

NSCECE Practicum Handbook



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PRACTICUM IS AN IMPORTANT COURSE

NSCECE students complete 544 hours of practicum (510 field placement hours and 34 hours of practicum modules, seminars, and portfolio projects). NSCECE offers students the opportunity to acquire hands-on training and knowledge with children of different age groups through four (4) practicum field placements. Each student has the chance to develop their skills and gain real-life work experience in early years settings where they work alongside Early Childhood Educators with children from infancy through school age and with children who have additional support needs.

Practicum provides students with the opportunity to learn about the realities of work in early childhood classrooms while demonstrating the core dispositions and capabilities that are essential to Early Childhood Educators. Practicum students form important relationships with young children and families while also developing and demonstrating emerging skills in observation and documentation, positive behaviour guidance, and planning and implementing curriculum.

NSCECE students study, develop and implement a holistic, play-based approach to pedagogy based on the learning goals and objectives of Nova Scotia's Early Learning Curriculum Framework. Practicum students synthesize child observations and knowledge of child development and curriculum, through the use of inquiry and a reflective planning cycle. Field placement personnel provide role modeling, mentoring, and feedback. Practicum Advisors oversee each practicum. They support reflective practice and offer practical guidance during seminars and on-site visits.

PRACTICUM LEARNING OUTCOMES AND OBJECTIVES

Learning outcomes in practicum are tied to achievement of theory and practice connections and reflect the student's increasing confidence and capacity in four core areas. Students will meet progressive learning outcomes as they successfully complete each practicum. See Appendixes I, J, K, and L for individual course outlines.

PRACTICUM GRADES (PASS, FAIL, NON-CREDIT REPEAT)

Upon completion of 100% of required practicum hours, reliable demonstration of essential core dispositions and capabilities, and submission of a complete Practicum Portfolio documenting student learning and reflective practice, students will receive the grade P (**Pass**) for practicum.

A student who fails to reliably demonstrate the essential core dispositions and capabilities required by Early Childhood Educators will receive the grade F (**Fail**). A student who fails any practicum will not be eligible to continue in the NSCECE diploma program.

If a student does not complete required hours, or is unsuccessful with portfolio requirements, but could meet requirements if given another attempt the student will receive the grade NCR (**Non-Credit Repeat**). The student will be required to pay to retake the course. Students must receive a pass on their second attempt as an NCR will only be given once for a course.

ESSENTIAL PRACTICUM DISPOSITIONS AND CAPABILITIES

The following dispositions and capabilities, with or without reasonable accommodations, are expected of all students enrolled in the NSCECE Early Childhood Education Diploma program. Students who do not reliably demonstrate these essential dispositions and capabilities will receive an (F) for practicum and will not be eligible to continue in the Diploma program. Practicum students will reliably demonstrate:

1. Emotional stability and the psychological health to work with young children, families and field placement personnel.
2. Interpersonal skills sufficient to establish responsive and nurturing relationships with young children.
3. Interpersonal skills sufficient to establish professional relationships with families and field placement personnel.
4. Emotional and behavioural self-regulation sufficient to carry out duties and responsibilities in early childhood field placements.
5. Effective written and oral communication skills and the ability to communicate ideas in a clear and friendly manner.
6. Stamina and physical ability to carry out essential duties and responsibilities in early learning and care environments, including observation and assessment; monitoring safety needs; moving quickly to ensure children's safety; and lifting children, equipment and supplies up to 50 pounds.

REQUIRED DOCUMENTATION FOR PRACTICUM

The Nova Scotia Day Care Act (Section 43) requires that any person **18 or older** who has contact with children in a licensed day care program must have a **Vulnerable Sector Check (VSC)** on file; and that **any person 13 years or older must have a Child Abuse Registry Check (CAR)** on file; where they have direct contact with children.

- Under provincial licensing regulations individuals without required checks are not permitted to have direct contact with children, and furthermore, regulated child care programs place their licenses in jeopardy if individuals without the required documents are found on site.
- Students will not be accepted by NSCECE until copies of completed **CAR** and **VSC** clearances have been provided to NSCECE.
- Practicum sites must see the original documents prior to accepting copies of the checks. It is the student's responsibility to ensure that s/he can produce all required, original documents when requested.
- Students who are not able to show their original documents and provide copies to each practicum site will be refused entry by their site and will be withdrawn from practicum if the required documents are not provided promptly.
- Students who do not provide their required practicum documents on time will bear the extra tuition cost of registering for an additional practicum outside the regular program of studies. They will also be required to make alternate arrangements for completing course assignments which require direct observation of children.
- For further information visit (http://www.ednet.ns.ca/earlyyears/acts_regs_faq.shtml).

NSCECE PROGRAM PHILOSOPHY

THE ADULT LEARNER

At NSCECE, we believe that adult learners come to us with a foundation of life experiences and knowledge that deserves respect. We believe that a hands-on active learning approach supports the understanding and retention of knowledge and we strive to provide a variety of teaching methods in recognition that students vary in learning styles. As adults are goal and relevancy orientated, it is important to communicate learning outcomes and provide opportunities to apply new knowledge.

THE CHILD LEARNER

We believe that early development sets the foundation for life-long learning, behaviour, and health. We believe that children are competent, curious, and motivated learners and must be active participants in the learning process. From birth, children begin to make sense of their world through this active participation and exploration. We also know that children develop and learn best in a supportive environment that includes a balance of child-guided and teacher-guided experiences and that play and creativity are the foundations for a quality program for children. Finally, and maybe most importantly, we believe the education, learning, and care of young children involves a partnership with each child's family within the context of community.

THE EARLY CHILDHOOD EDUCATOR

We believe that Early Childhood Educators must be thoroughly grounded in child development knowledge and demonstrate strong observational and listening skills. In addition, we believe Early Childhood Educators must promote development and learning in all aspects of the curriculum. They must be proficient in documenting children's development, skills, interests and behaviours both formally and informally. This leads to thoughtful and engaging planning of learning experiences for children based on those skills, abilities, and interests. Early Childhood Educators must also establish and maintain collaborative, supportive relationships with children, their families, and with each other, demonstrating respect for diversity and inclusion regarding the entire learning community.

PRACTICUM AND THE LAB SCHOOLS

Practical experience is central to the learning process. Students will have completed a total of 600 hours of practicum before graduation. We are proud to have developed a partnership with Nova Scotia Community College and are operating three Lab Schools out of the campuses in the Halifax Regional Municipality. The Lab Schools of NSCECE are valuable teaching sites for the ECE program and serve as an extension of the classroom learning process. All employees at the Lab Schools (permanent, contract and casual) are an important part of the NSCECE team and are critical to the success of the organization. The college operated lab schools provide:

- Programs for young children based on the research validated framework of the Emergent Curriculum approach
- Opportunities for observation, documentation and programming
- Environments that reinforce a reflective, intentionally responsive philosophy
- A demonstration of quality, inclusive child care for infants, toddlers, and preschoolers
- An opportunity for students to participate in a setting that is based on the philosophy outlined by the ECE program at NSCECE

The Student

- * Know practicum requirements.
- * Be familiar with Practicum Handbook and other practicum forms.
- * Demonstrate appropriate professional behaviour.
- * Communicate with Advisor and Mentor Educator.
- * Maintain confidentiality.
- * Become familiar with the daily routines of the practicum placement.
- * Participate in day-to-day activities of the centre and the program.
- * Demonstrate initiative and become an effective member of the teaching team.
- * Ask for help when needed.
- * Assist Mentor Educator with tasks as requested.
- * Interact with individual children gradually moving from interacting with individuals to working with small groups.
- * Prepare plans and reflections related to experiences with the children.
- * Document personal learning and development.
- * Create and post a self-introduction poster for families and colleagues.
- * Post and maintain a time sheet in classroom and mark if absent. Please keep a duplicate for yourself.
- * Attend all scheduled practicum seminars with Practicum Advisor. Be prepared to discuss practicum experiences in seminar. Bring Practicum Portfolio to each seminar.
- * Arrive on time and notify Mentor Educator and Practicum Advisor if absent. All absences must be made up.
- * Dress in compliance with the child care centre dress code.
- * Participate in regular conferencing sessions with the Mentor Educator to discuss progress.
- * Evaluate your own needs and strengths and be able to show evidence of trying to improve skills. Carry out midterm and final self-evaluation.
- * Act on feedback given by both Mentor Educator and Practicum Advisor.
- * Submit completed practicum portfolio, any assigned observation tasks, required hours, etc. before the End-of-Practicum Term deadline (published in student agenda).

The Mentor Educator and/or Director

- * Welcome the student. Provide student with an orientation to the classroom and the child care program.
- * Provide the student with important information about the centre behavior guidance policies, health & safety protocols, etc.
- * Prepare children and families for the arrival of student teacher.
- * Ensure student is not used as part of ratio.

- * Model professional competencies.
- * Support the student in building positive relationships with the children.
- * Encourage the student's involvement in setting up the learning environment.
- * Guide and support the student's contact with the families of the children.
- * Provide the student with continuing constructive feedback.
- * Depending on the Practicum level increasingly give the student responsibility for working with and planning activities for individuals, small groups and circles.
- * Read activity plans and discuss them with student.
- * Observe student activities and offer feedback.
- * Familiarize yourself with where the student is in relation to the course of studies – what classes have they taken?
- * Use the feedback form as point of reference for expectations and communication during placement.
- * Meet with student and give feedback on regular basis.
- * Communicate on a regular basis with the Practicum Advisor regarding student progress, practicum concerns, etc.
- * Complete feedback form by requested due dates – midterm and final.
- * Ensure the student has a place to post their time sheet. The Mentor Educator should initial it daily and contact the Practicum Advisor if there are issues with attendance or punctuality.
- * Call the Practicum Advisor if the student is struggling to meet expectations.

The Practicum Advisor

Re: Placement/Mentor Educator

- * Familiarize self with the philosophy of the program and inform the Mentor Educator of practicum goals and expectations.
- * During each practicum visit, discuss with the progress of the student with the Mentor Educator.
- * Discuss any problems that arise promptly with student and Mentor Educator.
- * Serve as a resource and mentor for Mentor Educator.

Re: Student

- * Help the student understand the organization and routines of the centre and the classroom.
- * Visit, observe and provide feedback to the student at least twice during each term.
- * Support reflective practice by discussing progress with the student and helping the student identify strengths and areas of need.
- * Initial the posted time sheet of the student, note absences and address issues.
- * Support the student in communication with the Mentor Educator and the centre.
- * Assist students in planning appropriate experiences.

- * Assist students in developing reflective skills and the ability to analyze the experiences they plan as well as their interactions with the children.
- * Complete feedback notes/comments and discuss with student. Leave a duplicate copy with the student.
- * Monitor student's practicum portfolio and write concise comments. Initial planning sheets for each student.
- * Conduct self in a professional manner while representing the College.
- * Maintain confidentiality of children, students and program staff.
- * Maintain a professional working relationship with placement personnel, parents, students, and families.

The Practicum Coordinator

- * Hold initial orientation prior to practicum to discuss practicum expectations and responsibilities.
- * Approve placement sites and conduct a risk assessment.
- * Keep communication open with placement sites. Act as a liaison between placement and student.
- * Be available for consultation during posted office hours.
- * Ensure that the required number of hours is completed.
- * Determine final grade based on: overall performance, suggested grade from Practicum Advisor, and required documentation.
- * Be available to students to discuss progress and concerns.
- * Be available to advisors to discuss student progress and concerns.

Successful completion of practicum requirements for graduation includes:

- *544 hours of practicum*
- *Submission of all required documentation*
- *Completion of all requirements at the acceptable level*
- *Attendance at practicum seminars*

GETTING STARTED – WHAT TO EXPECT

At the beginning of the placement the student can expect to receive an orientation to the program. The Mentor Educator should discuss the philosophy of the program to ensure that the student understands the expectations of the placement and to help the student understand his/her role in the classroom. During the practicum placement the student will gain experience with as many aspects of the program as possible by asking questions, following the teachers' lead and taking advantage of opportunities that arise.

At the beginning of each practicum placement the student should concentrate on being friendly and getting to know individual children, observing children and increasing his/her understanding of classroom routines and expectations. Over the first few days the student will play and interact with individual children and become more involved as comfort increases. The student should act as the Mentor Educator's assistant, offering to help with activities and routine tasks that the Mentor Educator is engaged in.

After a few days the student will gradually be able to take on more responsibility for programming activities for groups of children. In later practicums the student should also be able to carry out selected activities for the entire group (i.e. read stories, finger plays, transition activity). As the practicum continues, the student will experience many of the responsibilities of the Mentor Educator, while under their direct supervision.

There should be regular conferencing sessions with the Mentor Educator and the student to discuss progress. The student will also reflect on his/her own strengths and needs and show evidence of trying to improve skills.

PRACTICUM PORTFOLIO ASSIGNMENT

Students must submit a practicum portfolio which includes all required elements. The portfolio is a professional work sample and is to be assembled in an organized manner following the expectations outlined in this handbook. The student's Practicum Advisor will clarify guidelines and expectations during four (4) mandatory practicum seminars. Students who do not offer their portfolio to their Practicum Advisor for review at seminars or on-site visits will miss important feedback and take the risk that their portfolio will not meet the criteria necessary for a pass when it is submitted.

Completed portfolios must be submitted on the portfolio due date unless an extension has been granted by the Practicum Advisor. Incomplete portfolios will not be graded. It is the student's responsibility to ensure all necessary signatures are obtained.

The practicum portfolio is a large assignment. Students should work on it each day of their placement. Don't leave it until the last minute!

The Practicum Portfolio must be submitted to the Practicum Advisor in the manner and time specified. A satisfactory and complete practicum portfolio is a requirement for successful completion of practicum. An incomplete practicum portfolio must be remedied prior to the end of the practicum term. If not completed satisfactorily the incomplete portfolio will result in a grade of No Credit repeat (NCR).

PRACTICUM PORTFOLIO REQUIREMENTS

1. PORTFOLIO COVER PAGE

- Practicum Level
- Student name and contact information
- Placement name, address and phone number
- Mentor Educator name and contact information
- Practicum Advisor name and contact information

2. SELF-INTRODUCTION POSTER

3. REQUIRED PROGRAM INFORMATION AND DOCUMENTATION

- Daily Routine (as posted in the classroom) you may also choose to include your own notes and reminders on how to organize for daily activities
- Philosophy Statement of the Centre
- Behaviour Guidance Policy of the Centre
- Health & Safety Information such as diaper changing protocols, etc.
- Other materials gathered, or that provided by the placement

4. OFFICIAL SIGNED TIMESHEET

- It is the student's responsibility to do the addition and include the total hours
- No fewer than the required number of placement hours for the practicum level (some students may have more hours than required)
- Seminar dates and hours recorded on Practicum Checklist
- Signed by Mentor Educator, student and advisor

5. SIGNED FEEDBACK AND SELF-EVALUATION FORMS

- Feedback and Self-Evaluation Forms should be completed and discussed at mid-term (typically during block week) and at the end of practicum. Make sure to obtain all required signatures prior to passing in the practicum portfolio.
- **** See Practicum Feedback Forms for specific details of competencies at each level of practicum****

6. COMPLETED EXPERIENCE PLANNING SHEETS

Students in Practicum II, III and IV are required to plan and implement a number of experiences.

Students in Practicum I (ECE 105) plan and implement experiences with the support coaching of their Mentor Educator.

Experience planning sheets are considered complete when they record all aspects of the observation, planning, implementation, and reflection cycle, and have been signed by the Mentor Educator. Activity plans must include the date the activity was implemented. Observations used to support the experience plan must also be dated.

7. PRACTICUM MODULE ASSIGNMENTS (ECE 105 ONLY)*

- Introduction Poster Assignment
- Pre-visit Reflection Assignment
- Anecdotal play observations from different learning centres (e.g. blocks, outdoors, art area, etc.). Include drawing of classroom floor plan.
- Noticing/observations of things that capture your attention or interest about a child, the environment or a teaching practice
- Completed activity plans
- Journal entries done during Practicum Modules
- Journal entries completed during placement (Journal prompts provided)
- Final reflection on learning goals
- Learning goals for next practicum

* These assignments are discussed and reviewed during the six mandatory practicum modules that are part of Practicum I.

8. OBSERVATIONS (ECE 205, 305, 405 ONLY)

Students in Practicum II, III and IV are required to record observations as a means of practicing this important competency. An observation workbook is provided to students with both personal observations and focused observations. Students will be expected to fill out the workbook in full. The personal observations are ones that are intriguing to the student. The focused observations reflect important developmental concepts and will help students make the connection between theory and practice.

9. REFLECTIVE JOURNAL (ECE 205, 305, 405 ONLY)

Students in Practicum II, III and IV are required to keep a reflective journal. This journal offers students an opportunity to critically reflect on their developing skills and increasing professional knowledge. In the journal, the student will choose significant happenings that have taken place and write an account of them. The events should be significant because of what happened and an effort should be made to reflect on what the student learned from the situation and how that might lead to a change in thinking or practice. Journals are private and will only be reviewed by the student's Practicum Advisor. A guided journal workbook is provided for students.

PRACTICUM POLICIES AND PROCEDURES

Students are expected to familiarize themselves with and follow all policies in the NSCECE Early Childhood Education Student Handbook and the NSCECE Early Childhood Education Practicum Handbook while on practicum.

1. PROFESSIONALISM

In addition to providing an opportunity to develop skills, the practicum placement serves to introduce students to issues encompassing the professional nature of the field of early childhood education. The student should be able to fulfil all professional expectations as outlined in practicum evaluation and act in a conscientious and mature manner as a representative of the Nova Scotia College of Early Childhood Education.

Students should communicate with the Centre Director and/or Mentor Educator their level of comfort with respect to supervision of children. Acceptable standards of student conduct are based on common sense and common courtesy, respect towards all children, Mentor Educators, Administrators and colleagues.

The College expects a high standard of professionalism during the program, as each student is a representative of NSCECE. Students who are unable to uphold these standards (i.e. those do not conduct themselves in a professionally acceptable manner) may be asked to discontinue their practicum.

*****Admission to practicum may be refused by the Mentor Educator or Practicum Advisor for patterns of lateness, misconduct, inattention, and/or neglect of duty. *****

2. ATTENDANCE

Five hundred and forty-four (544) hours of practicum are required for graduation. These hours are accumulated as a result of all placement hours, practicum modules, and seminars scheduled by the College. Each practicum has a minimum number of field placement hours that are required to successfully move on to the next practicum level.

- Practicum I – minimum of 105 documented placement hours (14 days)
- Practicum II – minimum of 120 documented placement hours (16 days)
- Practicum III – minimum of 135 documented placement hours (18 days)
- Practicum IV – minimum of 150 documented placement hours (20 days)

If the student has not demonstrated the learning outcomes within the designated time frame, permission may be given by the Practicum Coordinator for additional time to meet requirements.

NSCECE students work a maximum eight (8) hour shift (e.g. 8:00 am to 4:00 pm) with one (1) hour for lunch. They receive 7.5 hour credit for each practicum day. Students will follow the Centre policy regarding additional breaks.

Students are expected to attend practicum as outlined in their course schedule. The practicum site and Practicum Advisor must be informed of any absences early in the morning. If there are more than two (2) consecutive days absence a medical note from a doctor may be required. Missed time that cannot be made up during the day it occurred must be made up on extra days added at the end of the placement. Please see the signed NSCECE Practicum Attendance Policy for additional details.

3. TIME SHEETS

Time sheets and their maintenance are the responsibility of the student. Students are given a time sheet that must be posted at their placement and signed by both the student and placement personnel prior to submitting the time sheet to their Advisor. Students are to keep a backup copy of their timesheet in their practicum portfolio so it can be reviewed and initialed by their advisor at practicum seminar.

Students are responsible for adding up their own hours and are reminded that a 15-minute preparation time each day is not to be included in the daily total. Most employers expect employees to be on site at least 15 minutes prior to beginning work. This time gives students the opportunity to gather materials, and take a few moments to rest, and prepare themselves for the busy day.

College classes may not be missed to make up practicum time. Hours made up in this manner will be deducted from time sheets and students risk an NCR for the practicum.

4. STORM DAYS

Child care centres do not usually cancel for storm days. However, in the case of extreme circumstances, closure is at the discretion of the centre. The specified number of placement hours is still required to pass practicum so students must make up anytime that might be missed due to storms. Students with children should have a back-up care plan in the event of school closures.

5. TRANSPORTATION

Transportation to the practicum site and other costs, such as field trips, are the responsibility of the student. Mentor Educators should advise students, in advance, of possible field trips requiring additional monies.

6. PRACTICUM SEMINARS

Practicum seminars are scheduled on occasional Wednesdays from 2:30–3:30 during the practicum term. Seminars give students an opportunity to discuss issues and concerns about placement in a small group environment. Students must attend all scheduled seminars, as attendance will be taken. Non-attendance at practicum seminars may result in an NCR for practicum. Attendance at seminars must be documented on the practicum portfolio checklist and initialed by the student’s practicum advisor.

7. STUDENTS WITH ADDITIONAL LEARNING NEEDS OR EXCEPTIONALITIES

Accommodations are organized through the Student Success office following College protocols. It is important to note that Practicum sites have a voluntary relationship with NSCECE and agree to host a student and provide a workplace environment where students practice skills and learn through their interactions with children, families and placement staff. NSCECE can request accommodations but cannot ensure practicum sites are able to implement accommodations.

Students are responsible for sharing information about approved accommodations with their Practicum Advisor, Mentor Educator and practicum site at the beginning of term so that agreed accommodations can be made available.

8. WRITTEN/ORAL COMMUNICATION

Students will use appropriate grammar and vocabulary when initiating or responding to written and/or spoken communication with Mentor Educators, Practicum Advisors, families and children. Students are responsible for keeping an up-to-date practicum portfolio that is well organized and professionally presented.

9. PROBLEM RESOLUTION

Problems or concerns that arise during the practicum placement should be identified early and communicated to all parties.

WHEN A STUDENT OR MENTOR EDUCATOR IDENTIFIES AND SHARES CONCERN(S):
<ul style="list-style-type: none">• The concern is to be documented by the individual who wants to address the concern• The student and the Mentor Educator discuss the concern• After the student and the Mentor Educator explore the issue and choose an acceptable solution or plan of action to resolve the problem, a summary of the plan should be sent to the student’s Practicum Advisor for follow up• The Practicum Advisor should be contacted if further guidance is needed, if the student and the Mentor Educator cannot agree on a solution, if the problem is not resolvable, if the problem is persistent and recurring, and/or if termination of the practicum is being considered

- The Practicum Advisor can help clarify and communicate specific concerns and help create detailed suggestions for improvement, outline a reasonable timeline for improvement, and/or indicate consequences should the concern(s) continue
- In consultation with the Practicum Coordinator, a behavioural contract may be established to reinforce expectations around professionalism
- In the event that the concern cannot be mutually resolved by the student, Mentor Educator and Practicum Advisor, the NSCECE Practicum Coordinator must be contacted and consulted
- The Practicum Coordinator will inform and seek guidance from the College Executive Director as necessary
- If the concern cannot be resolved by the individuals involved, the practicum site, and NSCECE, the student may be asked to withdraw from the practicum placement, and potentially from practicum

10. SUSPENSION OF PRACTICUM

If, at any time, the student's performance during practicum is deemed to be detrimental to the children or the functioning of the placement, the student may be asked to leave the practicum for the day and may risk being asked to leave the Nova Scotia College of Early Childhood Education if the practicum is terminated.

All students sign a confidentiality agreement as part of the practicum process. Students must refrain from discussing any information about children and their practicum experience outside the placement and the College. Breaking confidentiality may be cause for termination from the practicum.

11. CONFIDENTIALITY

Confidentiality includes showing respect for peers, faculty members, children and their families. Conversations regarding these persons should contain only professional, objective observations with a focus on student reflection and learning. Students are not to use the names of children, placement personnel, or practicum sites when discussing practicum either informally or during classes or seminars.

12. USE OF DIGITAL IMAGES

Students will respect the privacy rights of children, families, and colleagues and abide by the Photo and Digital Image Policies of their practicum or observation sites. Additionally, students will only capture digital images for the purposes of observation and documentation assignments. Students will not transmit, post, or share digital images of children, families, or placement staff. Students will delete any stored digital images used for assignments before the end of the term in which they were used.

13. APPROPRIATE DRESS

Students should dress in compliance with the dress code of their placement site. Students should make inquiries about centre dress codes during their pre-visit. If the centre does not have a dress code, students are reminded that they are to dress professionally and appropriately for the work they are doing. This includes clean and comfortable clothes, appropriate personal hygiene, no high heels, and no jewelry or manner of dress which may cause discomfort or present a danger to the children. If a student's dress or personal hygiene is creating a problem for the Centre or the College, the student will be spoken to regarding the issue. Students are reminded that they will also need appropriate outdoor clothing for all kinds of weather.

14. EVALUATION

Evaluation for practicum is an ongoing process involving the student, Mentor Educator, and Practicum Advisor. Students will be offered interim feedback half way through practicum so they can review their progress and set learning goals (usually during block week), and through a summative evaluation at the end of each term. Students are responsible to complete a self-evaluation as part of the evaluation process. The final evaluation for the semester's work in practicum is based on the following:



- Midterm and final feedback
- Midterm and final self-evaluation
- Satisfactory completion of required hours
- Satisfactory completion of Practicum Portfolio
- Satisfactory attendance and participation in all practicum seminars, modules and industry related training

15. ENJOY!

Have fun. Take risks. Try things out. Then try again. Trust the children, they know how to learn and if you pay close attention, they will show you what they need.

APPENDIX A: PROGRAM OF STUDIES

Code	Course Name	Hours
COM 100	Communications	30
ECE 101	Child Growth & Development	60
ECE 113	Play: Pedagogy & Curriculum	60
ECE 127	Health, Safety, and Nutrition	30
ECE 147	Child Guidance I: Strategies & Approaches	30
* ECE 105	Practicum I (ECE 101 or ECE 147 or concurrent)	<u>127</u>
		337
ECE 201	Foundations of Early Childhood Education	30
ECE 203	Play: Extending Experiences	60
ECE 212	Play: Creative Arts	60
ECE 211	Observation & Authentic Assessment	30
ECE 229	Welcoming Families in All Their Diversity	60
* ECE 205	Practicum II (ECE 105; ECE 101 or ECE 147 or concurrent)	<u>124</u>
		364
* ECE 306	Inclusion: Relationships & Environments (ECE 101)	60
* ECE 307	Child Guidance II: Social Emotional Learning (ECE 147)	30
ECE 312	Ethics and Professional Identity	30
ECE 323	Play: Physical Literacy	30
ECE 313	Responsive Caregiving in the Early Years	60
* ECE 305	Practicum III (ECE 205; ECE 101; ECE 147)	<u>139</u>
		349
ECE 407	Play: Literacy & Numeracy	30
* ECE 406	Inclusion: Supports & Interventions (ECE 306)	60
* ECE 418	Emergent Curriculum & Pedagogical Documentation (ECE 211)	60
ECE 425	Administration & Management	60
ECE 409	Play: Environment as Teacher	30
* ECE 405	Practicum IV (ECE 305; ECE 101; ECE 147)	154
		394

TOTAL:1,444

ECE 157 Child Guidance I & II 60

* Prerequisite required (in brackets)

APPENDIX B: ATTENDANCE POLICY – PRACTICUM

Daily attendance in practicum is a program requirement. Consistent attendance and punctuality are key markers of employability in Early Childhood Education because of the critical importance of maintaining legal adult/child ratios. Students should assume the same responsibility for attendance and punctuality as regular members of staff. Absences should occur only for illness or in exceptional circumstances. A successful practicum is based on positive relationships with children, educators, and families and to this end, regular, reliable attendance is critical for a successful learning experience.

It is the student's responsibility to have independent, reliable transportation to practicum. The majority of practicum sites are located in Halifax/Dartmouth so students living outside metro can anticipate a practicum commute similar to their regular school commute. Students who live in areas not served by metro transit will require a car.

1. To receive a pass (P), students must complete the total assigned number of practicum hours, which includes practicum seminars. If time is missed for any reason, it is the student's responsibility to arrange makeup time. All absent time must be made up within the designated practicum term.
 - Make medical and other personal appointments around practicum hours.
 - Limit absence to illness or bereavement.
 - Inform NSCECE beforehand of a need to be absent for important religious holidays during the placement.
 - Be prepared to show evidence of a valid reason for any time missed.
2. As outlined in the academic calendar, each practicum course has a start date, an end date, a portfolio submission date, and an end of practicum term date. All practicum requirements must be met prior to noon on the end of practicum term date. Students must complete their placement hours and submit all other practicum course requirements within the designated timeframe.
3. The practicum term allows a limited amount of time for makeup days due to absence. The amount of time available varies according to the academic calendar year. Students who miss more time than can be made up prior to the end of practicum term date will receive a non-credit repeat (NCR) and must repeat the course. ***Practicum will not be extended beyond the end-of-practicum term date listed in the academic calendar.***
4. Students who are absent more than two consecutive weeks from practicum must submit relevant documentation covering the missed dates to the Practicum Coordinator within five business days of the absences and may be required to withdraw from the placement.
5. Attendance is mandatory for all practicum seminars. Students will be in jeopardy of receiving an NCR (non-credit repeat) if they are absent for any reason.

6. Students must inform the practicum site of any absences before the beginning of their shift. Failure to inform the site of an absence will result in automatic withdrawal and a grade of (NCR) for that practicum.
7. Time sheets and their maintenance are the responsibility of the student. Students are given a time sheet that **must** be posted in the child care centre and signed by both the student and Mentor Educator prior to submitting the time sheet to their advisor. Students are required to keep an additional copy of their hours for review by the practicum advisor at seminar.

APPENDIX C: TERMINATION OF PRACTICUM

Termination of a student's practicum placement at any time is a serious matter and will always be based on a thorough review of the issues and any steps taken to resolve the issue.

A student's practicum may be terminated any for the following reasons:

- Student's inability to follow work-related policies of the practicum site (e.g., behaviour guidance policy, dress code, professional conduct, punctuality)
- Student failing to adhere to NSCECE attendance policy, confidentiality policy, and/or behavioural contract
- Administrative changes within the practicum site that negatively impact the student's learning experience
- Failure of the student or practicum site to meet expected standards for ethical professional practice

PROCEDURE FOR TERMINATION OF PRACTICUM:

- Prior to the termination of the practicum placement, the student's Practicum Advisor must be informed of the concern
- The Practicum Advisor will meet with all parties to attempt to resolve the issue(s) and may ask for assistance from the Practicum Coordinator and/or NSCECE Executive Director
- NSCECE requests that practicum sites include the student's Practicum Advisor and/or the Practicum Coordinator in any meeting with a student that may end in the termination of the practicum placement
- The student should be sent home and practicum suspended until such time as a meeting that includes the Practicum Advisor or Practicum Coordinator can be arranged
- When a practicum is terminated, the student and the Practicum Coordinator and/or NSCECE Executive Director will meet to discuss next steps

If a change is made in practicum placement location to better accommodate a student's learning, there may be an extension of the number of required hours to ensure a successful learning outcome.

APPENDIX D: GUIDELINES FOR REPORTING A SIGNIFICANT PRACTICUM CONCERN

As a practicum student in Early Childhood Education you may observe care and education practices or behaviours that cause you to feel significant concern for children's health, safety, and/or wellbeing. Some students become concerned because their deeply held personal values and beliefs about how children should be treated differ from their site's philosophies and practices. Some students notice differences between the recommended practices they are learning about in their courses and commonly accepted practices in the sector. Occasionally, students witness practices or teacher behaviours that are not acceptable under the Nova Scotia Day Care Act. These types of dilemmas may arise in a practicum setting. Nova Scotia College of Early Childhood Education is committed to offering students support in clarifying concerns and in deciding and following through on an appropriate course of action to address any issues that arise.

NSCECE recognizes and respects a student's right to express, in a professional and ethical manner, their thoughts, beliefs and opinions about the appropriate care and education of young children. Some of these conversations will happen most naturally and appropriately with the Mentor Educator at the practicum site, in class with College faculty and peers, and/or in practicum seminars with the Practicum Advisor and other students. When a student feels a level of concern that they are not comfortable or confident addressing in those settings, the College expects the student to bring the matter to the attention their Practicum Advisor.

The Practicum Advisor will:

- * Help the student clarify the details and implications of their concern(s)
- * Document the student's concern
- * Explore options and possibly engage the student in an ethical decision making process using the Nova Scotia Child Care Association Code of Ethics or similar tool to help determine an appropriate course of action
- * Contact the Practicum Coordinator at any time during this process for additional support and further guidance
- * Notify the Practicum Coordinator with a summary of the plan to resolve the student's concern(s), provide updates, and seek assistance as required
- * In association with other College personnel, support the student through the process of resolving their concern(s)
- * The Practicum Coordinator will inform and consult with the College Executive Director around any reporting of concerns to the Department of Education and Early Childhood Development.

At NSCECE we are committed to the welfare and wellbeing of children and take our responsibility to the community and the field of Early Childhood Education very seriously. College faculty will not participate in or overlook practices that in our professional judgment are unlawful or harmful to children (NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators, 2004). NSCECE is also committed to supporting and working with our Practicum Sites in an open, respectful and professional manner. If difficulties arise the College will make every appropriate effort to communicate concerns directly to the Practicum Site so that we can work together toward a positive resolution.

APPENDIX E: INFORMATION FOR MENTOR EDUCATORS (ECE 105)

Thank you so much for taking an NSCECE practicum student! This is the first of four practicums that each student takes as part of the Early Childhood Education program at Nova Scotia College of Early Childhood Education. Students vary in their experiences when they come into your classroom. Some students will not have much experience with young children; others may have quite a bit. Either way, this first practicum is to help students get a “feel” for the job of Early Childhood Education, begin to understand their role as a student teacher, and have a positive experience working with young children.

Students are expected to come to your classroom on Mondays and Tuesdays for 7 weeks with a one week block where they attend every day. Students are with you for a maximum of 8 hours a day and they get an hour for lunch and record 7.5 hours on their time sheet. They will require 105 hours for this placement. The NSCECE attendance policy is included on the back of the time sheet if you have questions.

On the first day, your student should provide you with their time sheet (which is to be posted in your room) and the feedback form on which you will record your feedback for the mid-term and final conference with the student. Other practicum information is available on our website www.nscece.ca under the “Current Students” menu. The student’s Practicum Advisor can also provide you any information you may need.

Preparation for the Practicum Experience... Students have six, 3-hour practicum modules, to complete at the College prior to starting in your classroom. Practicum I is very much an introduction and we ask students to do more noticing and reflecting and less activity planning. We want them to have a good start on their College courses and an opportunity to observe and to try activities alongside you before they attempt to implement activities on their own.

Getting started... The student’s first day or two are introduction days where the student should sit back a bit to observe the daily routines, curriculum approach, and the teaching style of the classroom. With your support the student can also begin to form relationships with the children and the teaching team. Some students may want to participate more actively if they feel comfortable enough. Invite them to do so. If the student isn’t ready yet, that’s fine.

After the first couple of days, the student should become actively involved in daily activities and assist the Mentor Educator and other staff in any way possible. Encourage the student to be an active participant in the classroom routine by sharing information about ways in which she or he can be helpful. We want all of our students to eventually engage with individual and small groups of children

in activities and learning experiences, respond to children's requests and needs appropriately and assist with daily routines such as snack or toileting.

Thinking and working together... In addition to their observation assignments related to the children, your environment, and classroom teaching practices, the student is required to work alongside you in offering three activities or learning experiences to children that you have planned. The student will write these activities up on NSCECE activity planning sheets and will look to you for some detailed information about why you've chosen the activity and how you plan to implement it. After implementing the activity or experience, you and the student should discuss how it went, as the student will also be documenting the reflective process. After the first two activities, if the student is feeling comfortable they can attempt to plan and implement their last activity on their own. If not, it is okay for the student to implement their last activity alongside you, following your plan. Your coaching and guidance throughout this process will help the student build skills and confidence so that they are ready to plan, implement, and reflect on activities in Practicum II.

You're part of a team... Included with this letter is further information about the role of the Mentor Educator and things to consider when introducing students to your classroom. The College appreciates the time and energy it takes to mentor a student, especially a student doing a first practicum. Thank you so much! We want this experience to be positive for you, the student and the children. Please don't hesitate to contact the student's advisor, who is there for you as much as for the student.

If you have any questions or concerns about the practicum process or the student, please feel free to contact the Practicum Advisor at _____. If no number is provided call the Practicum Coordinator at 902-423-7114 ext. 232 and ask for the contact information for the student's advisor. Your student should also have this information.

APPENDIX F: THE ROLE OF THE MENTOR EDUCATOR

Thank you! Thank you for sharing your time and talents with an NSCECE practicum student. We are grateful to have committed partners who are willing to help in the training of new early childhood professionals.

Serve as a role model... The student will be learning how to teach and nurture by watching you. They have been instructed to ask you about how and why you do things. Please be prepared for specific questions, such as “Why did you have Jason hold your hand and not Mason’s?” Please understand the student is not questioning your authority but is trying to learn from you. Your insights and reasons for making the choices you do are extremely valuable for student learning.

Offer guidance... Discuss the rules of the centre and your expectations with your student. Don’t assume your student understands how things work at your centre, even if they appear to. The student is trying hard to fit in and may accidentally create the impression that they know what to do. Establishing a relationship where “not knowing” is okay and where questions are welcome creates the best learning environment.

Take time each day to discuss:

Daily plans – let the student know what will happen each day or week and the role you would like the student to play.

Daily dialogue – take a few minutes at the end of the day to discuss the events of the day. What went well? What could be improved?

Any plans for activities or experiences. Students have ideas, access to resources, and enthusiasm that you can tap into if you involve them in your thinking and planning.

Provide feedback... You will be asked to complete an NSCECE Feedback Form for the student that outlines strengths and areas for growth. Please review the Feedback Form with the student and explain the comments you have made. When you share insights about your student’s performance and what different competencies look like in practice, the student is better able to understand what is required. We know that students who are just starting their studies, and may never been in a childcare environment, have a lot of learning to do before they can independently demonstrate many of the competencies required of Early Childhood Educators. Your student has three more practicums in which to practice and gain the knowledge, skills and confidence of an entry level Early Childhood Educator.

Attendance: Please post the time sheet the student will provide. We take attendance and punctuality very seriously. Students who miss time must speak to you to arrange make-up time. We want to know if students miss more than one day or if they show a pattern of tardiness.

What if things aren't working out or you have concerns? Please contact the student's Practicum Advisor immediately if there are any problems or concerns. They will discuss the situation with you and create a plan of action.

APPENDIX G: INTRODUCING THE STUDENT TO YOUR CLASSROOM

Make introductions...

- Find out the first and last name of your student teacher.
- Exchange contact information and important phone numbers.
- Review the student's daily schedule including arrival time and lunch time.
- Introduce the student to the children and families and to other teachers and staff.

Give a tour...

- Show the student around your room. Point out where supplies are located.
- Show the student where to keep personal belongings, which washroom to use and anything else that would help them feel more comfortable.
- Show the student where to post their time sheet.

Give information...

- Explain important centre rules and practices: hand washing, proper use of equipment, etc.
- Explain your approach to guidance and discipline. Identify the limits you set for children's behaviour and how you would like the student to help in guiding behaviour.
- Discuss children with special needs or children who learn best with certain strategies. Explain those needs/strategies and give insights and suggestions. Keep in mind that some Practicum I students have never worked with young children or guided their behaviour.

Explain the daily routine...

- Explain the children's daily schedule and tell the student how they might be of help at different times of the day. Remember that students can never be left alone with children, not even to take a child to the washroom or out to the playground.
- Explain emergency/safety policies and procedures such as fire evacuations, or what you want the student to do if a child gets injured. Students cannot be included in ratio.

Take time to get to know each other...

- Talk to the student about your interests and about the kind of working relationship you would like to have.
- Ask the student for their introduction poster and encourage the student to share their interests and goals with you. Help the student find a place to post the poster so that families and staff can see it too.
- Encourage the student to keep you informed about course work and assignments.

Take time to give feedback...

- Remember the student is there to learn. Identifying strengths to build on is always the place to start feedback.
- Offer constructive ideas and suggestions for improvement, which can help the student understand the nuances of the work and the choices you make.

APPENDIX H: GUIDING BEHAVIOUR – WHAT NSCECE STUDENTS ARE LEARNING

NSCECE students are learning about and looking for opportunities to practice the following guidance strategies in your classroom. Their learning is greatly enhanced when they see you role modeling and utilizing similar strategies. We appreciate you taking the time to explain your guidance choices and your thinking about how to best support children in your group. Students may not yet recognize the significant role that your choices, classroom environment, and routines play in supporting positive behaviour outcomes for children. Any information you can share about your thinking in these areas would be greatly appreciated.

NSCECE students are discouraged from using hard tones and punitive approaches to manage misbehaviour. Students are also requested not to use time out in group care settings as there is little evidence to support its use, and much evidence which points to potential down sides including missed opportunities for learning.

1. SETTING LIMITS: CHILDREN NEED AND WANT LIMITS

Communicating Limits

- Use positive language
- Tell the children what they can do rather than what they can't do
- Keep instructions short
- Give children time
- Give reasons for the limit
 - If you can't think of a reason maybe the limit is not useful

2. CONSEQUENCES

Are the result of behaviour

- Natural Consequences happen without adult intervention
- Logical Consequences happen with adult intervention and fit the misbehaviour
 - Must be immediate
 - Tell the child what the consequence will be
 - Continue to teach the correct behaviour and to use redirection
 - Stay calm
 - Remember that logical consequences are not a punishment

3. OFFER CHOICES

Give choices only when both choices are acceptable

- Why give choices?
 - To help the child develop decision making skills
 - To avoid power struggles
 - To empower children and give them opportunities for control
- When to give choices?
 - When it is appropriate to give a choice
 - When the child can manage the choice
 - When it is safe to do so
 - Don't offer a choice when there isn't one
- Teacher's role
 - Be clear in your own mind about your expectations
 - Be reasonable
 - Use words to give directions in a positive way
 - Make sure it's a choice not a threat

4. USE REDIRECTION

Redirection can mean

- Directing a child to another activity
- Helping a child focus on another aspect of the same activity
 - Your role:
 - Involve the child in an activity that replaces the undesirable behaviour
 - Be sure the new activity reflects what the child currently needs or is seeking (e.g. puzzles don't replace a child's need for large body play but putting out the cots might)
 - Consider if there is a way to make the child's chosen activity appropriate
 - "It's not safe to climb here. I wonder if we can find a safe place for you to climb?"
 - Can you offer the child's chosen activity at another time of day?
 - "These are your choices now. You'll be able to build with the hollow blocks during free play."
 - Be careful not to accidentally reward undesirable behaviour

- Why use redirection?
 - Helps the child to move positively to another task
 - Let's the adult give a limit in a positive way
 - Can prevent power struggles

5. LANGUAGE: POSITIVE WORDING AND CLEAR MESSAGES

- Be aware of your own body language
- Use a natural voice tone
- Use a normal voice level
- Get close (not across the room)
- Get down to the child's level
- Use the child's name
- Make use of limiting and teaching messages
- Use gentle touches if the child is open to them
- Is the child emotionally able to engage in a conversation? Offer a space, time, reassurance if the child needs time to calm before continuing
- Use active listening and "I messages"
- Maintain eye contact – Do not force a child to look at you!
- Tell the child what you want him or her to do
- Use developmentally appropriate language
- Does the child understand your message?
- Give the child time to process and accept your message

6. USE ENCOURAGEMENT

- Encouragement is specific (tells the child exactly what they did and the positive outcome that resulted)
- Shows that we appreciate the child's action
- Does not imply that they need to please us
- Does not impose our values on the child
- Focuses on the effort not the end result

7. IGNORE BEHAVIOUR

This strategy is not appropriate for behaviours that are hurtful, destructive, disrespectful or dangerous

- Ignore negative attention-seeking behaviours and make a plan to provide additional attention for positive behaviours
- Focus attention on behaviours you wish to change and ignore minor misbehaviour

8. TEACH A CONFLICT RESOLUTION PROCESS

High/Scope conflict resolution steps (Retrieved from: <http://www.highscope.org>)

1. Approach calmly, stopping any hurtful actions

Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.

2. Acknowledge children's feelings

Say something simple such as "You look really upset;" let children know you need to hold any object in question.

3. Gather information

Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.

4. Restate the problem

"So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

5. Ask for solutions and choose one together.

Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to.

6. Be prepared to give follow-up support

Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

9. USE YOUR ENVIRONMENT AND DAILY ROUTINES TO SUPPORT CHILD COMPETENCE

Develop appropriate environments to support positive behaviours

- Warm responsive relationships
- Curriculum approaches
- Utilize developmentally and individually appropriate routines and transitions
- Room arrangement
- Developmentally appropriate activity areas and materials
- Daily schedules
- Provide activities and learning opportunities that promote social/emotional development
- Teacher training and experience

10. TIME OUT IS NOT BEHAVIOUR GUIDANCE – Roslyn Duffy (1996). *Time Out: How it is Abused*
Typically time out is ...

- **A new name for punishment.**
- **Used as a threat.**
- **The only way the adult knows how to respond to a child’s misbehaviour.**
- **Rarely discussed with children except when they are being sent to it.**
- **A black hole where children disappear.**
- **A way to make children “pay” for their misbehaviour.**

All behaviour has a reason – the child is trying to communicate something. Maybe they have not learned the appropriate skills yet. Perhaps they are not getting a basic need met. They could be hungry or tired, overstimulated or overwhelmed. They might not know how to process whatever emotion they are feeling. Putting a child on time out does not address the reason behind the behaviour.

Time out works in the short term because children will obey. However, they obey out of fear and not out of respect. Children do not use time out to think about what they have done, and they do not learn a more appropriate response. They may feel resentful and abandoned at a time where they need reassurance, assistance and support even more. Eventually time out may become ineffective and even more punitive measures might be taken.

Positive guidance strategies teach the child new ways to cope with their emotions. It allows them to learn from their actions and, most importantly, it leaves their dignity intact.

APPENDIX I: PRACTICUM I COURSE OUTLINE

General Course Description:

This course will be a combination of classroom content and a field placement opportunity in a licensed child care centre. In the classroom portion of this course, students are provided with an introduction to the roles and responsibilities of the Early Childhood Educator. Upon completion of these modules, students are placed in child care centres working with children from infancy through school age. Practicum I is designed to provide students with an opportunity to become familiar with child care through observation and reflection and to gain experience interacting with children and families.

Learning Outcomes: Upon successful completion of this course, students will

- Demonstrate an awareness, appreciation, and modeling of positive relationships, and apply such knowledge to their practice. **With support**, the student will be able to:
 - Form responsive and nurturing relationships with children of different ages and abilities
 - Encourage children to form positive relationships with other children
- Demonstrate an understanding of early learning curriculum and pedagogical practices, and apply such knowledge to their practice. **With support**, the student will be able to:
 - Assist in the planning and implementation of inquiry and play based-experiences
 - Use observations to inform pedagogical practices
- Demonstrate an understanding of principles of health and safety for young children, and apply such knowledge to their practice. **With support**, the student will be able to:
 - Demonstrate safe and sanitary personal hygiene practices with children
 - Identify potential risks and hazards in indoor and outdoor learning environments

Practicum Hours: 127 hours

Practicum Advisor: To Be Determined

Required Documents (prior to start): Clear Child Abuse Registry Letter
Current Vulnerable Sector Check

Required Documents (upon completion): NSCECE Practicum Portfolio Package

Professional Expectations

- Use appropriate grammar and vocabulary when initiating or responding to written and/or spoken communication
- Protect the sensitive information and the privacy and confidentiality of children and their families
- Demonstrate an understanding of and adhere to the NSCECE Code of Conduct
- Maintain professional boundaries with children and families
- Recognize the importance of confidentiality, its limits, and the consequences of breaching it
- Understand the importance of and model non-judgmental attitudes
- Take responsibility for their own actions and decisions, as well as the resulting consequences
- Be open-minded and accepting of constructive feedback
- Be professional in the workplace, such as awareness of tone of voice, respecting privacy, adhering to work hours, attendance policies, dress code, and other workplace expectations
- Establish personal learning goals

Course Content:

Practicum Modules (in-class):	18 hours
<ul style="list-style-type: none">• Introduction to Practicum• Starting to Notice Children• Starting to Notice Environments• Frequently asked questions about practicum• Activity Planning• Role Playing for Success	
Practicum Seminars (with Advisor)	4 hours
Practicum Placement:	105 hours

Students will use the information gained in the classes to demonstrate professional behaviour, clear and positive communication skills and will serve as an assistant to the program. Students will have opportunities to plan activities with Early Childhood Educators, reflect on their experiences and apply their course knowledge to practical experience.

Evaluation: Students will be evaluated on a pass/fail/NCR basis according to the competencies in the Practicum Evaluation Forms, completion of practicum hours and required practicum portfolio elements.

Students will adhere to all academic policies found in the Student Handbook. *The learning outcomes listed are the minimum expectations. At the discretion of the student, Practicum Advisor, and/or Practicum Coordinator, additional learning outcomes may be added. This allows for each student, no matter their amount of experience, to take their practice to the next level.*

APPENDIX J: ECE 205 – PRACTICUM II COURSE OUTLINE

General Course Description:

Building on previous practicum experience, students will continue field placement opportunities in licensed child care settings working with children from infancy to school age. Students will strengthen skills in communication, professionalism, curriculum planning and implementation, and behaviour guidance. Students will demonstrate an understanding of planning, implementation, and reflection of developmentally appropriate experiences in the areas of creative expression, small groups, circles and transitions. Students will function as a more effective team member during this time but may still require periodic assistance in demonstrating the required skills. Students will also actively participate in practicum seminars where they will share ideas and experiences with their peers through guided discussion and activities.

Learning Outcomes: Upon successful completion of this course, students will

- Demonstrate an **emerging** knowledge of child development and learning theories and apply such knowledge to their practice. The student will be able to:
 - Demonstrate strategies for guiding children’s behaviour
- Demonstrate an **emerging** awareness, appreciation, and modeling of positive relationships, and apply such knowledge to their practice. The student will be able to:
 - Form responsive and nurturing relationships with children of different ages and abilities
 - Encourage children to form positive relationships with other children
 - With support, begin to form relationships with parents and families of children
- Demonstrate an **emerging** understanding of early learning curriculum and pedagogical practices, and apply such knowledge to their practice. The student will be able to:
 - Plan and implement inquiry and play based-experiences
 - Use observations to inform pedagogical practices
 - Engage in reflective practice

Practicum Hours: 124 hours

Practicum Advisor: To Be Determined

Required Documents (prior to start): Clear Child Abuse Registry Letter
Current Vulnerable Sector Check

Required Documents (upon completion): NSCECE Practicum Portfolio Package

Professional Expectations

- Use appropriate grammar and vocabulary when initiating or responding to written and/or spoken communication
- Protect the sensitive information and the privacy and confidentiality of children and their families
- Demonstrate an understanding of and adhere to the NSCECE Code of Conduct
- Maintain professional boundaries with children and families
- Model positive and professional relationships with colleagues and supervisors
- Recognize the importance of confidentiality, its limits, and the consequences of breaching it
- Understand the importance of and model non-judgmental attitudes
- Take responsibility for their own actions and decisions, as well as the resulting consequences
- Be open-minded and accepting of constructive feedback
- Be professional in the workplace, such as awareness of tone of voice, respecting privacy, adhering to work hours, attendance policies, dress code, and other workplace expectations

Course Content:

Practicum Seminars (with Advisor)	4 hours
Practicum Placement	150 hours

Evaluation: Students will be evaluated on a pass/fail/NCR basis according to the competencies in the Practicum Evaluation Forms, completion of practicum hours and required practicum portfolio elements.

Students will adhere to all academic policies found in the Student Handbook.

The learning outcomes listed are the minimum expectations. At the discretion of the student, Practicum Advisor, and/or Practicum Coordinator, additional learning outcomes may be added. This allows for each student, no matter their amount of experience, to take their practice to the next level.

APPENDIX K: ECE 305 – PRACTICUM III COURSE OUTLINE

General Course Description:

Building on previous practicum experience, students will continue field placement opportunities in licensed child care settings working with children from infancy to school age. Students will now have opportunities for “out-of-Classroom” placements that will provide a wider range of opportunities in inclusion, administration and family-centred practice.

Demonstrating skills in communication, professionalism, curriculum planning and implementation, and behaviour guidance, students will continue using observations as a springboard for planning developmentally appropriate experiences for children and will function as an effective team member. Students will also actively participate in practicum seminars where they will share ideas and experiences with their peers through guided discussion and activities.

Learning Outcomes: Upon successful completion of this course, students will

- Demonstrate an in-depth knowledge of child development and learning theories and apply such knowledge to their practice. The student will **consistently** be able to:
 - Demonstrate strategies for guiding children’s behaviour by utilizing a variety of positive guidance techniques
- Demonstrate an awareness, appreciation, and modeling of positive relationships, and apply such knowledge to their practice. The student will **consistently** be able to:
 - Form responsive and nurturing relationships with children of different ages and abilities
 - Encourage children to form positive relationships with other children
 - Form relationships with parents and families of children, and **with support**, will begin to encourage familial engagement
- Demonstrate an understanding of early learning curriculum and pedagogical practices, and apply such knowledge to their practice. The student will **consistently** be able to:
 - Independently plan and implement inquiry and play-based experiences
 - Apply knowledge of Capable, Confident and Curious: Nova Scotia’s Early Learning Curriculum Framework’s learning goals and objectives to program planning with different age groups of children
 - Use observations to inform pedagogical practices and share observations with Mentor Educator and practicum Advisor
 - Engage in reflective practice

Practicum Hours: 139 hours

Practicum Advisor:

Required Documents (prior to start): Clear Child Abuse Registry Letter
Current Vulnerable Sector Check

Required Documents (upon completion): NSCECE Practicum Portfolio Package

Professional Expectations

- Use appropriate grammar and vocabulary when initiating or responding to written and/or spoken communication
- Protect the sensitive information and the privacy and confidentiality of children and their families
- Demonstrate an understanding of and adhere to the NSCECE Code of Conduct
- Make ethical decisions and act in accordance with ethical and professional standards
- Maintain professional boundaries with children and families
- Model positive and professional relationships with colleagues and supervisors
- Recognize the importance of confidentiality, its limits, and the consequences of breaching it
- Demonstrate an awareness of conflicts of interest, and why it is necessary to identify and declare their own
- Understand the importance of and model non-judgmental attitudes
- Take responsibility for their own actions and decisions, as well as the resulting consequences
- Be open-minded and accepting of constructive feedback
- Be professional in the workplace, such as awareness of tone of voice, respecting privacy, adhering to work hours, attendance policies, dress code, and other workplace expectations

Course Content:

Practicum Seminars (with Advisor)	4 hours
Practicum Placement	135 hours

Evaluation: Students will be evaluated on a pass/fail/NCR basis according to the competencies in the Practicum Evaluation Forms, completion of practicum hours and required practicum portfolio elements.

Students will adhere to all academic policies found in the Student Handbook.

The learning outcomes listed are the minimum expectations. At the discretion of the student, Practicum Advisor, and/or Practicum Coordinator, additional learning outcomes may be added. This allows for each student, no matter their amount of experience, to take their practice to the next level.

APPENDIX L: PRACTICUM IV COURSE OUTLINE

General Course Description:

Building on previous practicum experience, students will continue field placement opportunities in licensed child care settings working with children from infancy to school age. Students will continue to have opportunities for “out-of-Classroom” placements that will provide a wider range of opportunities in inclusion, administration and family-centred practice. Students will consistently demonstrate skills in communication, professionalism, curriculum planning and implementation, and behaviour guidance. Students will combine skills in observation, knowledge of child development and curriculum planning to demonstrate an understanding of an inclusive and holistic approach to program planning. Students will also actively participate in practicum seminars where they will share ideas and experiences with their peers through guided discussion and activities.

Learning Outcomes: Upon successful completion of this course, students will

- Demonstrate an in-depth knowledge of child development and learning theories and apply such knowledge to their practice. The student will **independently and consistently** be able to:
 - Demonstrate strategies for guiding children’s behaviour
- Demonstrate an awareness, appreciation, and modeling of positive relationships, and apply such knowledge to their practice. The student will **independently and consistently** be able to:
 - Form and maintain responsive and nurturing relationships with children of different ages and abilities
 - Encourage children to form positive relationships with other children
 - Form relationships with parents and families of children and encourage familial engagement
- Demonstrate an understanding of early learning curriculum and pedagogical practices, and apply such knowledge to their practice. The student will **independently and consistently** be able to:
 - Independently plan and implement inquiry and play-based experiences
 - Apply knowledge of Capable, Confident and Curious: Nova Scotia’s Early Learning Curriculum Framework’s learning goals and objectives to program planning with different age groups of children
 - Demonstrate knowledge of the pedagogical principles described in Nova Scotia’s early learning framework and apply those principles of different ages groups of children
 - Use observations to inform pedagogical practices and share observations with Mentor Educator and practicum Advisor
 - Engage in reflective practice

Practicum Hours: 154 hours

Practicum Advisor:

Required Documents (prior to start): Clear Child Abuse Registry Letter
Current Vulnerable Sector Check

Required Documents (upon completion): NSCECE Practicum Portfolio Package

Professional Expectations

- Use appropriate grammar and vocabulary when initiating or responding to written and/or spoken communication
- Protect the sensitive information and the privacy and confidentiality of children and their families
- Demonstrate an understanding of and adhere to a Code of Ethics
- Make ethical decisions and act in accordance with ethical and professional standards
- Maintain professional boundaries with children and families
- Model positive and professional relationships with colleagues and supervisors
- Recognize the importance of confidentiality, its limits, and the consequences of breaching it
- Demonstrate an awareness of conflicts of interest, and why it is necessary to identify and declare their own
- Understand the importance of and model non-judgmental attitudes
- Manage their time and resources to meet deadlines for projects and tasks
- Take responsibility for their own actions and decisions, as well as the resulting consequences
- Productively respond to change
- Be open-minded and accepting of constructive feedback
- Be professional in the workplace, such as awareness of tone of voice, respecting privacy, adhering to work hours, attendance policies, dress code, and other workplace expectations

Course Content:

Practicum Seminars (with Advisor)	4 hours
Practicum Placement	150 hours

Evaluation: Students will be evaluated on a pass/fail/NCR basis according to the competencies in the Practicum Evaluation Forms, completion of practicum hours and required practicum portfolio elements.

Students will adhere to all academic policies found in the Student Handbook.

The learning outcomes listed are the minimum expectations. At the discretion of the student, Practicum Advisor, and/or Practicum Coordinator, additional learning outcomes may be added. This allows for each student, no matter their amount of experience, to take their practice to the next level.