

F. 1988-89



**Grande Prairie
Regional College**

EARLY CHILDHOOD DEVELOPMENT
PRACTICUM I & II
DESCRIPTION AND GUIDE
CD104/106 AND C0114/116

Revised Spring 1988

PRACTICUM DESCRIPTION

The practicum component of the Early Childhood Development program consists of practical experiences in community early childhood programs such as playschools, day care centres, kindergartens and special placements, on alternating weeks from Monday to Thursday.

Students are required to complete 28 days of practicum, each day consisting of 7 working hours for a minimum of 196 hours. Students must complete the required number of days in practicum to receive credit. A student who misses more than 2 days per semester for illness or any other legitimate reason* will be required to make up the missed days. In special cases, students may be required to do additional field practicum time during vacation period.

Students must always notify their practicum supervisor and their practicum instructor as early as possible about intended absences.

Some practicum time in both Semester I and Semester II will be spent in the Demonstration Children's Centre. Students will be notified about these arrangements at the beginning of each semester. They will not be required to make up time they have missed in their placement as a result of time spent in the Children's Centre.

The College observes all statutory holidays as well as the College Reading Week (see Calendar).

In order to integrate the practicum component with class content and to share and expand experiences, students will meet on alternating Fridays for practicum seminars.

*Permission from the Chairperson must be received ahead of time for absence for reasons other than illness.

GUIDELINES FOR PRACTICUM SUPERVISORS

1. Practicum provides some of the most important learning experiences in our program for our students. We ask supervisors to share the philosophy of their program with the student and give the student an opportunity to perform all the tasks involved in the position for which the student is being trained.
2. Please keep in mind the level of experience of the student and delegate responsibility gradually. During the first semester the inexperienced student should deal with individual children and small groups; towards the end of the second semester and during the third semester the student should be ready to deal with the whole group.
3. Students need to be made aware of rules and procedures in your centre, particularly those involving the safety of children. Please do not assume that they know things that are routine for you.
4. The student will be responsible for planning practicum activities and coordinating College assignments with your centre's schedule. These assignments will require the observation of child/adult interactions. The student will also be expected to provide a variety of experiences for the children. Written plans for these experiences are to be discussed with the supervisor at the beginning of each practicum week and initialled by the supervisor at that time.
5. STUDENTS NEED DESERVED PRAISE AND CONSTRUCTIVE CRITICISM. It is important that you try to interpret incidents to students as they occur. We strongly recommend that you and the student arrange time for regular discussions of daily events. This will help the student feel involved with the centre and promote learning.
6. Practicum supervisors are asked to keep a record of absences on the time sheet provided. This is to be given to the College instructor at the end of the semester.
7. STUDENTS SHOULD NEVER BE LEFT ALONE WITH A GROUP OF CHILDREN nor should they be used as substitutes for regular staff during their practicum assignment.
8. The practicum supervisor should discuss student progress with the student on an informal daily basis. In order for students to prepare written plans for the following practicum week, the supervisor should discuss future plans with the student on the Thursday of each practicum week.
9. Towards the end of the third week or the beginning of the fourth week, the student and supervisor should have an in-depth verbal evaluation of progress. At the end of the final week the student and supervisor should discuss the supervisor's written evaluation of the student's overall practicum progress during the semester before giving it to the College instructor.

GUIDELINES FOR PRACTICUM INSTRUCTORS

1. Each student is assigned a practicum instructor from the College who will make at least four visits each semester.
2. The instructor's role will be to observe the students, discuss progress and needs with the student and supervisor and generally act as a consultant. A written evaluation will be completed after each visit, a copy of which will go to the student. Each instructor is assigned 8 hours for the supervision of each student.
3. The College instructor is always available should any concerns arise.

GUIDELINES FOR PRACTICUM STUDENTS

1. Students are expected to become familiar with the philosophy, policies, and methods of working with young children that are used in the practicum setting.
2. Students are expected to demonstrate a "professional" attitude with regard to attendance, punctuality, confidentiality and using supervision constructively.
3. Students must contact their practicum supervisor if they are going to be late or absent.
4. Students are expected to show the practicum supervisor their plans on Monday morning of each practicum week and have them initialled by the practicum supervisor.
5. Students should consult with the room supervisors for informal feedback at the end of each day.
6. Students are asked to consult with the supervisor on the Thursday of each practicum week to discuss plans for the following practicum.
7. Students should take equal responsibility with the supervisor in initiating ongoing communication and in general display a desire to learn.
8. Students are expected to spend a reasonable amount of time with the day to day operation of the program through the preparation of materials, help with clean up, etc.
9. Self-evaluation is an important part of learning and personal growth. Throughout the practicum, students will be encouraged to assess their progress in working with children and to act upon this assessment. This will occur orally in informal discussions with their practicum instructor and their practicum supervisor.

PRACTICUM I EXPECTATIONS

This semester students should work with individual and small groups of children as they do not have the skills and experience needed for large group activities.

1. Students should begin developing skills in establishing rapport with young children.
2. Students should begin developing skills in setting and maintaining limits.
3. Students should interact in a facilitating way with individual and small groups of children in as many play areas as possible. e.g. blocks, art area, sand, housekeeping, etc.
4. Students should begin developing skills in observing, recording and evaluating the behaviour of young children.
5. Students should begin to develop skills in planning and implementing activities based on the developmental needs and interests of young children.
6. Students should demonstrate an increasing skill in planning as they implement the following:
 - a) simple art activities
 - b) language development activities
 - c) gross motor activities
 - d) fine motor activities
7. The student should demonstrate an awareness of the nutritional, health and safety needs of young children.

STUDENT PRACTICUM TASKS - CD104, YEAR I, SEMESTER I

Week 1 - Orientation

During this week students are expected to interact informally with the children during indoor and outdoor activity periods, routines, and group times. The students should begin to establish a rapport and get to know the children and the program. Opportunities to sit back and observe the children should be included in this week, as well as throughout the semester. Centre/classroom rules, regulations, routines, procedures and goals should be explained to the student early in the course of the week.

Week 2 - 7

Throughout the remaining 6 weeks the student should be given responsibility for:

- a) planning and carrying out a minimum of 6 activities in the art area.
- b) planning and introducing several songs, fingerplays, games, nursery rhymes, poems and several stories to small groups of children using materials such as puppets, musical instruments, flannel boards, film-strips, etc.
- c) planning and implementing a minimum of 2 activities which promote fine motor development and 2 activities which promote gross motor development in young children.
- d) planning and preparing in consultation with the supervisor a minimum of 2 nutritional snacks for the children. Children should assist with the preparation of at least one snack.

Besides these specific activities time for the students to engage in informal, spontaneous interaction with children should be provided on a daily basis.

NOTE:

All written plans are to be discussed with the supervisor on Monday morning of practicum week. These are to be initialled by the supervisor. Both the supervisor and student should evaluate the activities according to the criteria outlined in the first semester Practicum Expectations.

Towards the end of the third week or the beginning of the fourth week, the student and supervisor should have an in-depth verbal evaluation of progress. At the end of the final week the student and supervisor should discuss the supervisor's written evaluation of the student's overall practicum progress during the semester before giving it to the College instructor.

* This semester students should develop a growing self-confidence in working with larger groups of children and display greater understanding and skill at programming for young children.

1. The student should demonstrate increasing skills in developing rapport with children as well as demonstrating a supportive and accepting attitude towards all children in the program regardless of ethnicity, religion, economic situation and family lifestyles.
2. The students should show increasing skills in her ability to set and maintain limits. She should be learning to anticipate problems, and when dealing with children's interpersonal conflicts, she should be learning to redirect children constructively and, in general, cope in a positive manner.
3. The student should 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 as many play areas as possible.
4. The student should demonstrate initiative in the planning, implementation and evaluation of daily activities and routines.
5. Using information obtained from observations, the student should demonstrate the ability to plan and implement small group activities. These child-centred activities are to be based on the developmental needs and interests of the children.
6. The student should demonstrate increasing skill in using questioning techniques which promote curiosity, enhance language development, and encourage problem-solving among the children.
7. The student should demonstrate a developing understanding of the techniques and skills involved in working with larger groups of children.
8. The student should demonstrate a growing awareness of how the use of time, space and materials affect a child's learning experiences.

STUDENT PRACTICUM TASKS - CD114, YEAR I, SEMESTER II

Week 1 - Orientation

During this week students are expected to interact informally with the children during indoor and outdoor activity periods, routines, and group times. The students should begin to establish a rapport and get to know the children and the program. Opportunities to sit back and observe the children should be included in this week, as well as throughout the semester. Centre/classroom rules, regulations, routines, procedures and goals should be explained to the student early in the course of the week.

Week 2 - 7

During the remainder of the practicum the student, with the supervisor's assistance, is to plan and carry out: a) 6 activities from several of the following areas:

Water	Modelling Materials
Sand and Mud	Language Arts
Sensory - touch, taste, sight, smell, hearing	Make Believe Play
Manipulative Play	Blocks
Music	Outdoor Play
Nutritional Cooking	Gym
Carpentry	Puppetry
Two & Three Dimensional Art	Audio-Visual

and b) 6 (sets of 3) integrated activities, for a minimum of 12 activities. Students should attempt to plan activities that fit into the existing program.

Students are also expected to plan and set up a learning centre which is based on the children's interests as determined through observations and in consultation with the practicum supervisor.

Students are responsible for gathering the necessary materials, setting up the centre for a minimum of 1 week, interacting with the children in the centre and submitting written plans.

Towards the end of this practicum (the 5th - 7th week) students should begin to carry out large group time in their placement. Students will plan and carry out 3 group times before completion of this practicum. Students will also carry out group time in the Children's Centre. Students will need the support of the supervisor in dealing with the whole group as they are only beginning to develop skills in this area.

NOTE:

All written plans are to be discussed with the supervisor on Monday morning of practicum week. These are to be initialled by the supervisor. Both the supervisor and student should have an in-depth verbal evaluation of progress. At the end of the final week the student and supervisor should discuss the supervisor's written evaluation of the student's overall practicum progress during the semester before giving it to the College instructor.