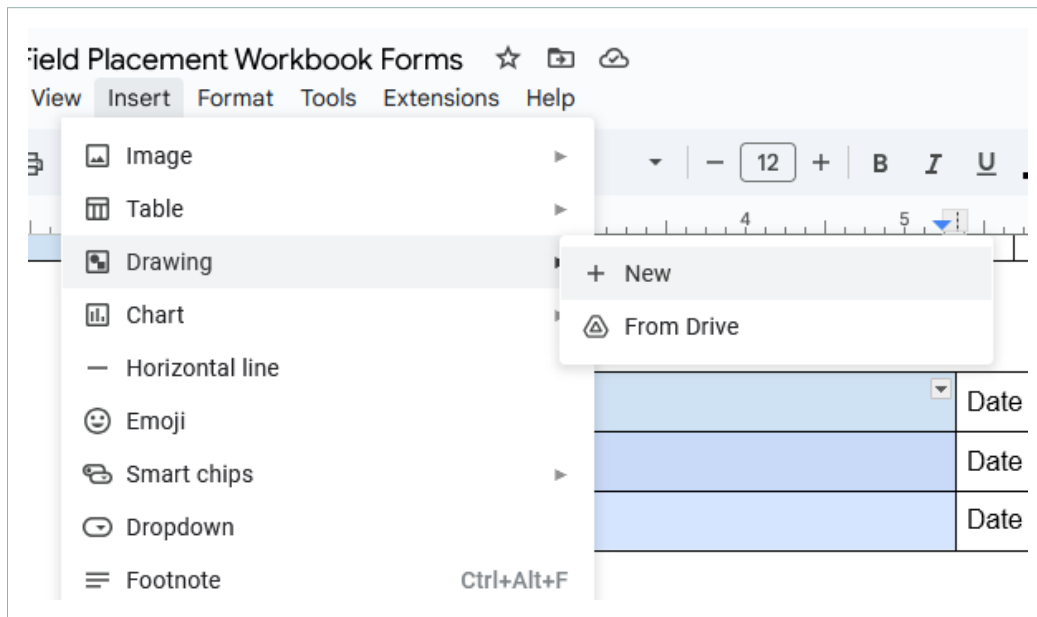
The image shows a date selection interface. At the top, there is a table with three columns: a blue header, 'Date', and a button labeled 'Date' with a calendar icon. Below this, a calendar for November 2024 is displayed. The calendar shows days of the week (S, M, T, W, T, F, S) and dates from 27 to 30. The date 22 is highlighted in blue. Below the calendar, there is a 'Today' link. At the bottom, there are buttons for 'Set time', 'Time zone', and a large blue 'OK' button.

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

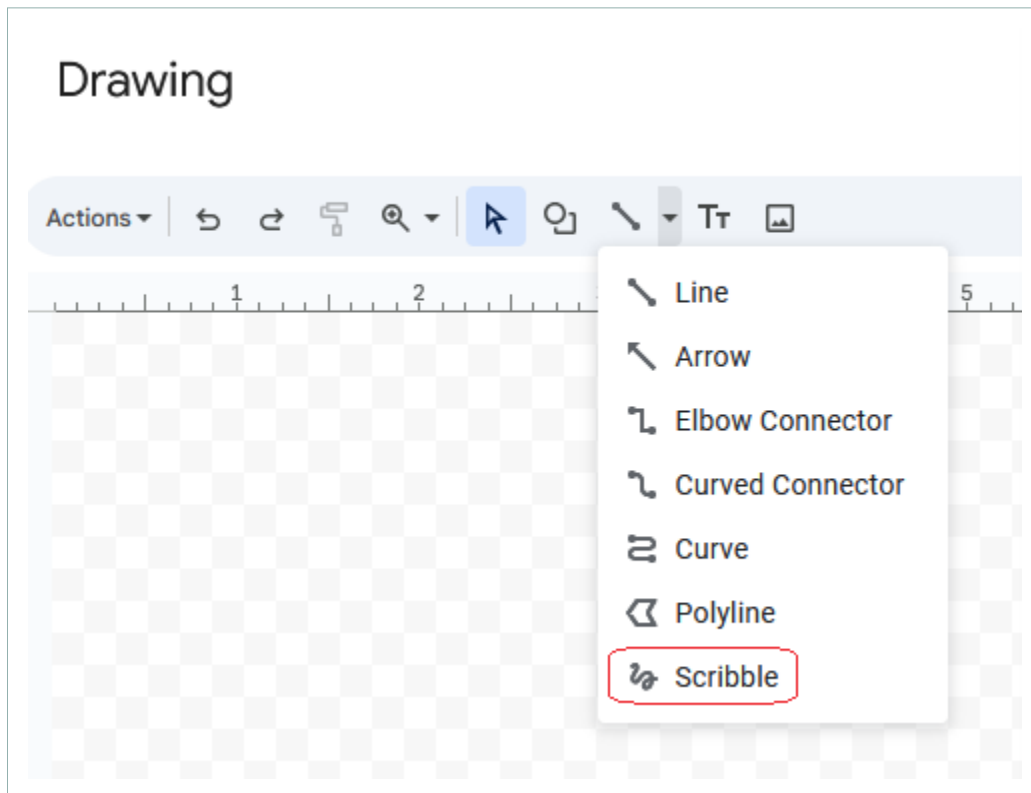
Place your cursor (click) in the signature box.

ECE Student Signature	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	C
Agency Mentor Signature	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	C
Faculty Advisor Signature	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	C

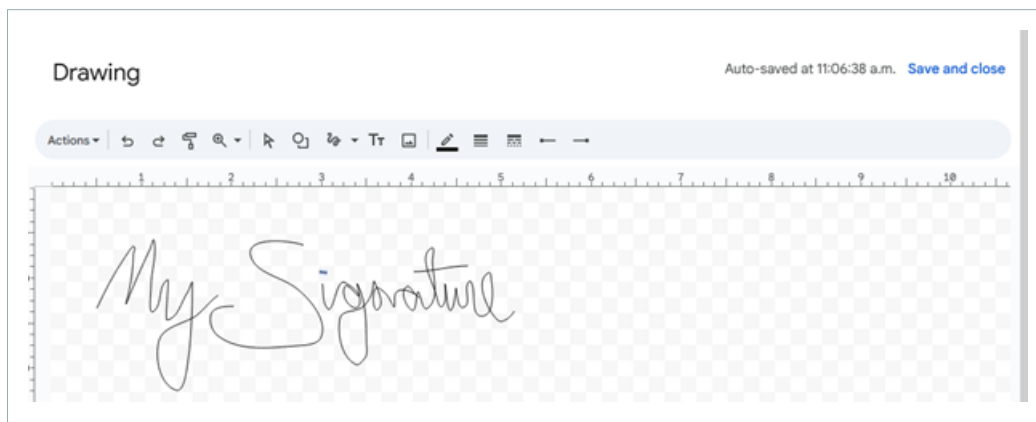
Click on the *Insert* menu, choose *Drawing*, and then *New*.



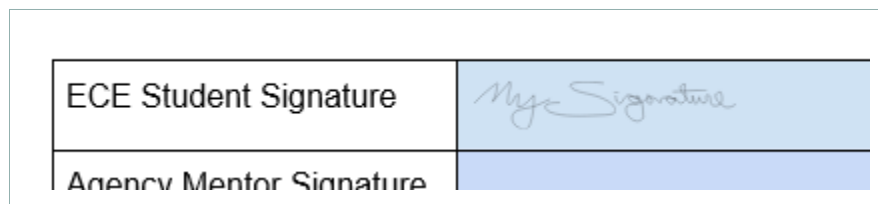
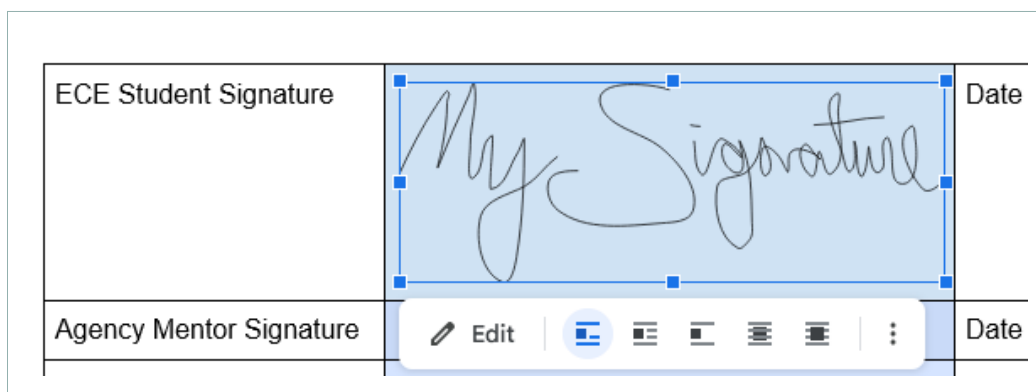
From the *Line* menu, choose *Scribble*.



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

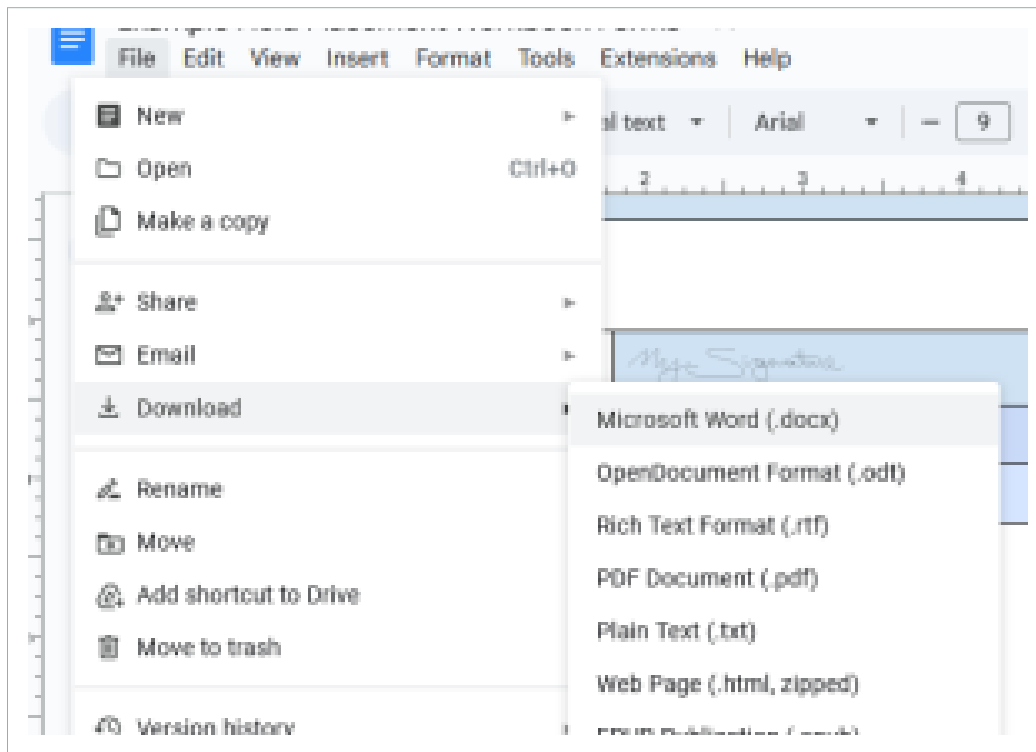


Grab the corner of the box and drag it to resize the drawing.



Downloading Your Field Manual

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](#).

Additional Notes Regarding Practicum

Students are expected to follow all Fanshawe College-related policies while in their field environment. Please familiarize yourself with all Fanshawe policies on our ECL Degree homepage.

The final grade for your field placement will be determined collaboratively among the practicum agency/ Agency Mentor and the Fanshawe College ECL faculty advisor.

WSIB – In Case of an Injury at Field Placement

Fanshawe College is pleased to inform you that should an incident occur involving a practicum student, the MAESD will continue to provide insurance at no cost to your organization. Student claims will be insured similarly to your employee claims; for example, students placed with a WSIB employer will be covered by

WSIB insurance, and students placed with an employer not registered with WSIB will be covered by ACE INA Insurance.

Inform your Faculty Advisor and Field Practicum Coordinator immediately if you have been injured while on practicum.

If you are at a Field Placement and you are injured, please go to this link to fill out the necessary forms: [Clinical/Field Pre-Placement Process: Placement Injury / Incident Reporting](#).

Attendance

Students are expected to:

- Attend all Thursday/Friday scheduled placement days exclusive of Statutory Holidays (i.e. Good Friday).
- Complete 200 hours (8 hours × 25 days). Attendance form to be completed (available in the manual).
- Complete the practicum shift hours as assigned by their centre. Fanshawe considers a standard shift to be eight hours with ½ hour of break time and ½ hour of reflective practice.
- No field placement is scheduled for Fanshawe College Reading Week (students may, however, use this week to make up missed time if agreeable to their mentor).
- Contact their Agency Mentor and Faculty Advisor when not attending placement.
- Students may use one day of Professional Learning to make up lost hours (Professional Learning form available in the manual).

Extenuating Circumstances

- *Religious Holiday:* If the student has a religious holiday that affects practicum attendance, the student needs to communicate this required absence in advance with their Agency Mentor and Faculty Advisor.
- *Illness/Personal Reasons:* Missed field hours due to illness or personal reasons must be made up by the end of the term. Makeup days must be arranged in collaboration with the Agency Mentor and Faculty Advisor.
- *Inclement Weather:* If Fanshawe College is closed due to inclement weather, the student is not required to attend placement.
- *Professional Development Days:* Some sites may also have planned professional development days for their teams. If possible, we encourage students to attend these days. In the event the placement will not allow students to attend, it may be possible for students to support the site in an alternative way as agreed to by the placement site and field seminar professor. If this is not possible, then students will be required to make up for it these days.

Ongoing Discussion with Agency Mentor

- Clarify expectations in participating in children's routines (snack, transitions, etc).
- Engage in ALL ASPECTS of the Program.
- Build relationships with children and families.
- Work in partnership with your Agency Mentor(s) – Curriculum Planning.

Regular Communication with your Faculty Advisor

- Determine/discuss personal goals with your Faculty Advisor.
- Contact them with any questions and respond within 48 hours to their emails.
- Set up midterm and final meetings.

4.3 SUPPORT DOCUMENTS AND ADDITIONAL RESOURCES

Visit 4.3 Support Documents and Additional Resources to access the links.

- [The Kindergarten Program 2016 | Ontario.ca](#)
- [2019 Addendum to the Kindergarten Program \[PDF\]](#)
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- [CECE Practice Guideline: Communication and Collaboration](#)
- [The MEHRIT Centre Home – Shanker Self-Reg.®](#)
- [Canadian Centre for Outdoor Play](#)



Fanshawe College Virtual Reality (VR)



“A Virtual Reality“, by [Oleg Afonin](#), CC BY 2.0

Another way to prepare for your practicum is to think about your “soft skills.” Soft skills are the ways you interact with people. We focus a lot in the ECL program on using soft skills to be responsive and build secure relationships with children, families, and peers. Soft skills are not always specifically taught like content in a lecture or reading, but are very important in our practice as emerging Early Years Educators. Many soft skills are part of our program’s ‘Degree Level Standards.’ Soft skills like problem-solving, communicating effectively, and being self-aware are developed through experience and practice.

Sometimes, we may not have the experience or limited opportunities to practise these skills. If you are looking to practise your soft skills or learn new ways to be more comfortable using these skills, consider coming to Fanshawe’s VR skills lab in D 2013.

Open Labs on Thursdays – 10 am – 1 pm

In your seminar course, we will be using the VR lab and the application “Body Swaps”. You can visit the lab on your own, too, and try out a couple of these applications during their open labs time.

Suggested scenarios to try:

- Presentation Skills
- Active Listening
- Clear Communication
- Let’s Talk About Race and Privilege

General Information

Visit 4.3 Support Documents and Additional Resources to access the links.

- [Bodyswaps Modules Library](#)

- [Download the Bodyswaps App](#)
- [How to get started with the modules? \[Video\]](#)
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CHAPTER 5: FLDP-7017: FIELD PRACTICUM 3-6 YEARS

Chapter 5

[5.0 Learning Objectives](#)

[5.1 Pre-placement Requirements](#)

[5.2 Practicum Forms](#)

[5.3 Support Documents and Additional Resources](#)

5.0 LEARNING OBJECTIVES

Learning Objectives

The objectives of this chapter are to:

- Prepare for FLDP 7017 Field Practicum, 3-6 Years.
- Engage in reflective practice and self-evaluation in preparation for the field experience.
- Apply current and accessible resources to the field practicum experiences and program outcomes.
- Build and maintain caring and responsive relationships with children, families, and colleagues that reflect the four foundations of learning.
- Demonstrate professionalism and pedagogical leadership in communication and relationships with children, families, colleagues, and the communities.

FLDP-7017 takes place during the Winter term of your second year in a Kindergarten classroom. Scheduled 2 days/week for 7.5 hours on Monday/Tuesday, for a total of 200 hours. The course shell on FOL is monitored by your Faculty Advisor, and where all your field placement forms will be uploaded.



Photo, Yan Krukau, Pexels License.

FLDP-7017 Field Practicum 3-6 Years

Course Description: In a school-aged setting (typically a Kindergarten classroom), students will have opportunities to build on the foundational experience gained during the first field practicum. Working collaboratively with educator teams, students consolidate knowledge in observational methods, pedagogical documentation, play-based learning in a culture of inquiry curriculum planning and building responsive and inclusive relationships with children and families in a Kindergarten Classroom. Students have opportunities to discuss program-related issues and evidence-based pedagogical practices in the kindergarten classroom. Students engage in self-reflection to develop professional goals and increase responsibility and knowledge as emerging leaders. Respectful and reciprocal relationships with children, families and the school community will be emphasized as foundational elements of practice. Reflective practice will be utilized as a method to enhance the integration of the field experience.

FLDP-7018 Field Seminar 3-6 Years

A 2-hour weekly seminar course taken in the same semester as your Field Practicum (Jan-April). Please see your Winter term student schedule for dates and times.

Course Description:

Students build on the foundational knowledge gained during the first field seminar in an Early Years learning environment to the School Age Learning environment (specifically the Kindergarten classroom). Working collaboratively, students reflect on their consolidated knowledge in observational methods, pedagogical documentation, play-based learning in a culture of inquiry curriculum planning and building responsive and inclusive relationships with children and families in a Kindergarten Classroom. Opportunities to discuss relevant academic literature related to early years education and care and to problem-solve related program issues occur. Students engage in self-reflection for the purpose of developing professional goals to increase responsibility and knowledge as emerging leaders. Respectful and reciprocal relationships with children, families and the school communities will be emphasized as foundational elements of practice.

ECED-7027 Curriculum for Early Learning: 3-6 Years

Course Description: In this course, students examine the theory, research, and current pedagogical and curriculum documents that inform practice within kindergarten learning environments (3-6 years). Students explore their skills in designing a curriculum that supports children's learning through an inquiry play-based approach in both outdoor and indoor environments. Observation, pedagogical documentation, and reflective practice are key concepts that are explored and evaluated through this course. Co-construction of curriculum and pedagogical practices in the early primary learning environment as it connects to the child, family, and community are also themes that are central to the learning in this course.

“Course descriptions” in “[Honours Bachelor of Early Childhood Leadership Courses](#)” © [Fanshawe College](#), [All Rights Reserved](#).

5.1 PRE-PLACEMENT REQUIREMENTS

Action Item

Students must review their Synergy clearance from the previous year and ensure none of their pre-placement requirements have expired.

Action Item

Reach out to your Agency Mentor prior to beginning your practicum. It is suggested you contact them by phone or email one to two weeks prior to your start date. This provides you with an opportunity to introduce yourself, clarify your expected time of arrival on your first day, and ensure you have attended any mandatory orientation.

FANCard

Your FANCard is your official Fanshawe identification card. Your FANCard also has your built in bus pass. Simply tap your FANCard when you board any London Transit Commission (LTC) bus.

[FANCard Information](#)



“FANCard Mockup” © Fanshawe College, [All Rights Reserved](#).

Action Item

Prepare a name tag – either purchase in the Bookstore or use a lanyard and Fanshawe College ID.

Student Testimony

Alison, ECL Student



"I prepared myself before entering the field placement by having an open mindset. Having this approach helped me to be open about receiving feedback from my mentor to help enhance my skills. This approach helped me understand that my mentor is there to support me and help me grow. Learning with my mentor was important as she taught me valuable learning experiences and provided me with answers to questions I had. I learned by observing my mentor and how she was interacting with the children. My placements were very important as they taught me skills that will be crucial in the future as a RECE."

5.2 PRACTICUM FORMS

This chapter of the ECL Field OER will include all information and student expectations required while on practicum this Winter term. Also linked in this chapter is the **FLDP 7017 field manual**, where you will find all assessments in a Google Forms format to be completed.

The first Google form is the ***Student Checklist***, which will act as an organizational and collaborative tool to plan and complete field-related work and assessments.

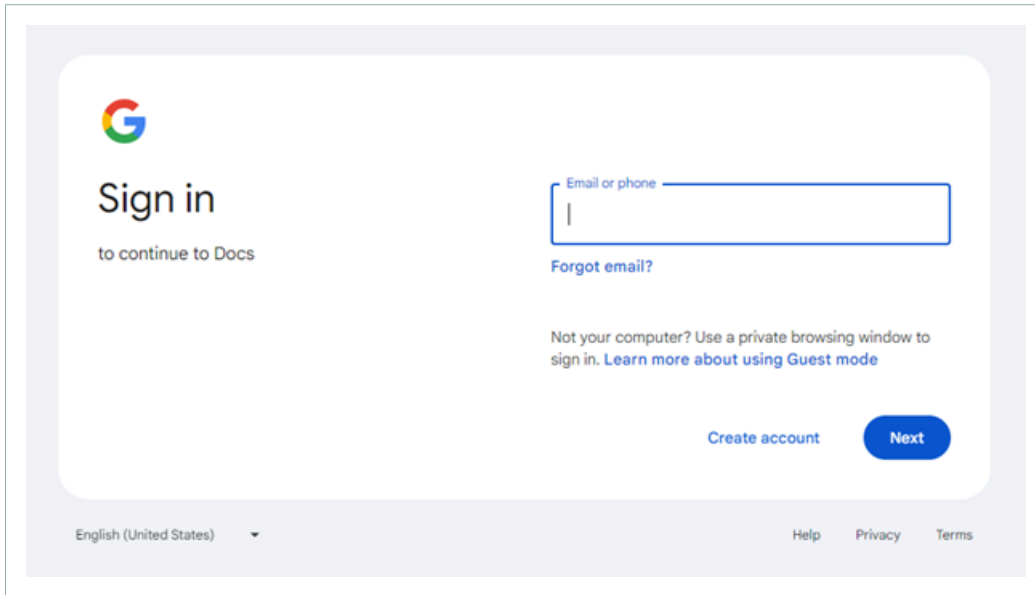


Access your Field Manual for FLDP 7017 Field Practicum by visiting page 5.2 Practicum Forms in Fanshawe College ECL Field Experience Learning Community Resource.

Manual Guides

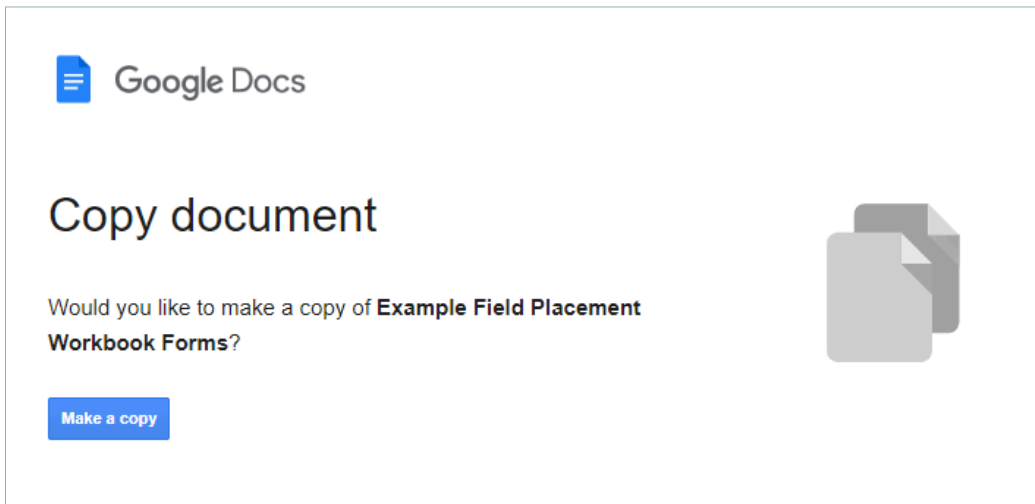
Make a Copy of the Field Manual

To create your version of the Field Manual, click on the link found in the OER (above). If you are not already, signed into Google, you will be prompted to sign in.



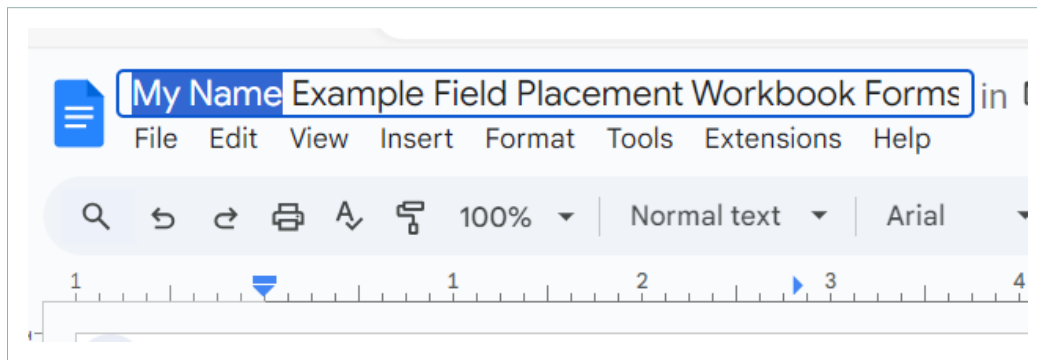
The image shows the Google sign-in interface. At the top left is the Google 'G' logo. Below it, the text 'Sign in' is displayed in a large font, followed by 'to continue to Docs' in a smaller font. To the right of this text is a text input field with the placeholder 'Email or phone'. Below the input field is a link that says 'Forgot email?'. Further down, there is a line of text: 'Not your computer? Use a private browsing window to sign in. [Learn more about using Guest mode](#)'. At the bottom right, there are two buttons: 'Create account' and 'Next'. The 'Next' button is highlighted in blue. At the very bottom, there is a footer with 'English (United States)' on the left and 'Help', 'Privacy', and 'Terms' on the right.

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*.



The image shows the 'Copy document' dialog in Google Docs. At the top left is the Google Docs logo. Below it, the title 'Copy document' is displayed in a large font. To the right of the title is an icon representing two overlapping document pages. Below the title, there is a question: 'Would you like to make a copy of **Example Field Placement Workbook Forms?**'. At the bottom left, there is a blue button labeled '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.

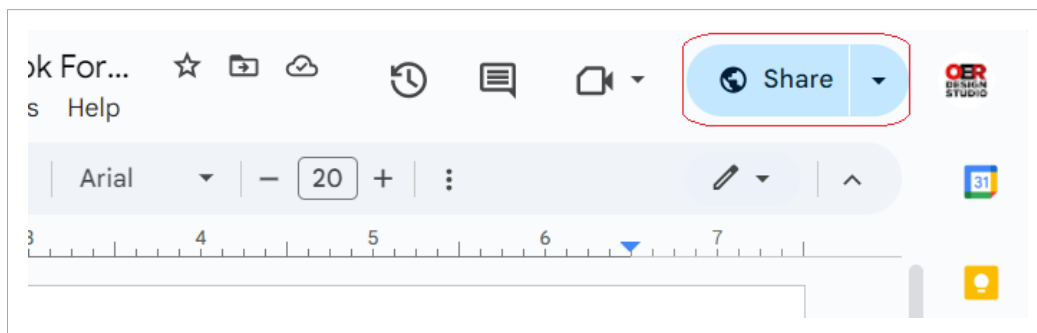


Share Your Field Manual

Your field manual 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”.

The screenshot shows the sharing settings for a Google Form titled "Share 'My Name Example Field Placement Workbook Forms'". At the top, there is a search bar with the placeholder text "Add people, groups, and calendar events". Below this, the "People with access" section lists "Fanshawe OER DESIGN STUDIO (you)" with the email "oerfanshawe@gmail.com" and the role "Owner". The "General access" section is highlighted with a red box and shows a dropdown menu with "Anyone with the link" selected. A blue checkmark is next to "Anyone with the link", and "Restricted" is also visible. To the right of the dropdown, the role "Editor" is shown with a dropdown arrow. A blue "Done" button is at the bottom right.


Share "My Name Example Field Placement Workbook Forms"

Add people, groups, and calendar events

People with access

 Fanshawe OER DESIGN STUDIO (you)
oerfanshawe@gmail.com Owner

General access

 Anyone with the link ▼

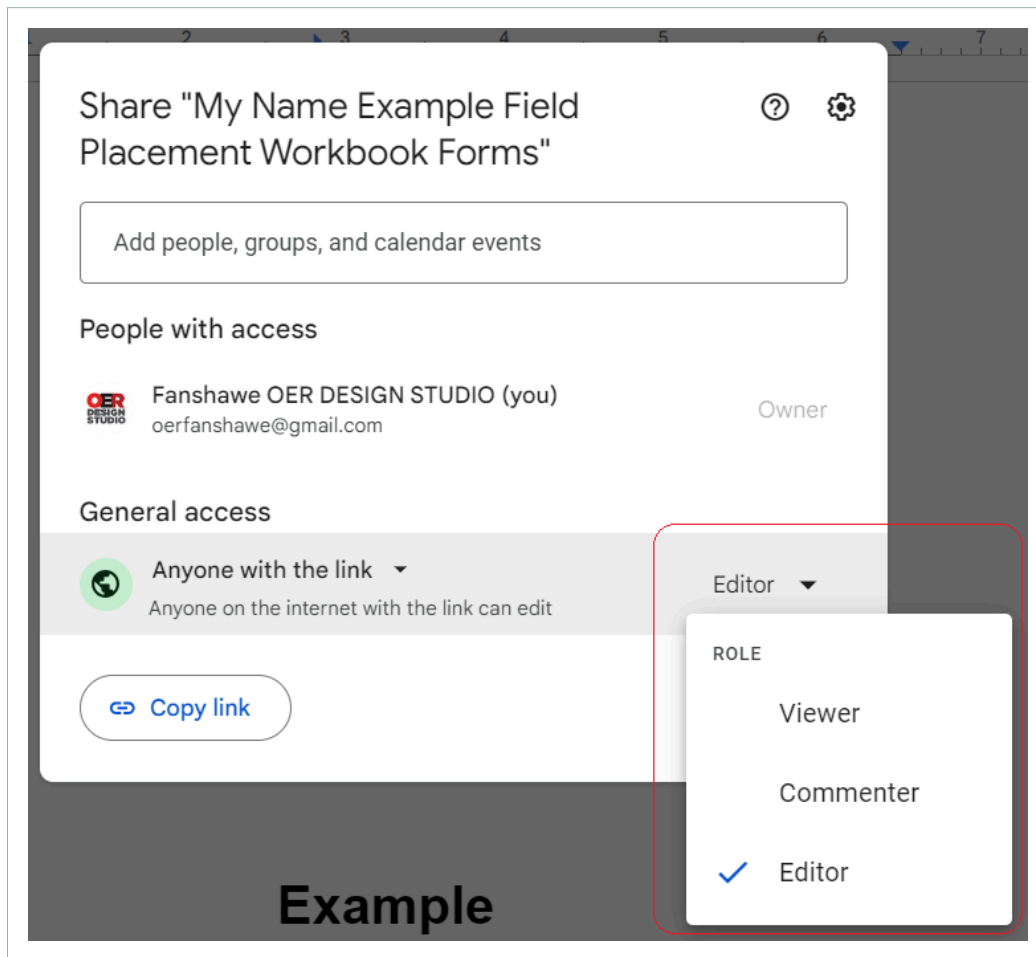
Restricted

✓ Anyone with the link

Editor ▼

Done

Then click on "Viewer" and change it to "Editor".




Click the Copy link button.


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Add people, groups, and calendar events

People with access

 Fanshawe OER DESIGN STUDIO (you)
oerfanshawe@gmail.com Owner

General access

 Anyone with the link ▾
Anyone on the internet with the link can edit Editor ▾

 Copy link Done

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

Completing and Signing the Field Manual

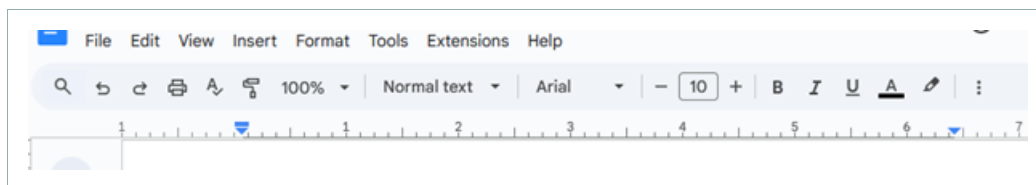
The manual contains several different types of fillable areas. While many areas are for the student or apprentice to complete, there are also sections for the Agency Mentor and, if applicable, a Faculty Advisor.

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*.

	Date	<input type="text" value="Date"/>
--	------	-----------------------------------

November 2024

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7

Today

Set time

Time zone

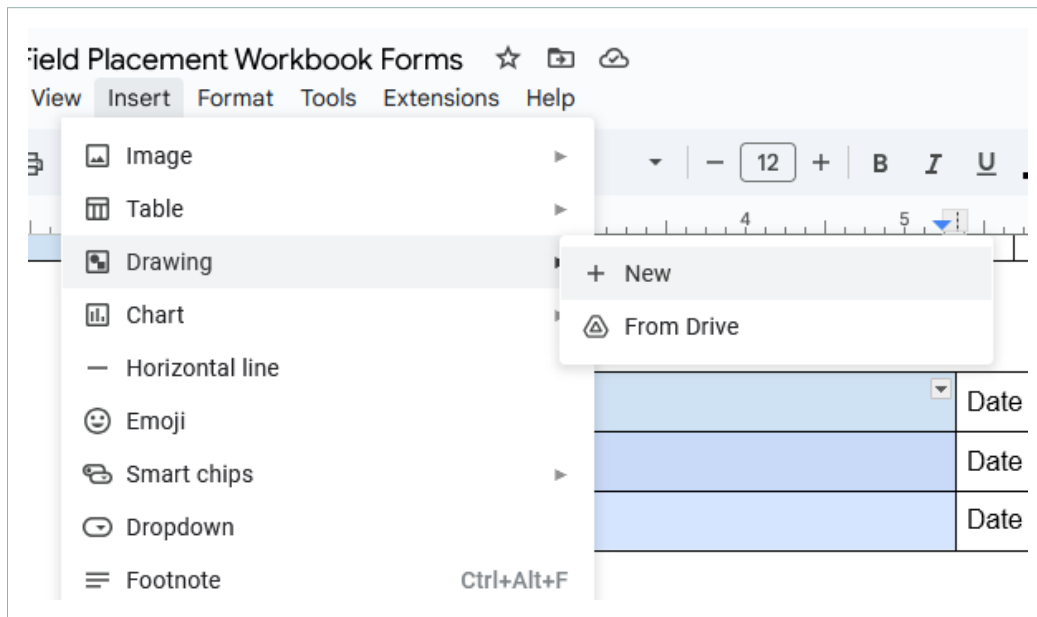
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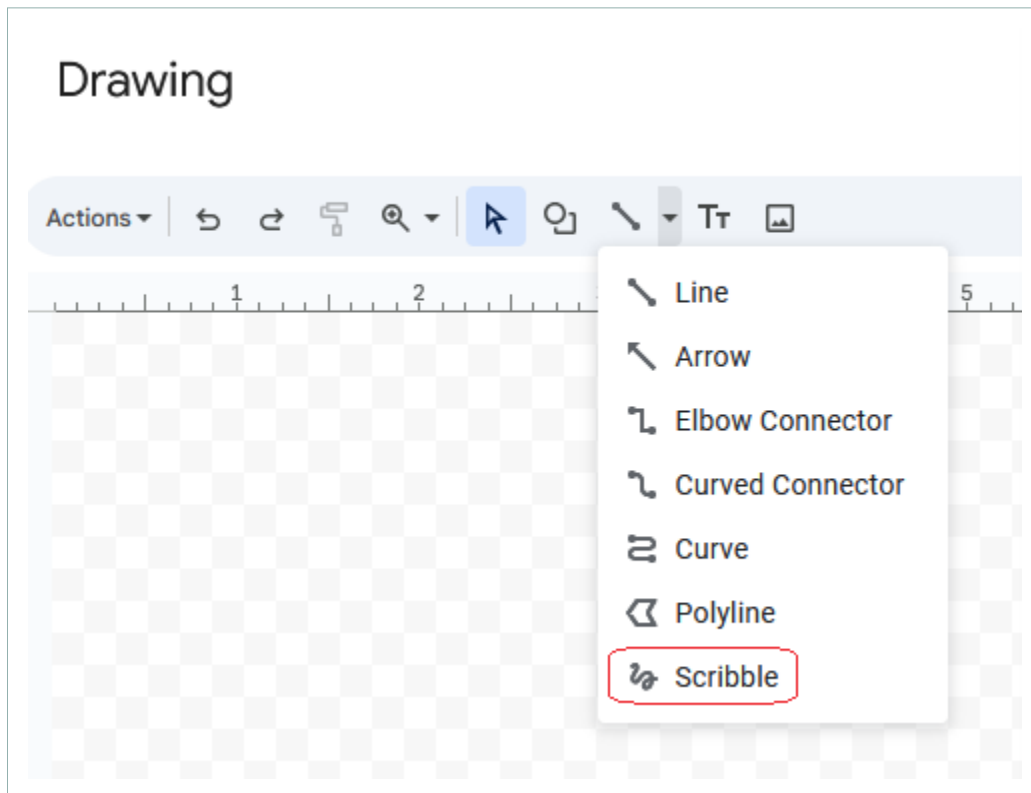
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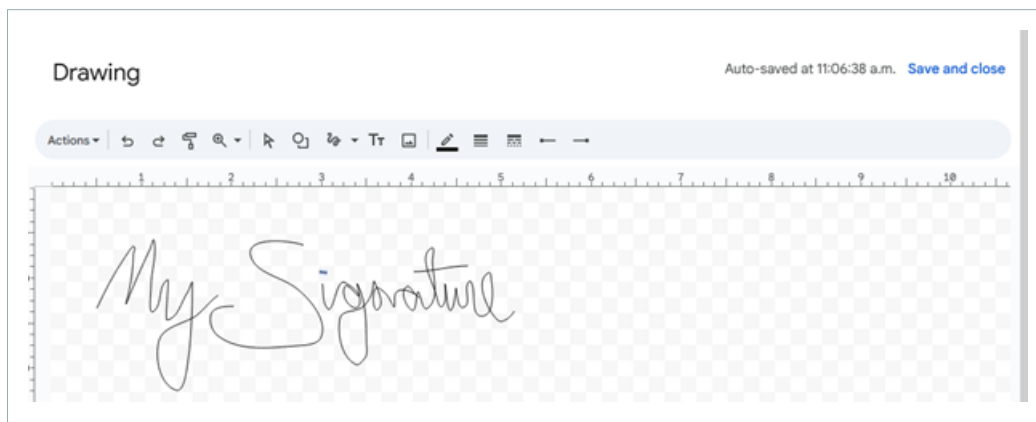
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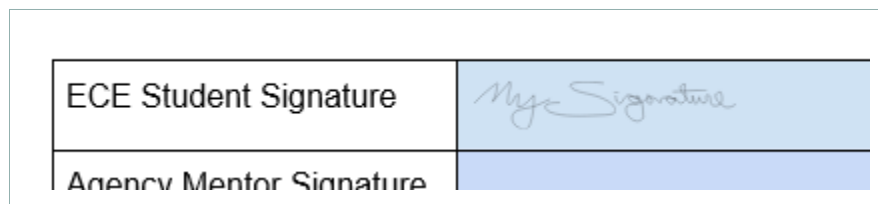
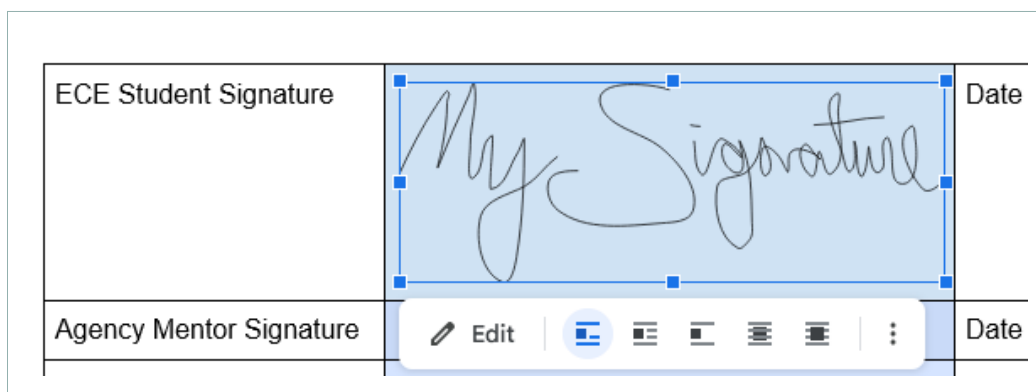
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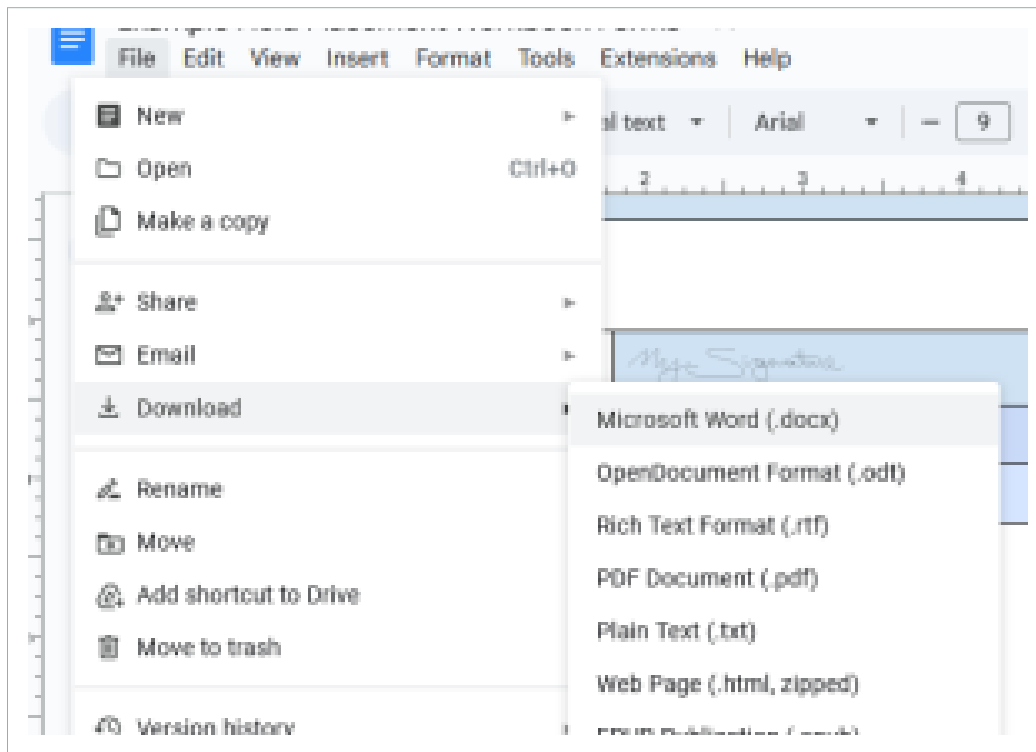


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WSIB insurance, and students placed with an employer not registered with WSIB will be covered by ACE INA Insurance.

Inform your Faculty Advisor and Field Practicum Coordinator immediately if you have been injured while on practicum.

If you are at a Field Placement and you are injured, please go to this link to fill out the necessary forms: [Clinical/Field Pre-Placement Process: Placement Injury / Incident Reporting](#)

Attendance

Students are expected to:

- Attend all Monday/Tuesday scheduled placement days exclusive of Statutory Holidays (i.e. Family Day).
- Complete 175 hours (7 hours × 25 days). Attendance form to be completed (available in the workbook forms).
- Complete the hours of placement as assigned by their school. Fanshawe considers a standard shift in a school to be 7 hours with ½ hour of break time (shadow your mentor's break/lunch) and ½ hr reflective practice (on-site).
- No field placement scheduled for March Break—therefore students are expected to be in placement during Fanshawe's February reading week.
- Notify your Agency Mentor and Faculty Advisor when not attending placement.
- Students may use one day of Professional Learning to make up lost hours (Professional Learning form available in workbook forms).

Extenuating Circumstances

- *Religious Holiday:* If the student has a religious holiday that affects practicum attendance, the student needs to communicate this required absence in advance with their Agency Mentor and Faculty Advisor.
- *Illness/Personal Reasons:* Missed field hours due to illness or personal reasons must be made up by the end of the term. Makeup days must be arranged in collaboration with the Agency Mentor and Faculty Advisor.
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- Build relationships with children and families.
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- Regular Communication with your Faculty Advisor.

Regular Communication with your Faculty Advisor

- Determine/discuss personal goals with your Faculty Advisor.
- Contact them with any questions and respond within 48 hours to their emails.
- Set up midterm and final meetings.

Students in Difficulty- Please see [Chapter 2, Students in Difficulty](#)

5.3 SUPPORT DOCUMENTS AND ADDITIONAL RESOURCES

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- [2019 Addendum to the Kindergarten Program \[PDF\]](#)
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- [Canadian Centre for Outdoor Play](#)



Fanshawe College Virtual Reality (VR)



Photo, [raxpixel](#), [CCO Public Domain](#).

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Open Labs on Thursdays – 10 am – 1 pm

In your seminar course, we will be using the VR lab and the application “Body Swaps.” You can visit the lab on your own, too, and try out a couple of these applications during their open labs time.

Suggested scenarios to try:

- Growth Mindset & Resilience
- Diversity, Equity & Inclusion (Understanding Conflict)

General Information

- [Bodyswaps Modules Library](#)
- [Download the Bodyswaps App](#)
- [How to get started with the modules? \[Video\]](#)
- [Fanshawe Simulation Labs & Technology](#)
- You can also find more details under **Diane Blake Centre of Excellence in XR** here: [Fanshawe](#)

[Library: Find Space in Innovation Village.](#)

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CHAPTER 6: COOP-ECL1: INTERNSHIP

Chapter Outline

[6.0 Learning Objectives](#)

[6.1 Preparation for COOP-ECL1W: Leadership Internship](#)

[6.2 Internship Forms](#)

[6.3 Additional Resources](#)

6.0 LEARNING OBJECTIVES

Learning Objectives

The objectives of this chapter are to:

- Prepare for Leadership field experience by understanding the role of the ECE and the professional expectations.
- Engage in reflective practice and self-evaluation in preparation for the field experience.
- To apply current and accessible resources to the field practicum experiences and program outcomes.
- Build and maintain caring and responsive relationships with children, families, and colleagues that reflect the four foundations of learning.
- Demonstrate professionalism and pedagogical leadership in communication and relationships with children, families, colleagues, and the communities.

The Internship is a collaborative learning experience which takes place during the Summer term after the third year. It is 420 mentored hours (paid or unpaid) in an Early Years Program. Students will apply strategies to support continuous learning & promote effective pedagogical practices in an EY setting.



Photo, by [U.S. Department of Agriculture](#), Public Domain.

COOP-ECL1 Leadership Internship

Scheduled during the Spring term (May-Mid August).

Course Description: The third-year internship is a 420-hour work experience in an early childhood program, a related child and family service, or a relevant government department. Students will apply strategies to support continuous learning and promote effective pedagogical practices in an early childhood setting. The internship offers students the opportunity to pursue a placement setting according to their future and/or academic interests and goals. The internship may be local, elsewhere in Canada, or in an international setting. At the completion of the internship, students will have developed a professional portfolio that documents exemplary pedagogical practices as well as leadership competencies.

FLDP-7012 Internship Seminar

A 2-hour weekly seminar course taken during the Winter term before Internship.

Course Description: Students plan and prepare for the 420-hour third-year internship in an early childhood program, a related child and family service, or a relevant government department. Students will develop strategies to support continuous learning and promote effective pedagogical practices in an

early childhood setting. The internship offers students the opportunity to pursue a placement setting according to their future and/or academic interests and goals. The internship may be local, elsewhere in Canada, or in an international setting. At the completion of the internship, students will have developed a professional portfolio that documents exemplary pedagogical practices as well as leadership competencies.

ECED-7028 Pedagogical Leadership in ECE Programs

A 3-hour curriculum course taken in the Winter term before Internship.

Course Description: In this course, students analyze variant pedagogical philosophies and curriculum models specific to the early education and care sector. Discourse prevalent in the profession is examined, as is the binary of education and care. A co-constructivist and inclusive approach to pedagogical practice across diverse global early years settings and curriculum decision-making that is context-responsive are central to the content explored in this course. One's own pedagogical philosophy is re-dressed in linkage to culminating field experiences and future academic and/or professional goals.

6.1 PREPARATION FOR COOP-ECL1W: LEADERSHIP INTERNSHIP

Best Practices in the ECL Program

Action Item (Bridged ECL Students Only)

Students must review Best Practices and complete the quiz found in the ECL1 Homeroom.

As emerging early childhood leaders, we acknowledge that our professional regulatory bodies set forth standards of practice that hold us accountable as students, as emerging professionals, and as practising professionals. The College of Early Childhood Educators, the College of Social Workers, and the Ontario College of Teachers are key professional regulatory bodies that students may register with based on their chosen pathway to early years professions and/or graduate studies.

In the B.ECL program at Fanshawe College, we promote within the classroom, field practicum and internships, the following professional practices:

1. **Inclusion & Professionalism:** Students and faculty are expected to act in a professional manner that supports and represents our role as early childhood educators and leaders. This means we act with respect, are inclusive in language and in actions and are mindful at all times of age, appearance, ability, beliefs, culture, family composition, gender, race, socio-economic and sexuality, and how each area of diversity is to be respected.
2. **Behaviour & Attitude:** The Student Code of Conduct applies both in class and on any practicum placement.
3. **Perception:** Students are expected to dress respectfully with an understanding that we, as a profession, always strive to educate the public on our value as professionals. To be accepted as professionals, we

must act professionally.

4. **Confidentiality:** In class and on practicums, students are required to always maintain confidentiality regarding the children and families they interact with, as well as community partners and peers. Students will respect the confidentiality of all discussions in class.
5. **Academic Integrity:** Students will follow the Fanshawe Academic Offence policy and the expectations of individual professors within the program. All written work will be submitted to Turnitin and will use APA Referencing. Any late papers/assignments will be deducted 10% per day unless the student has prior approval for an extension.
6. **Technology:** Individual professors will discuss with your class their requirements regarding the use of technology in the classroom (cell phones, laptops, etc.).
7. **Social Media:** Each student will do their utmost to consider their social media footprint and consider the content they post on social media accounts so that their professionalism is always maintained.

Permissions – Release of Student Information to Agency

The permission to release information is an agreement between the student, College, and Early Years Agency (Community Partner) regarding the Freedom of Information and Protection of Individual Privacy Act.

Action Item (Bridged ECL Students Only)

Students must sign off on these permissions by completing the quiz in the ECL1 Homeroom.

Synergy Requirements

Action Item

Students must complete all [Field Pre-Placement Requirements](#) by the due date assigned by Fanshawe College and your Field Coordinator. Failure to do so may result in a withdrawal or delayed practicum.

Health and Safety Standards

Your future career in Early Childhood Education and Care (ECEC) requires you to meet specific health and safety standards before you can begin your first clinical/field placement. Why?

- To protect you, your placement agency co-workers, and those individuals you will serve during placement;
- To meet regulations set out by Ontario law;
- To meet placement agency requirements before joining their organization.



Photo, [Tara Winstead](#), [Pexels License](#)

For more information, talk to your [Pre-Placement Coordinator](#) (Jill Bourque), who will also send all enrolled students an email with information about this process.

Additional Information



Here is the Fanshawe College link to the list of documents and conditions which must be

completed as part of your pre-placement requirements: [Honours Bachelor of Early Childhood Leadership \(ECL1\) – Post-Admission Requirements](#).

Medical Clinic on Campus

All students have access to the Fowler Kennedy medical clinic. The clinic can complete all medical forms related to pre-placement and administer vaccinations.

[Fowler Kennedy Clinic](#)

Agency/College Support Letter

An Agency/College Support Letter from Fanshawe may be required by your local police agency in order to process a PVSC. If your local police agency accepts only original, signed documents, please contact the Pre-Placement Coordinator.

[Fanshawe's Agency/College Support Letter \(London Campus\)\[PDF\]](#)

FANCard

Your FANCard is your official Fanshawe identification card. Your FANCard also has your built in bus pass. Simply tap your FANCard when you board any London Transit Commission (LTC) bus.

[FANCard Information](#)



“FANCard Mockup” © Fanshawe College, [All Rights Reserved](#).

Considering Internship Sites: Your Passions and Interests

As you prepare for your summer internship, it is beneficial to reflect on your passions and interests in the ECEC field. Whether your interest is Social-Emotional Learning (SEL), outdoor play, inclusive education, family engagement, or cultural programming, there is likely an agency that aligns with your goals. The internship can provide you with an opportunity to practice your skills and discover what truly excites you about working in the Early Years field.

In the Internship Seminar course we reflect on the *Whole Leadership Framework* (Talan et al., 2023) to think about Early Years leadership skills and competencies. Before your Internship, consider your passions and what domains of leadership you wish to practise and develop. Below is a summary table of the research findings regarding Leadership domains and the skills/competencies within those domains.

Table 6.1.1. Adapted from the *Whole Leadership Framework* by Talan, Masterson, & Bella. McCormick Center

Leadership Area	Description	Skills Interns May Develop/Practice
Pedagogical Leadership	<p>Facilitating a Community of Learning.</p> <ul style="list-style-type: none"> <i>Instructional Leadership</i>: Supporting educators to implement inclusive curriculum <i>Family Engagement</i>: Building on family strengths, promoting equitable engagement, and encouraging advocacy on behalf of children 	<ul style="list-style-type: none"> Coaching, mentoring, and/or collaborating with educators and families Curriculum philosophy/development Employ evidence-based practices Application of Early Years theories and pedagogical approaches Implement principles of trauma-informed practice Creating environments which reflect the 4 foundations Reflective Practice
Administrative Leadership	<p>Establish and maintain systems that meet the needs of children, their families and the communities in which they live.</p> <ul style="list-style-type: none"> <i>Operational Leadership</i>: Budgeting, fostering a positive work environment, staffing <i>Strategic Leadership</i>: Guiding program/agency direction <i>Advocacy Leadership</i>: Acting with and on behalf of the needs of children, families, and programs & profession <i>Community Leadership</i>: Collaborating with community partners for children/families 	<ul style="list-style-type: none"> Strategic planning (policy revision/development) Entrepreneurship/innovation Influence organizational environment Community/public engagement & collaboration Develop and refine advocacy skills Build a positive organizational climate
Leadership Essentials	<p>Creating a culture of caring, equity and inclusion. These foundational competencies and behaviours are necessary for relationship building expressed in leadership style developed through reflective practice:</p> <ul style="list-style-type: none"> Leadership for continuous quality improvement Intrapersonal and Interpersonal Leadership Culturally Responsive Leadership 	<ul style="list-style-type: none"> Awareness of self and others Trust Communication skills Cultural humility Lifelong learning Intentionality Relational leadership Self-efficacy Empathy/humility Creativity Authenticity Transparency Adaptability

Student Tips on Preparing for Internship

- Reflect upon your passions and interests in the Early Years to gauge where you would like to complete your internship.
- Practice self-reflection to ensure that your experience is meaningful and aligns with your goals.
- Research various early years agencies; there is a wide range of opportunities that are available and may capture your interest!
- Allow yourself to step out of your comfort zone, and don't be afraid to take on a new challenge that interests you, as you will be supported along the way!
- Explore the Early Years agency where you will be completing your internship more deeply to prepare for your interview and develop your SMART goals. Remember to align your goals with the vision/priorities of the agency.
- Begin to develop a relationship with your agency mentor prior to starting, this will help to ensure a smooth transition into your internship.
- Remember to remain adaptable!

6.2 INTERNSHIP FORMS

This chapter of the ECL Field OER will include all information and student expectations required for their Summer Leadership Internship. Also linked in this chapter is the **COOP-ECL1 Internship Forms**, where you will find all assessments in a Google Forms format to be completed.

The first Google form is the Student Checklist, which will act as an organizational and collaborative tool to plan and complete field-related work and assessments.

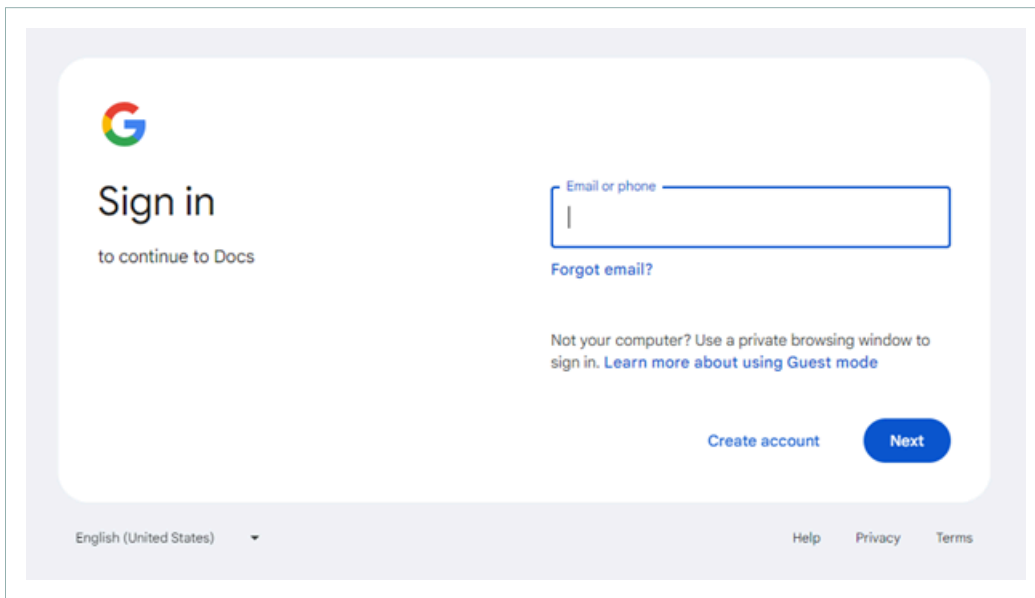


Access your Internship Manual for COOP-ECL1 Internship by visiting page 6.2 Practicum Forms in Fanshawe College ECL Field Experience Learning Community Resource.

Manual Guides

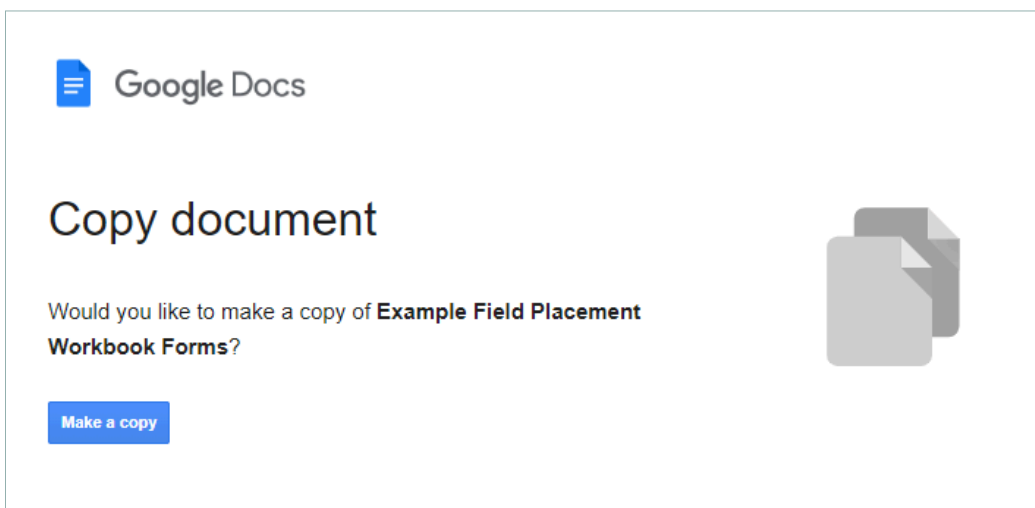
Make a Copy of the Field Manual

To create your version of the Field Manual, click on the link found in the OER (above). If you are not already, signed into Google, you will be prompted to sign in.



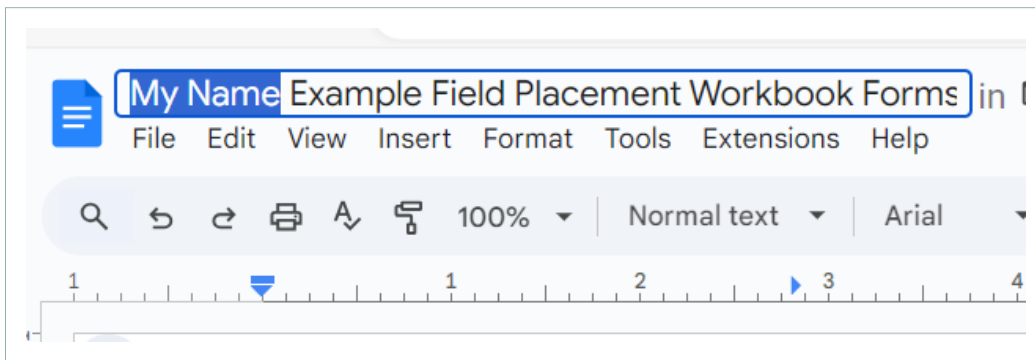
The image shows the Google sign-in interface. At the top left is the Google 'G' logo. Below it, the text 'Sign in' is displayed in a large font, followed by 'to continue to Docs' in a smaller font. To the right of this text is a text input field labeled 'Email or phone' with a cursor inside. Below the input field is a link that says 'Forgot email?'. Further down, there is a line of text: 'Not your computer? Use a private browsing window to sign in. [Learn more about using Guest mode](#)'. At the bottom right, there are two buttons: 'Create account' and a blue 'Next' button. At the very bottom, there is a footer with 'English (United States)' on the left and 'Help', 'Privacy', and 'Terms' on the right.

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*.



The image shows the 'Copy document' dialog in Google Docs. At the top left is the Google Docs logo. The main heading is 'Copy document'. Below this, the text asks: 'Would you like to make a copy of **Example Field Placement Workbook Forms?**'. To the right of this text is an icon representing two overlapping document pages. At the bottom left, there is a blue button labeled '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.

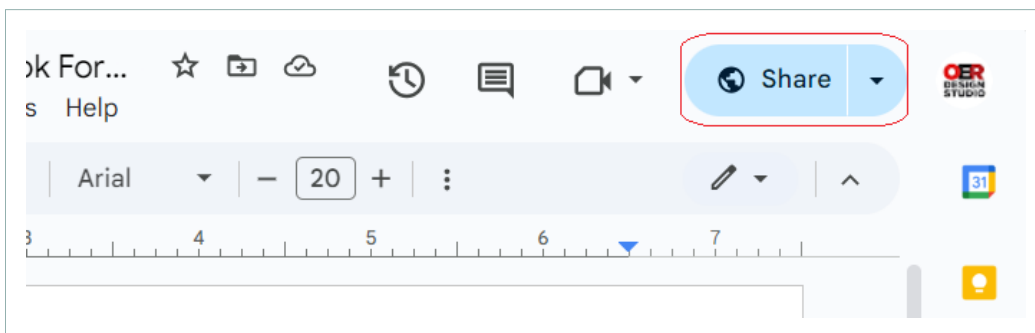


Share Your Field Manual

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

To share your workbook, follow these steps.

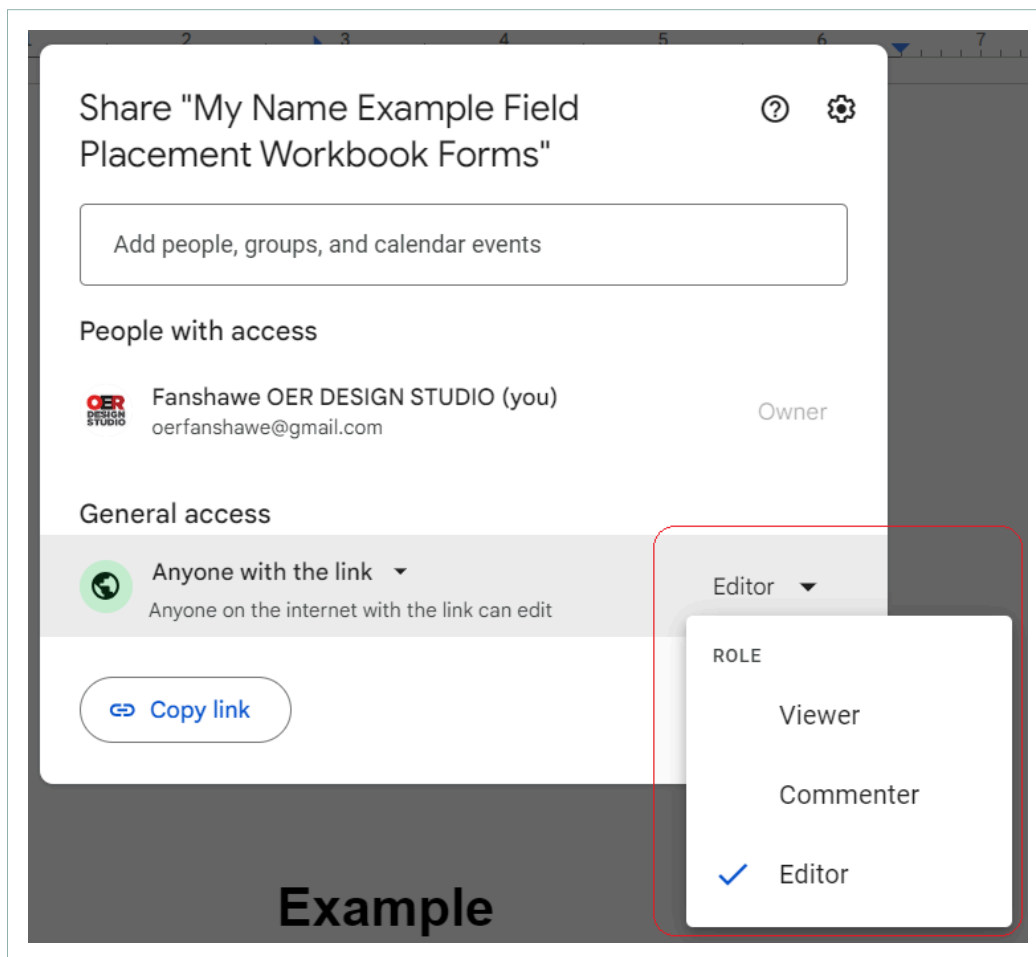
Click on the *Share* button.



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

The screenshot shows the sharing settings for a Google Form titled "Share 'My Name Example Field Placement Workbook Forms'". At the top, there is a search bar with the placeholder text "Add people, groups, and calendar events". Below this, the "People with access" section lists "Fanshawe OER DESIGN STUDIO (you)" with the email "oerfanshawe@gmail.com" and the role "Owner". The "General access" section is highlighted with a red box and shows a dropdown menu with "Anyone with the link" selected. A secondary dropdown menu is open, showing "Restricted" and "Anyone with the link" (which is selected with a blue checkmark). To the right of the "General access" section, the role "Editor" is displayed with a dropdown arrow. A blue "Done" button is located at the bottom right of the settings panel.

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



Click the Copy link button.

The screenshot shows the Google Docs sharing settings for a document titled "My Name Example Field Placement Workbook Forms". At the top, there is a search bar with the placeholder text "Add people, groups, and calendar events". Below this, the "People with access" section lists "Fanshawe OER DESIGN STUDIO (you)" with the email "oerfanshawe@gmail.com" and the role "Owner". The "General access" section shows "Anyone with the link" with a dropdown arrow, and a description "Anyone on the internet with the link can edit". To the right of this is the role "Editor" with a dropdown arrow. At the bottom left, there is a "Copy link" button with a link icon, which is highlighted with a red rounded rectangle. At the bottom right, there is a blue "Done" button.

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

Completing and Signing the Field Manual

The manual 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*.

	Date	<input type="text" value="Date"/>
--	------	-----------------------------------

November 2024

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7

Today





 Set time

Time zone

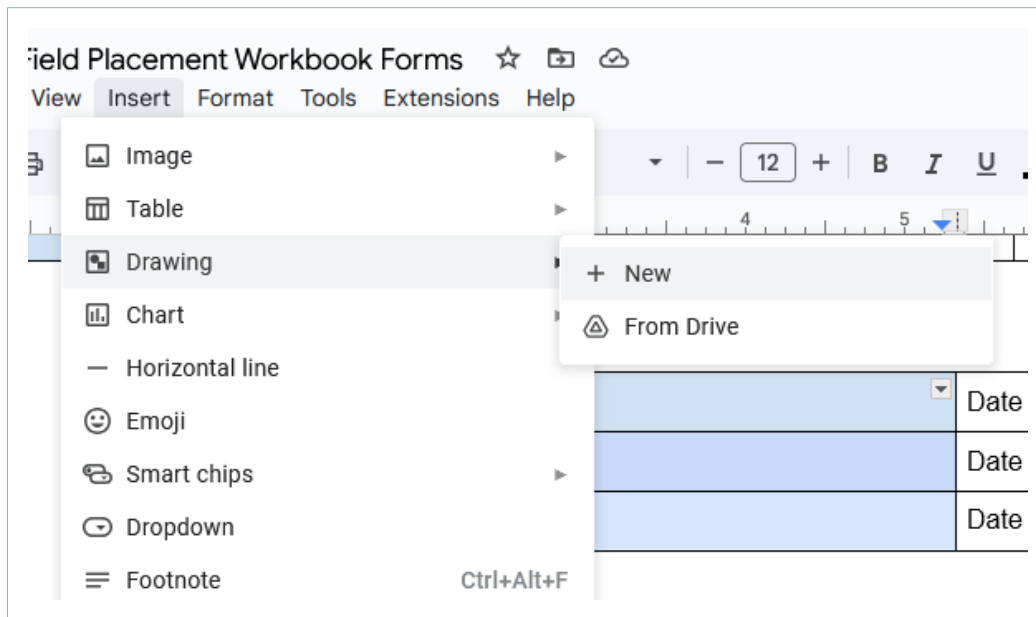
OK

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

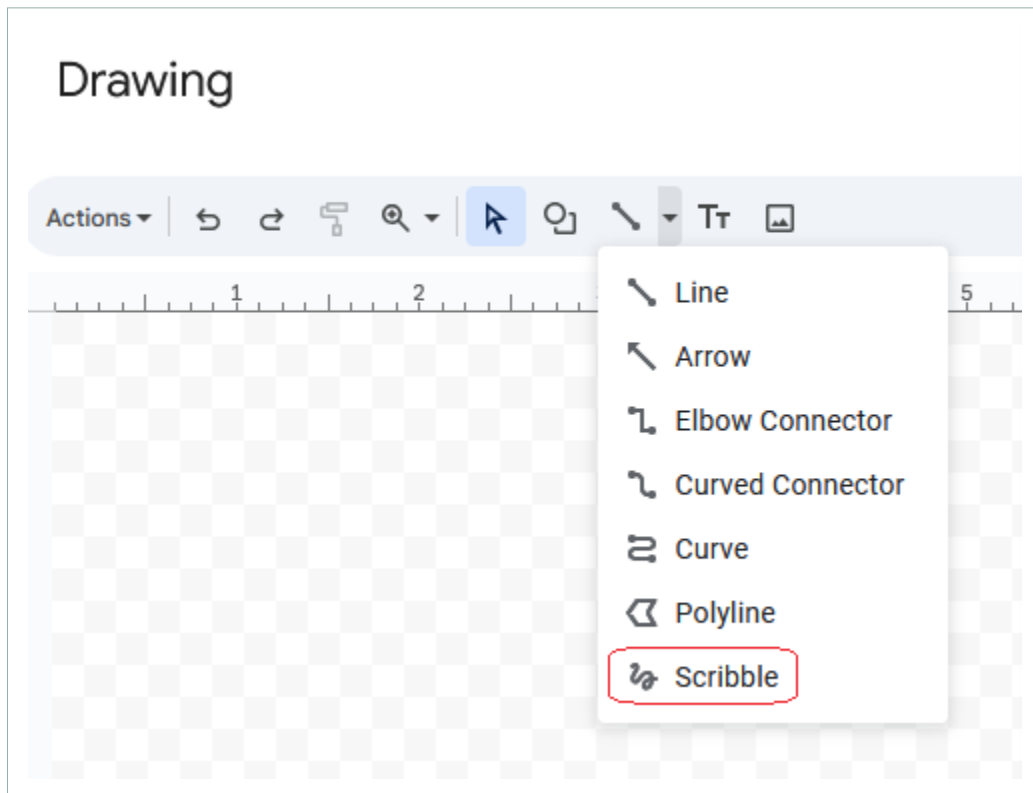
Place your cursor (click) in the signature box.

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

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



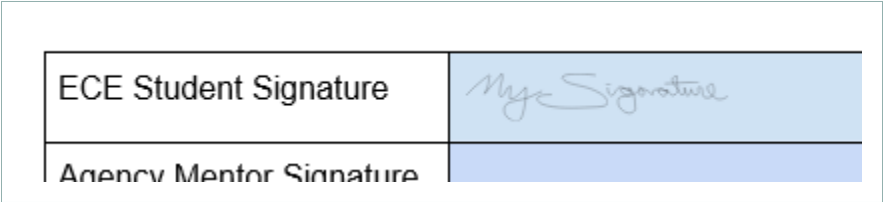
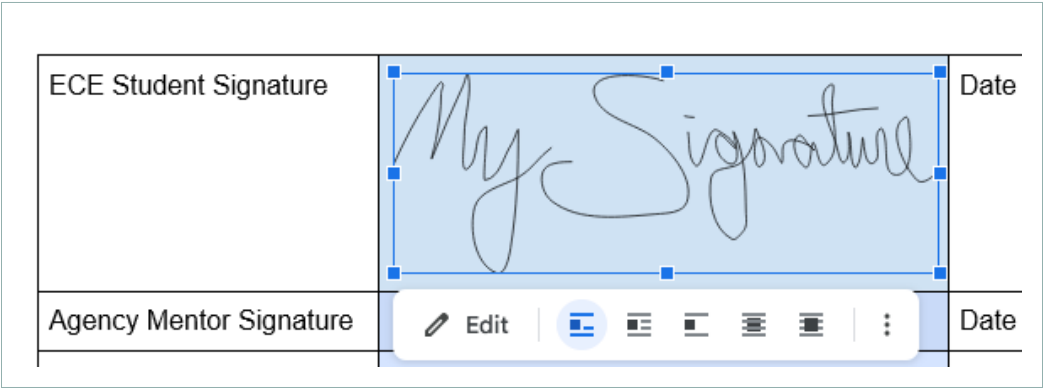
From the *Line* menu, choose *Scribble*.



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

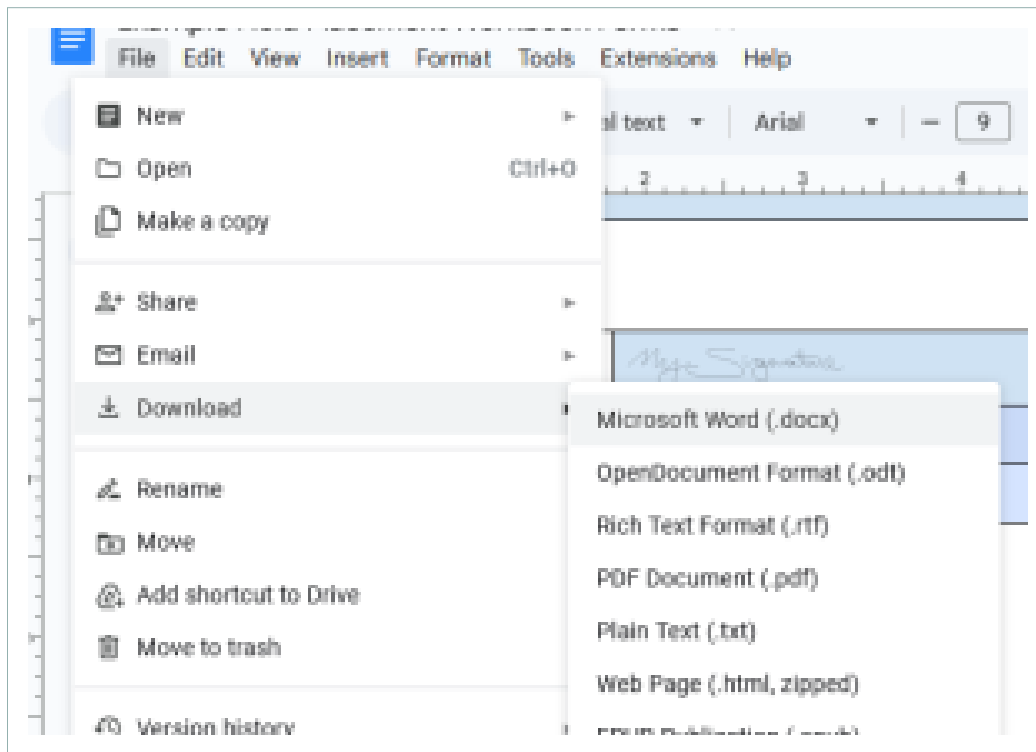


Grab the corner of the box and drag it to resize the drawing.



Downloading Your Field Manual

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](#).

Additional Notes Regarding Internship

There is no scheduled class or synchronous delivery of COOP-ECL1W. The focus of student work is in completing their field experience with their agency. There are several Internship-related course assignments/assessments on FOL that must be completed by their assigned due dates to pass COOP-ECL1. These assignments will be evaluated by Fanshawe Faculty Advisors with support from Agency Mentors.

Students are expected to follow all Fanshawe College-related policies while in their field environment. The final grade for your internship will be determined collaboratively between the Agency Mentor and your Faculty Advisor.

Please note the information regarding WSIB is for students who are NOT being paid by their agency this summer.

WSIB – in case of an injury at Field Placement

Fanshawe College is pleased to inform you that should an incident occur involving a practicum student, the MAESD will continue to provide insurance at no cost to your organization. Student claims will be insured in a similar manner as your employee claims; for example, students placed with a WSIB employer will be covered by WSIB insurance and students placed with an employer not registered with WSIB will be covered by ACE INA Insurance.

Inform your Faculty Advisor immediately if you have been injured while on practicum.

If you are at a Field Placement and you are injured, please go to this link to fill out the necessary forms: [Clinical/Field Pre-Placement Process: Placement Injury / Incident Reporting](#).

Ongoing Discussion with Agency Mentor

- Engage in all aspects of the Program.
- Students and Agency Mentors can mutually agree to a schedule for completion of the 420 hours over the summer term (May-Aug).

Regular Communication with your Faculty Advisor

- The Faculty Advisor will visit each student during the first half of their internship, on-site when possible (virtually if required).
- Interns organize the meetings with the Agency Mentor and Faculty Advisor.
- Faculty Advisors will support the Intern and their Agency Mentor in developing SMART goals and building Intern competencies/skill development.
- Students must connect regularly with their Advisor and respond to all communications within 48 hours.

Students in Difficulty- Please see [Chapter 2, Students in Difficulty](#).

S.M.A.R.T Goals – Please see [Chapter 3, S.M.A.R.T. Goals](#)

6.3 ADDITIONAL RESOURCES

Additional Resources

Visit 6.3 Additional Resources to access these resources.

- [CECE Practice Notes: Professional Relationships \[PDF\]](#)
- [Whole Leadership Framework](#). McCormick Center for Early Childhood Leadership
- [Updates to the Whole Leadership Framework \(Summer 2024\) \[PDF\]](#)
- [Indigenous Early Learning and Child Care Framework – Canada.ca](#)
- [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)
- [Think, Feel, Act: Lessons from Research About Young Children | Ontario.ca](#)
 - The Ministry of Education's link to *Think, Feel, Act* includes a link to the PDF document with research articles and various video resources of the researchers themselves speaking to various pedagogical topics.
- [The MEHRIT Centre Home – Shanker Self-Reg.®](#)
- [College of Early Childhood Educators](#)
- [Strive](#)
 - Strive is a collaborative group of child care and early years professionals dedicated to supporting learning and growth to elevate effective practice.
- [Association of Early Childhood Educators, Ontario](#)



Fanshawe College Virtual Reality (VR)



Photo, by [Hammer & Tusk](#), [Unsplash License](#).

Another way to prepare for your leadership experience is to think about your “soft skills.” Soft skills are the ways you interact with people. We focus a lot in the ECL program on using soft skills to be responsive and build secure relationships with children, families, and peers. Soft skills are not always specifically taught like content in a lecture or reading, but are very important in our practice as emerging Early Years Educators. Many soft skills are part of our Program’s Degree Level Standards. Soft skills like problem-solving, communicating effectively, and being self-aware are developed through experience and practice.

Sometimes, we may not have the experience or limited opportunities to practise these skills. If you are looking to practise your soft skills or learn new ways to be more comfortable using these skills, consider coming to Fanshawe’s VR skills lab in D 2013.

General Information

Visit page 6.3 Additional Resources to access these links.

- [Bodyswaps Modules Library](#)
- [Download the Bodyswaps App](#)
- [How to get started with the modules? \[Video\]](#)
- [Fanshawe Simulation Labs & Technology](#)
- You can also find more details under **Diane Blake Centre of Excellence in XR** here: [Fanshawe Library: Find Space in Innovation Village](#).

Open Labs on Thursdays – 10 am – 1 pm

In your seminar course, we will be using the VR lab and the application “Body Swaps.” You can visit the lab on your own, too, and try out a couple of these applications during their open labs time.

Suggested scenarios to try:

- Communicating in a Person-centered Way – Getting to Know Each Individual
- Equity & Anti-racism
- Inclusive Leadership – Resolving Conflict
- Navigating Angry Conversations
- Talented Teamwork

CHAPTER 7 FLDP-7007: SOLUTIONS FOR EARLY CHILDHOOD LEADERS

Chapter Outline

[7.0 Learning Objectives](#)

[7.1 Preparation for FLDP-7007: Solutions for Early Childhood Leaders](#)

[7.2 Practicum Forms](#)

[7.3 Additional Resources](#)

7.0 LEARNING OBJECTIVES

Learning Objectives

The objectives of this chapter are to:

- Prepare for Leadership field experience by understanding the role of the ECE and the professional expectations.
- Engage in reflective practice and self-evaluation in preparation for the field experience.
- To apply current and accessible resources to the field practicum experiences and program outcomes.
- Build and maintain caring and responsive relationships with children, families, and colleagues that reflect the four foundations of learning.
- Demonstrate professionalism and pedagogical leadership in communication and relationships with children, families, colleagues, and the communities.

Upon return to the fall semester of Year 4, students will complete the final field placement in the Honours Bachelor of Early Childhood Leadership program. In this course, students will have opportunities to “give back” to the internship organization (or another community partner) by completing a solutions-based project.



Photo, by [Province of British Columbia](#),
CC-BY-NC-ND 2.0

7.1 PREPARATION FOR FLDP-7007: SOLUTIONS FOR EARLY CHILDHOOD LEADERS

FLDP-7007: Solutions for Early Childhood Leaders

Scheduled during the Fall term of Year 4. This course is both a seminar (45 hours) and field experience (165 hours).

Course Description:

In this course, students will use the theoretical and technical knowledge gained throughout previous semesters of the program to undertake a specific project that addresses an identified program issue. Students will work in their internship site (if possible) to evaluate and propose a solution to address a specific program area that may benefit from strengthening related to curriculum and pedagogy. Students model collaborative leadership throughout the process.

Solutions Projects

The Solutions project allows for ECL students to gain expertise in a specific subject matter while collaborating with their internship organization. The ECL program encourages the respectful implementation of this innovative project, prioritizing the approval of the hosting organization. This is an educational experience whereby the student contributes to the organization while remaining in the role of learner.



Past Tenets

[“Seventh-Grade Social Studies Teachers”](#), by [Alliance for Excellent Education](#), CC BY-NC 2.0

In collaboration with their internship organization (Early Years Agency), students will determine the area of focus for their Solutions project. Below is a list of focuses (tenets) explored by previous ECL interns:

- Promoting family engagement
- Using technology to foster literacy development
- Embedding emotional literacy in after-school program curriculum
- Utilizing current pedagogical documents (e.g. How Does Learning Happen?) as a framework for documentation
- Supporting accessibility of community resources for newcomers to Canada
- Promoting family and community engagement in STEAM education
- Developing opportunities for reflective practice and collaborative inquiry within agency settings
- Promoting Early Years leadership and professional development for staff
- Enhancing guided risk opportunities for young children
- Promoting self-regulatory behaviours in early years programs
- Enriching sensitive guidance strategies founded on current evidence
- Promoting learning through exploration, play, and inquiry
- Enhancing Inclusion and Diversity in the Early Years Environments
- Strengthening cultural responsiveness in programming
- Fostering secure, responsive relationships
- Supporting the well-being of educators, children, and families
- Promoting sustainability within early years agencies

Implementation

The innovative projects will unfold in various ways. These are a few past project ideas:

- Creating and implementing a professional development experience (Lunch & Learn, Pedagogical talks, or PL sessions)
- Gathering of materials/research (educational/resources and physical) that could foster the integration of your area of focus (some of our former students have created SEL resource kits for the agency's before and after-school programs)
- Creation of CoPs, infographics, pamphlets, webpages, blogs, social media, or any other medium that could promote growth in your area of focus
- Creation or revision of policy documents, family information packages, staff orientation handbook, websites etc.
- Information/Play Night for Families/Communities
- Development of a specialized program that could foster the integration of your focus (camp program, well-being for toddlers' tool kit, family workshops, educator workshop)



Image: © Fanshawe College, [All Rights Reserved](#).

In addition to working on their Solutions project while on-site, the student may partake in other roles and responsibilities within the organization. These may include working alongside their mentor, engaging in administrative duties, or working in a playroom/classroom setting.

Student Tips on how to Prepare for Solutions

- Seek out opportunities for potential solutions projects during your internship by observing potential areas for growth and development during your internship.
- Co-develop a focus for a project with your mentor, ensuring that it is realistic and achievable within a 3 month time period.
- Research alternative options if completing your solutions cannot be done at the same agency as your internship.
- Identify which core tenet your solutions project aligns with to guide your research and ensure its relevance.
- Work with your mentor during your internship to discuss project ideas and gather feedback, even if you may end up completing your solutions project with another agency partner.
- Start to think of ways that you can work towards a solution that has lasting value for the organization you choose to complete this placement at. Proactive preparation will ensure that your solutions project is meaningful, manageable, and successful.

7.2 SOLUTIONS FORMS

This chapter of the ECL Field OER will include all information and student expectations required while on practicum for Solutions this Fall term of Year 4. Also linked in this chapter is the **FLDP 7007 Solutions Manual**, where you will find all assessments in a Google Forms format to be completed.

The first Google form is the Student Checklist, which will act as an organizational and collaborative tool to plan and complete field-related work and assessments.

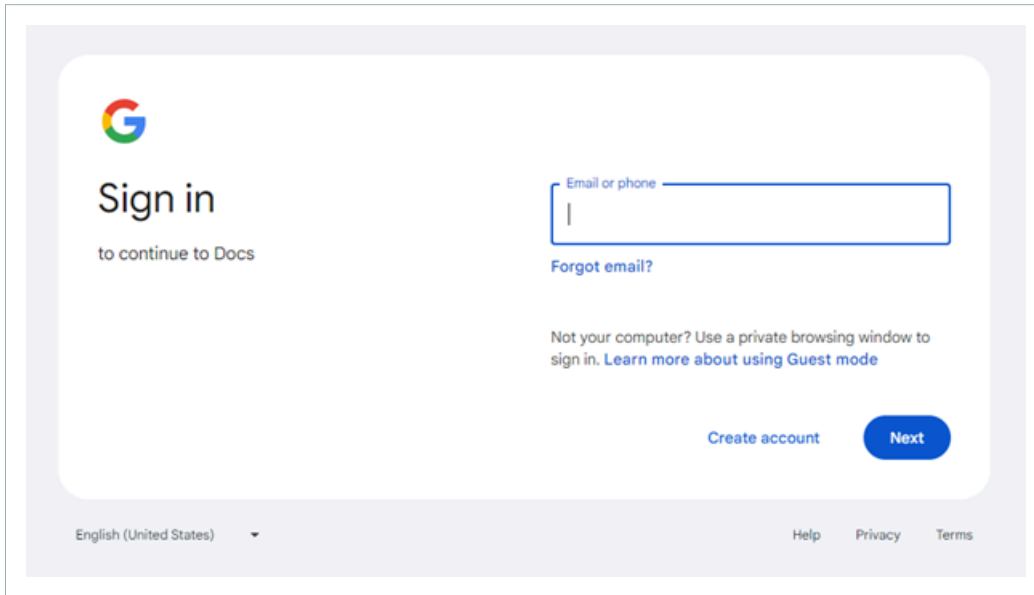


Access your Field Manual for FLDP 7007 Solutions for Early Childhood Leaders by visiting page 7.2 Practicum Forms in Fanshawe College ECL Field Experience Learning Community Resource.

Manual Guides

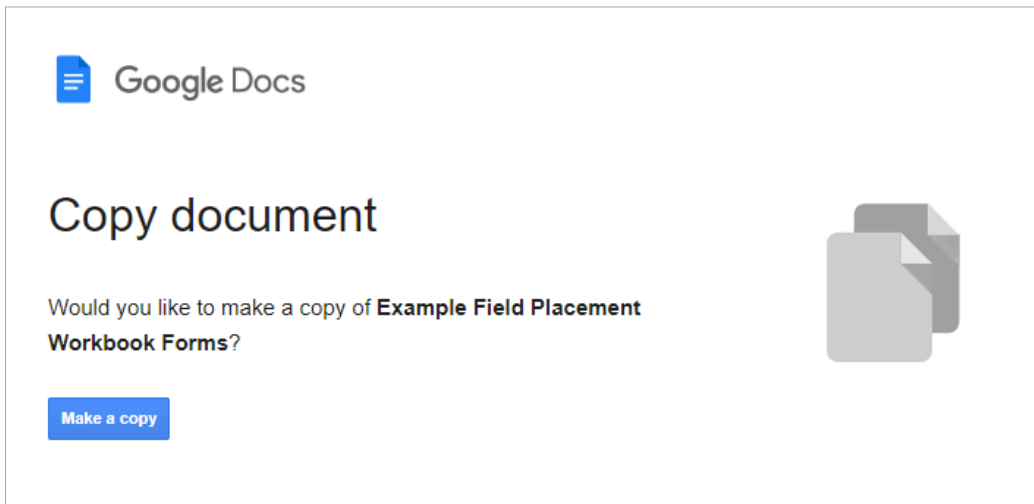
Make a Copy of the Solutions Manual

To create your version of the Field Manual, click on the link found in the OER (above). If you are not already, signed into Google, you will be prompted to sign in.



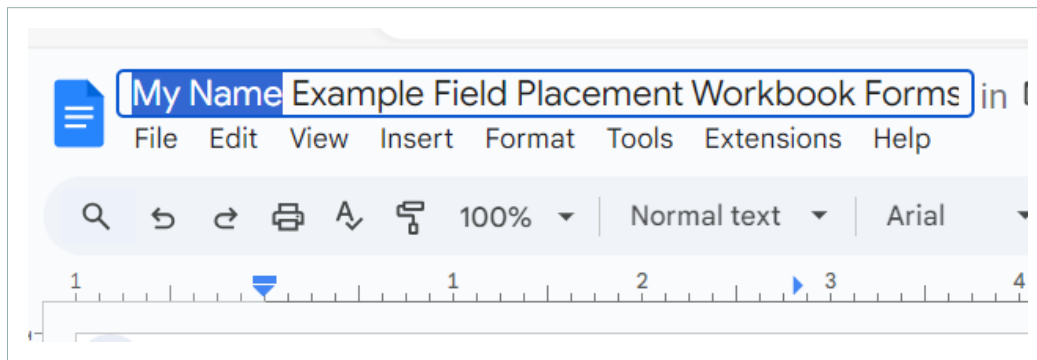
The image shows the Google sign-in page. At the top left is the Google logo. Below it, the text "Sign in" is displayed in a large font, followed by "to continue to Docs" in a smaller font. To the right of this text is a text input field labeled "Email or phone" with a cursor inside. Below the input field is a link that says "Forgot email?". Further down, there is a line of text: "Not your computer? Use a private browsing window to sign in. [Learn more about using Guest mode](#)". At the bottom right, there are two buttons: "Create account" and "Next". At the very bottom, there is a footer with "English (United States)" on the left and "Help", "Privacy", and "Terms" on the right.

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*.



The image shows the Google Docs "Copy document" dialog. At the top left is the Google Docs logo. Below it, the text "Copy document" is displayed in a large font. To the right of this text is an icon of two overlapping documents. Below the "Copy document" text, there is a line of text: "Would you like to make a copy of **Example Field Placement Workbook Forms?**". At the bottom left, there is a blue button that says "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.

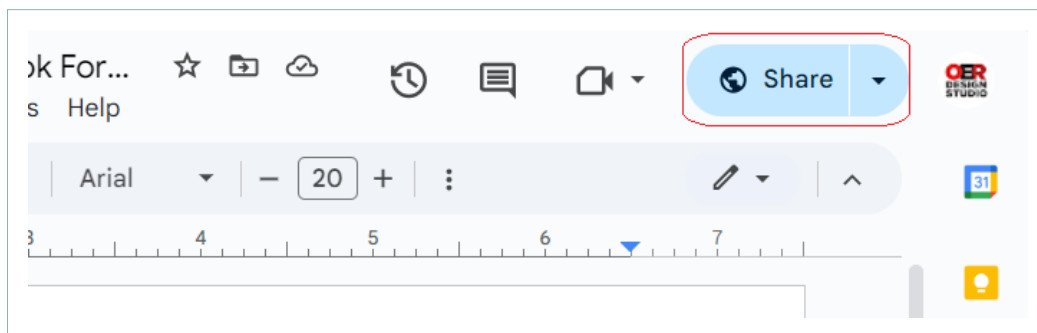


Share Your Solutions Manual

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

To share your workbook, follow these steps.

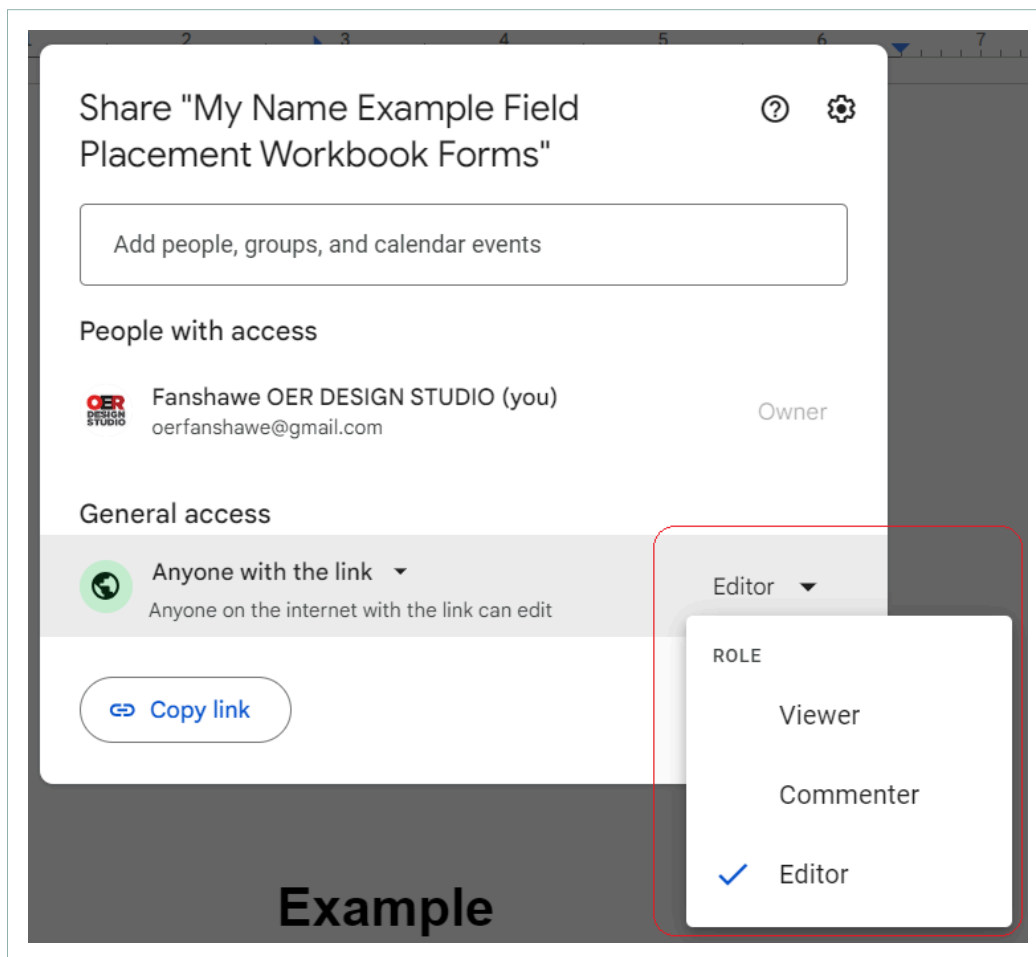
Click on the *Share* button.



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

The screenshot shows the sharing settings for a Google Form titled "Share 'My Name Example Field Placement Workbook Forms'". At the top, there is a search bar with the placeholder text "Add people, groups, and calendar events". Below this, the "People with access" section lists "Fanshawe OER DESIGN STUDIO (you)" with the email "oerfanshawe@gmail.com" and the role "Owner". The "General access" section is highlighted with a red box. It shows a dropdown menu currently set to "Anyone with the link". A dropdown menu is open, showing two options: "Restricted" and "Anyone with the link", with the latter selected and marked with a blue checkmark. To the right of the dropdown, the role "Editor" is displayed with a dropdown arrow. At the bottom right, there is a blue "Done" button.

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




Click the Copy link button.


Share "My Name Example Field Placement Workbook Forms"


Add people, groups, and calendar events

People with access

 Fanshawe OER DESIGN STUDIO (you)
oerfanshawe@gmail.com Owner

General access

 Anyone with the link ▾
Anyone on the internet with the link can edit Editor ▾

 Copy link Done

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

Completing and Signing the Solutions Manual

The manual 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.

The image shows a rich text editor toolbar with the following elements: a menu bar (File, Edit, View, Insert, Format, Tools, Extensions, Help), a search icon, undo, redo, print, text color, background color, 100% zoom, a text style dropdown (Normal text), a font family dropdown (Arial), font size (10), bold (B), italic (I), underline (U), text color (A), and a list icon. Below the toolbar is a horizontal ruler with markings from 1 to 7.

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*.

	Date	<input type="text" value="Date"/>
--	------	-----------------------------------

November 2024

S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7

Today

 Set time

Time zone

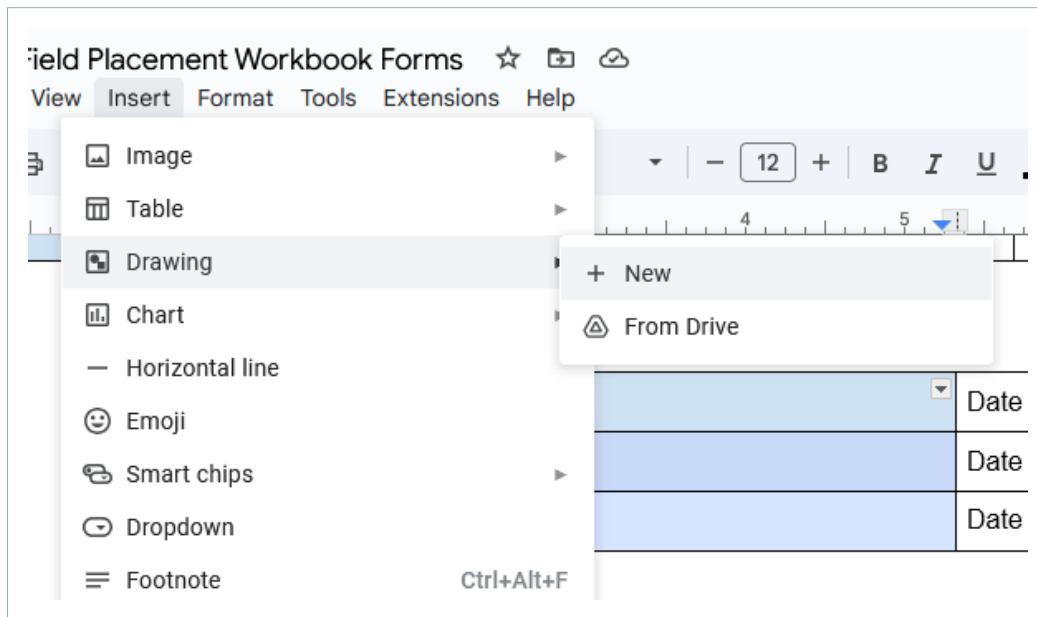
OK

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

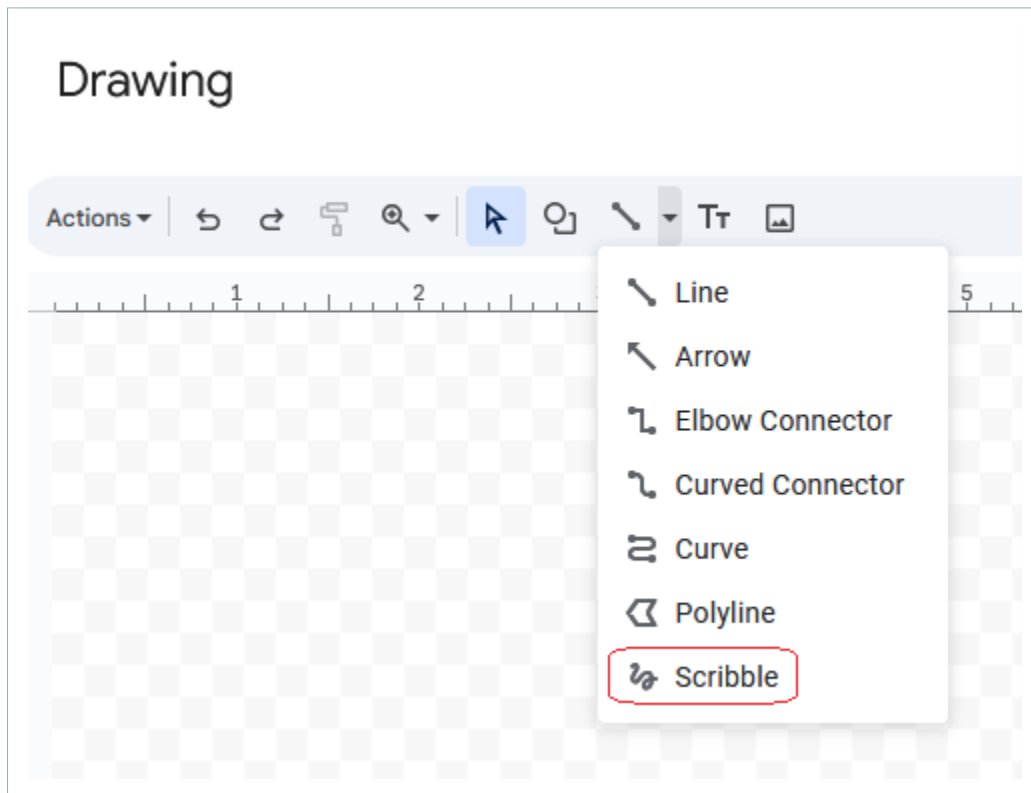
Place your cursor (click) in the signature box.

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

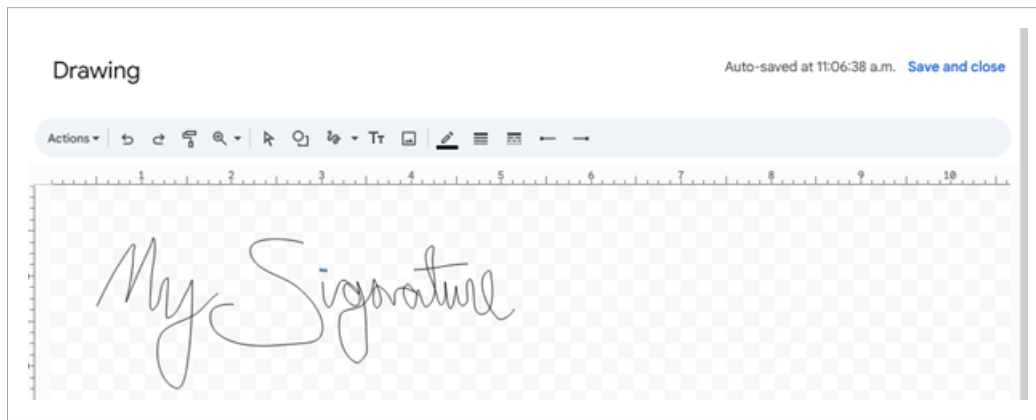
Click on the *Insert* menu, choose *Drawing*, and then *New*.



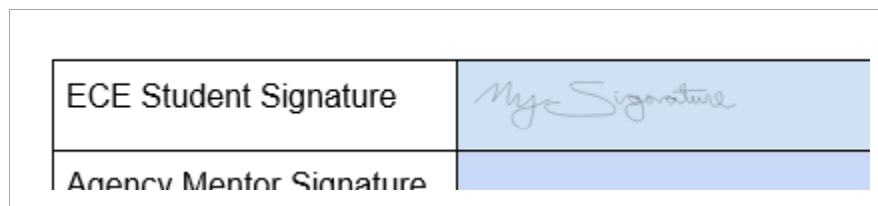
From the *Line* menu, choose *Scribble*.



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

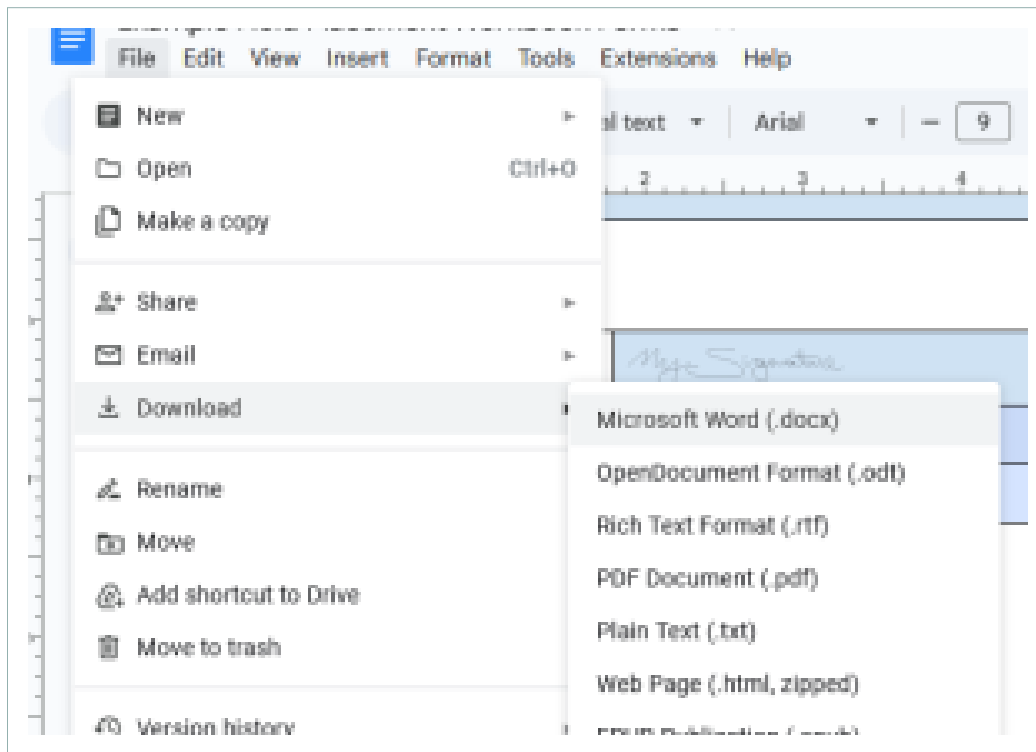


Grab the corner of the box and drag it to resize the drawing.



Downloading Your Solutions Manual

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](#).

Additional Notes Regarding Solutions Course Delivery

Solutions is like two courses (practicum and seminar).

- The seminar is scheduled for 3 hours (2 hours in class and 1 hour online).
- Field Practicum scheduled for 11 hours. Field hours are recorded on your timesheet. This is time working at and for your agency (165 hours).

Students are expected to follow all Fanshawe College-related policies while in their field environment. The final grade for your field practicum will be determined collaboratively among the practicum agency, the Agency Mentor and your Faculty Advisor.

WSIB – in case of an injury at Field Placement

Fanshawe College is pleased to inform you that should an incident occur involving a practicum student, the MAESD will continue to provide insurance at no cost to your organization. Student claims will be insured similarly as your employee claims; for example, students placed with a WSIB employer will be covered by WSIB insurance, and students placed with an employer not registered with WSIB will be covered by ACE INA Insurance.

Inform your Faculty Advisor and Field Practicum Coordinator immediately if you have been injured while on practicum.

If you are at a Field Placement and you are injured, please go to this link to fill out the necessary forms: [Clinical/Field Pre-Placement Process: Placement Injury / Incident Reporting](#).

Regular Communication with your Faculty Advisor

- The Faculty Advisor will visit each student during the first half of their Solutions Practicum on-site when possible (virtually if required).
- Students organize meetings with the Agency Mentor and Faculty Advisor.
- Faculty Advisors will support the ECL student and their Agency Mentor in developing and implementing the agency project.
- Students must connect regularly with their Advisor and respond to all communications within 48 hours.

Students in Difficulty- Please see [Chapter 2, Students in Difficulty](#).

7.3 ADDITIONAL RESOURCES

Additional Resources

Visit 7.3 Additional Resources to access these links.

- [CECE Practice Notes: Professional Relationships \[PDF\]](#)
- [Whole Leadership Framework](#). McCormick Center for Early Childhood Leadership
- [Updates to the Whole Leadership Framework \(Summer 2024\) \[PDF\]](#)
- [Indigenous Early Learning and Child Care Framework – Canada.ca](#)
- [How Does Learning Happen? Ontario's Pedagogy for the Early Years \[PDF\]](#)
- [Think, Feel, Act: Lessons from Research About Young Children | Ontario.ca](#)
 - The Ministry of Education's link to *Think, Feel, Act* includes a link to the PDF document with research articles and various video resources of the researchers themselves speaking to various pedagogical topics.
- [The MEHRIT Centre Home – Shanker Self-Reg®](#)
- [College of Early Childhood Educators](#)
- [Strive](#)
 - Strive is a collaborative group of child care and early years professionals dedicated to supporting learning and growth to elevate effective practice.
- [Association of Early Childhood Educators, Ontario](#)



Fanshawe College Virtual Reality (VR)



Photo, by [Geofflambeth](#), CC BY-SA 4.0

Another way to prepare for your leadership experience is to think about your “soft skills.” Soft skills are the ways you interact with people. We focus a lot in the ECL program on using soft skills to be responsive and build secure relationships with children, families, and peers. Soft skills are not always specifically taught like content in a lecture or reading, but are very important in our practice as emerging Early Years Educators. Many soft skills are part of our Program’s Degree Level Standards. Soft skills like problem-solving, communicating effectively and being self-aware are developed through

experience and practice.

Sometimes, we may not have the experience or limited opportunities to practise these skills. If you are looking to practise your soft skills or learn new ways to be more comfortable using these skills, consider coming to Fanshawe’s VR skills lab in D 2013.

General Information

Visit 7.3 Additional Resources to access these links.

- [Bodyswaps Modules Library](#)
- [Download the Bodyswaps App](#)
- [How to get started with the modules? \[Video\]](#)
- [Fanshawe Simulation Labs & Technology](#)
- You can also find more details under **Diane Blake Centre of Excellence in XR** here: [Fanshawe Library: Find Space in Innovation Village](#).

Open Labs on Thursdays – 10 am – 1 pm

In your seminar course, we will be using the VR lab and the application “Body Swaps.” You can visit the lab on your own, too, and try out a couple of these applications during their open labs time.

Suggested scenarios to try:

- Communicating in a Person-centered Way – Getting to Know Each Individual
- Equity & Anti-racism
- Inclusive Leadership – Resolving Conflict
- Navigating Angry Conversations
- Talented Teamwork

CHAPTER 8: PROFESSIONAL AND POSTGRADUATE STUDIES

Chapter Overview

[8.0 Learning Objectives](#)

[8.1 The College of Early Childhood Educators](#)

[8.2 Post-Graduate Studies Beyond Fanshawe](#)

8.0 LEARNING OBJECTIVES

Learning Objectives

The objectives of this chapter are to:

- To provide access to updated educational and professional pathways.
- To provide students easy access to CECE application and College of ECE responsibilities and resources.

8.1 THE COLLEGE OF EARLY CHILDHOOD EDUCATORS

One of the pathways that students can take after graduating from this program is registering with the [College of Early Childhood Educators \(CECE\)](#). Pursuing this pathway can lead to becoming a Registered Early Childhood Educator (RECE). As an RECE, graduates can work in licensed childcare agencies, early learning programs, and a variety of educational settings in Ontario.

The College of Early Childhood Educators (College) 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.).

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.).

Becoming a College of Early Childhood Educator (CECE) Member

Once you have completed the ECL program and have your final transcript, you must register with CECE to work as an Early Years professional and call yourself an Early Childhood Educator (RECE) in the Province of Ontario.

Step 1

Once you have completed the ECL program and are READY to Graduate, you are required to submit an Intent to Graduate form.

Step 2

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

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

Step 3

Once your paperwork is processed with the Registrar's office, usually within ten 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."

Checklist

- ☐ Go on to the CECE website and click on Apply to the college.
- ☐ Create an account with the CECE.
- ☐ Complete the General Application Form.
- ☐ Pay the Application and Registration fees.
- ☐ Submit the General Application Form to the College via email and wait for the College to open your application file.
- ☐ Submit the supporting documents they need through your account on the college website.

Applying to the College of Early Childhood Educators



Visit 8.1 The College of Early Childhood Educators to access these links.

- [How to Apply](#)
- [CECE Information](#)

8.2 POST GRADUATE STUDIES BEYOND FANSHAWE

Fanshawe's Bachelor of Early Childhood Leadership grads have gone on to successfully pursue:

- Bachelor of Education – Teachers' College
- Master of Education
- Master of Social Work- Children's Hospital
- Ministry of Education – Early Years Consultant
- Ministry of Education- Policy Analyst
- International Work- Supervisor Children's Museum
- Women's Community House
- Supervisors, R.E.C.E. Early Years Settings

Bachelor of Education (B.Ed.)

Students may further their studies in B.Ed. Programs (Teachers College) at Canadian universities, as well as internationally. Western University, Queen's University, Sir Wilfrid Laurier University, Brock University, Trent University, Ryerson University, OISE (Ontario Institute for Studies in Education), University of Toronto, University of British Columbia, York University, Sligo (Ireland), Griffith (Australia), and many other major universities across Canada have accepted and do accept our students.

- [Applying to Western's Teacher Education Program](#)

Other Postgraduate Studies

ECL graduates may also pursue a Master of Education, Master of Social Work, or Master of Arts degree. These opportunities offer graduates the opportunity to specialize further, engage in research, and build leadership skills. These programs can enable graduates to take on roles in education administration, policymaking, and consulting and can lead to careers in academia where graduates might teach or conduct research focused on the early years and early childhood education. Graduates pursuing these paths can make meaningful impacts on curriculum design, policy, and support services for families and children.

GLOSSARY

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).

Faculty Advisor

An experienced educator or academic assigned to guide and support students through their practicum, offering advice on academic matters, supporting them in their professional and personal development, providing them with accurate information, and ensuring that they meet program requirements (Academic Advising and Support Center, n.d.).

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 Field Manuals. 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.

Visit Appendix A: Google Skills in the Fanshawe College ECL Field Experience Learning Community Resource to access these resources.

Creating a Google Account

In order to access the Field Manual 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 Manual 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 Manual 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](#)

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ChildCentredCurriculumPlanning%20%E2%80%93%20%E2%80%93%20years.PDF#:~:text=A%20child%2Dcentred%20curriculum%3A,for%20children%27s%20needs%2C%20interests%2C%20abilities

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VERSION HISTORY

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.

Version	Date	Change	Affected Web Page
1.0	December 20, 2024	First Publication	N/A