

GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT

**CD1040 AND CD1140
REGIONAL PRACTICUM I AND II
DESCRIPTION AND GUIDE**

**CD1060 AND CD1160
REGIONAL SEMINAR I AND II
DESCRIPTION**

Revised: December, 1994

CD1040 AND CD1140 REGIONAL PRACTICUM DESCRIPTION

The delivery of a regional practicum is designed to meet the needs of part-time and/or regional students. This practicum is offered to students employed in day care centres, ECS programmes, and playschools, who are, to varying degrees, responsible for their own programmes. In these cases the practicum will occur in the place of employment. For students who are not actively employed, the practicum will take place in a centre which is mutually agreed upon between the student and the instructor.

The student must make a commitment of one full semester (September-December or January-April) for each practicum. In some cases a block placement of 6-8 weeks during the spring or summer months (for a minimum of 200 hours) may be approved by the department chairperson. Students must successfully complete all expectations and demonstrate willingness and ability to build on feedback in order to receive credit for the practicum.

The practicum instructor will visit the student for at least 12 hours of observation and provide written and verbal feedback.

In order to integrate the practicum component with course content, and to expand experiences, the student will attend regularly scheduled seminars. Students must fulfill requirements for Practicum and Seminar in order to receive credit for both.

PREREQUISITES

1. Prerequisites for Practicum I are successful completion of a child development course, CD101 Introduction to Early Childhood and CD105 Programming I.
2. Prerequisites for Practicum II are successful completion of Practicum I and a minimum of 90 additional hours of course work which must include CD115 Programming II, CD117 Learning Through Play and one other course.

APPLICATION PROCEDURES

1. A letter of application to the ECD Department Chairperson must be received no later than March 30 to be considered for the following academic year.
2. After consultation with the practicum instructor, the student is responsible for arranging the placement, and must have this verified by the supervisor.

GUIDELINES FOR REGIONAL PRACTICUM INSTRUCTORS

1. The Grande Prairie Regional College Practicum instructor will send guidelines to the student and supervisor upon verification of enrollment.
2. The instructor will visit the assigned student for at least twelve hours throughout the practicum placement.
3. The instructor's role is to identify areas for growth and improvement, and design tasks according to the student's needs. The instructor will observe the student, discuss individual progress and needs with the student, and generally act as a consultant. Where supervisors are involved the instructor will request both written and verbal feedback regarding student performance.
4. The instructor is always available to both student and supervisor should any questions or concerns arise.
5. The instructor will review and discuss any journals which the student may be required to keep. The instructor will provide suggestions/guidelines for the journal and will maintain confidentiality with regards to any entries written by the student.
6. A written evaluation will be completed after each visit, a copy of which will go to the student. The final evaluation of the student will be determined by the instructor.

GUIDELINES FOR REGIONAL PRACTICUM SUPERVISORS

The Grande Prairie Regional College recognizes that the role of regional practicum supervisors is unique. They may be supervising employees in a practicum placement, or they may be supervising students with a wide range of educational or experiential backgrounds with whom they have had limited contact. With these unique circumstances in mind, we offer the following guidelines.

1. Practicum provides important learning experiences for each student. We ask that supervisors share philosophies and experiences with the student, and give the student an opportunity to fulfil all practicum expectations and to challenge individual capabilities.
2. Discuss the student's written plans prior to, or on the first morning of each practicum week. The student is responsible for coordinating practicum and course assignments with the centre's schedule. Assignments will require observations of children and child/adult interactions. The student is also expected to provide a variety of experiences for the children. Written plans should be initialled and dated by the supervisor upon presentation.
3. Help us to help the student. Provide support, encouragement and on-going feedback. It is important that you interpret incidents to practicum students as they occur, whenever possible, and discuss progress on an informal daily basis.
4. Keep a record of student attendance on the provided time sheet. This record will be submitted to the instructor at the end of the practicum placement.
5. Provide the student with a comprehensive verbal evaluation halfway through the placement. A written evaluation at this time is recommended. At the end of the practicum, the student and the supervisor should discuss the final written evaluation of the student's overall growth and development. The evaluation is then submitted to the college instructor.
6. Students should not be left alone with a group of children nor should they be used as substitutes for regular staff. This helps to ensure that students are given appropriate supervision and feedback regarding their interactions with children.

CD1040
REGIONAL PRACTICUM I EXPECTATIONS

The student will focus on work with individuals and small groups of children. The more experienced student may be ready to work with larger groups.

1. The student will demonstrate beginning skills in establishing rapport with young children. The student will demonstrate beginning skills in supporting and accepting all children in the programme.
2. The student will demonstrate beginning skills in setting and maintaining developmentally appropriate limits. When dealing with children's interpersonal conflicts, the student should strive to anticipate problems and redirect children in a constructive manner.
3. The student will interact with, and facilitate the play of young children in a variety of play areas.
4. The student will develop skills in observing, recording, interpreting and/or evaluating the behaviour and skills of young children.
5. The student will demonstrate skills in planning and implementing learning experiences based on the developmental needs and interests of young children.
6. The student will demonstrate increasing skills in planning and implementing experiences in such areas as art, language, music and movement, and fine and gross motor development.
7. The student will demonstrate professionalism in regards to attendance, punctuality, dress, confidentiality and receiving feedback.
8. The student will demonstrate beginning skills in establishing rapport with other adults in the programme.
9. The student employed in a supervisory/director position during the practicum may be required to:
 - a) participate with the practicum instructor in an initial centre evaluation based on N.A.E.Y.C.'s "Developmentally Appropriate Practices".
 - b) participate with the instructor in the development of objectives and evaluation standards for the practicum.
 - c) implement and sustain the objectives.
 - d) keep a daily journal describing the process of implementation.
 - e) participate in on site evaluation and supervision sessions with the practicum instructor.
 - f) attend all seminars.

**CD1140
REGIONAL PRACTICUM II EXPECTATIONS**

This semester the student will develop growing self-confidence in working with larger groups of children and display greater understanding and skill at programming for young children. Skill development will build on the expectations of Practicum I.

1. The student will demonstrate increasing skills in developing rapport with children as well as establishing a supportive and accepting attitude toward all children in the programme regardless of ethnicity, religion, economic situation and family lifestyles.
2. The student will demonstrate increasing skills in setting and maintaining developmentally appropriate limits. The student will learn to anticipate problems, constructively redirect children, and help children cope with and address problems in a positive manner.
3. The student will demonstrate the ability to interact spontaneously with individual and small groups of children with a growing awareness of how to facilitate, extend and enrich children's play in a variety of play areas.
4. The student will demonstrate initiative in the planning, implementation, and evaluation of daily activities and routines.
5. The student will plan and implement small group activities using information obtained from observations. These child-centred experiences are to be based on the developmental needs and interests of the children.
6. The student will demonstrate increasing skill in using questioning techniques which promote curiosity, enhance language development and encourage problem-solving among the children.
7. The student will demonstrate a growing awareness of how the use of time, space and materials affect learning experiences.
9. The student will demonstrate an awareness of the nutritional, health, and safety needs of young children (if they have taken CD102 Health, Safety and Nutrition).
10. The student employed in a supervisory/director position during the practicum may be required to:
 - a) participate with the practicum instructor in an initial centre evaluation based on N.A.E.Y.C.'s "Developmentally Appropriate Practice".
 - b) participate with the instructor in the development of a contract which will set objectives and evaluation standards for the practicum.
 - c) implement and sustain the objectives.
 - d) keep a daily journal describing the process of implementation.

REGIONAL SEMINAR DESCRIPTION

The purpose of the seminar which accompanies the practicum is to allow students to integrate the theories they are being exposed to in their course work with their own emerging practices. As well, since some of the practices which students will observe are different from the philosophical approach used by the Early Childhood Development Department, it is necessary for students to understand some of the reasons for this discrepancy. Seminar, then, should serve both short term and long term needs.

The regional practicum student is expected to attend seminars which will be held at pre-arranged dates throughout the duration of the practicum. These seminars consist of 15 hours of discussion with others, including the instructor.

In unique demographic areas, or where there no other students taking practicum concurrently the seminar will consist of 15 hours of individualized discussion and consultation with the practicum instructor.

1. In the first practicum experience students are often preoccupied with immediate concerns such as planning activities and dealing with limit setting. Ample time to discuss immediate specific issues should be allocated; however, this will not be the only focus.
2. Students should have an opportunity to examine their own assumptions, biases and personal history and to determine the impact of these factors on their current and developing beliefs and practices in terms of their work with young children.
3. Students should be aware of some of the research which relates to their own socialization as Early Childhood professionals and discuss the implications of these findings.
4. With the two preceding items in mind, students can then critically examine the practices they have been exposed to and undertake a critical examination of the reasons for different styles and approaches to dealing with young children.
5. All of these topics can be discussed on an on-going basis during the student's two year program. Other issues which will no doubt arise during consideration of the above items include: advocacy not only for young children, and their families but for the early childhood professional; professionalism and continued peer support after graduation; and guiding children's behaviour.
6. A journal may be kept throughout the practicum period. The instructor will provide suggestions/guidelines for the journal and will read and discuss the journal entries of the student. Regular journal entries assist the student in reflecting on their beliefs and behaviours and their own learning and development.

CD1060 SEMINAR GUIDELINES

Seminar provides students with the opportunity to integrate practicum with class content and to share and expand experiences. Students will meet regularly for scheduled seminars. Students must fulfill the requirements for Practicum and Seminar in order to receive credit for both.

CD1060 will focus on the needs and interests of Practicum students and also include:

1. Clarification of Practicum Expectations and Tasks.
2. Writing Objectives, Completing Planning Sheets, Skills in Observing Children, and Evaluating Planned Experiences.
3. Sharing and Analyzing Experiences in Practicum Settings.
4. Enhancement of Communication Skills in Dealing Positively with Adults and Children. Topics to be covered will include:
 - recognizing one's own values in relating to others.
 - positively guiding children.
 - recognizing appropriate times to deal with interpersonal issues.
 - augmenting communication skills to work effectively with children, families, co-workers, and the community.

CD1160 SEMINAR GUIDELINES

Seminar provides students with the opportunity to integrate practicum with class content and to share and expand experiences. Students must fulfill the requirements for Practicum and Seminar in order to receive credit for both.

CD1160 will focus on the needs and interests of Practicum students and also include:

1. Clarification of Practicum Expectations and Tasks.
2. Integrated Activities, Play Based Centres, Skills in Observing Children, Routines, Group Times, and Evaluating Planned Experiences.
3. Sharing and Analyzing Experiences in Practicum Settings.
4. Continued Enhancement of Communication Skills. Students will Augment and Practice Skills in Dealing Positively with Adults and Children. Topics to be covered will include:
 - recognizing one's own values in relating to others.
 - positively guiding children.
 - recognizing appropriate times to deal with interpersonal issues.
 - working effectively with children, families, co-workers, and the community.

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