

1990-91

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

REGIONAL PRACTICUM I & II
DESCRIPTION AND GUIDE
CD104/106 and CD114/116

Practicum for Regional Students
Description and Guide

Regional Practicum Description

The regional delivery of the Practicum component of the Early Childhood Development program differs slightly from the on-campus system. This program is designed to meet the needs of regional students who are generally employed full or part-time in daycare, kindergarten, or playschools, and to varying degrees, responsible for their own programs. For this reason, regional Practicum instruction (Practicum I and Practicum II) takes place wherever the student is employed or if unemployed *will take place in a centre of their choice. A student who is employed full-time in a preschool centre must make a commitment of one full semester (September - December or January - April) for each practicum in which he/she registers. An instructor from the Early Childhood Development Department will make a series of visits to the student's program to observe, help the student evaluate his/her own progress, and make helpful suggestions.

Regional Practicum I

A practicum instructor will visit the student for approximately 24 hours of observation evaluation. This will include at least 1 full-day visit (5-6 hours).

Regional Practicum II

A practicum instructor will visit the student for approximately 24 hours of observation and evaluation. This will include at least 1 full-day visit (5-6 hours).

In situations in which the student has no supervisor or in unique demographic areas, the College instructor will visit for a minimum of 30 hours. This will include at least 2 full-day visits.

Requirements:

Regional Practicum I is offered after a student has completed a minimum of 90 hours of course credits.

Regional Practicum II is offered with Practicum I as a prerequisite and after the student has achieved a minimum of 210 hours of course credits.

*Regional students who are not employed full or part-time at work with young children must spend a minimum of 160 hours in a group situation with children to receive credit. These students will follow the on-campus Practicum Guidelines.

Regional Practicum Seminar Description

This component of the Early Childhood Development program is designed to integrate practicum experience with class content and to facilitate the sharing and discussion of ideas and concerns. Depending upon the geographical location of the student, Practicum Seminar will take place between an individual student and the Practicum instructor or in a group setting with other students wherever possible.

Regional Practicum Seminar I--consists of 3 hours of individualized or group discussion with the instructor; to be taken parallel to Practicum I.

Regional Practicum Seminar II--consists of 3 hours of individualized or group discussion with the instructor; to be taken parallel to Practicum II.

Guidelines for Practicum Instructors

1. Each student is assigned a Practicum Instructor from the College who will make several visits. The Practicum Instructor will help the student to identify areas for growth and improvement and design tasks according to the student's needs.
2. The college instructor is always available should any concerns arise.
3. The instructor's role will be to observe the student, 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. This evaluation will be discussed individually with the student.

NOTE:

For regional students a journal may be kept throughout the practicum period. The Practicum Instructor would then read the student's journal and discuss it with her.

Guidelines for Practicum Students

1. Students will identify areas for improvement and in consultation with the Practicum Instructor will design appropriate tasks to meet these needs.
2. Students may be required to keep a journal on a regular basis to record meaningful experiences. This will provide a means of effective communication between the students and the Practicum Instructor.
3. Self-evaluation is an important part of learning and personal growth. Throughout the practicum period, students will be encouraged to assess their progress in working with children and to act upon this assessment. This will occur orally through informal discussions with their Practicum Instructor and in their practicum journals.
4. Students are responsible for arranging adequate time to discuss the Practicum visit with the Practicum Instructor.
5. It is the student's responsibility to inform their supervisors (principal, teacher, daycare director) of the Practicum Instructor's visit.
6. Students should take equal responsibility with the Practicum Instructor in initiating ongoing communication and in general display a desire to learn.

Practicum Expectations

Practicum I & II

The expectations for Regional students in Practicum I and Practicum II are the same; however, the difference is in the level of skills. The students in Practicum I should demonstrate awareness and basic skills in the following areas, while they should demonstrate competence in each by the completion of Practicum II.

1. The student should demonstrate a supportive and accepting attitude towards all children in the program.
2. The student should demonstrate a positive approach to setting and maintaining limits. When dealing with children's interpersonal conflicts she should be learning to anticipate problems and redirect children constructively.
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 the ability to plan and implement individual and group activities based on the developmental needs and interests of individual and groups of children.
5. The students should show an awareness of and demonstrate increasing skills in planning and implementing a child-centred program.
6. The student should show increasing skills using techniques which promote curiosity, language and problem-solving among children.
7. The student should demonstrate increasing awareness and skills in organizing and arranging the learning environment.
8. The student should demonstrate a knowledge of the nutritional health and safety needs of young children.
9. The student should demonstrate sensitivity towards and acceptance of the children's family background regardless of ethnicity, religion, economic situation and family lifestyle.
10. The student should demonstrate the ability to communicate with parents on an informal daily basis.