

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT

CD2145

ON-CAMPUS
PRACTICUM IV DESCRIPTION AND GUIDE

and

SEMINAR IV DESCRIPTION

Revised: April, 2003

CD2145

ON-CAMPUS PRACTICUM IV & SEMINAR

DESCRIPTION

Practicum IV consists of 224 practicum hours and is normally an eight week block placement. The format will be determined by the number of participating second year students. The focus of this placement will be on planning, implementing, maintaining and evaluating a programme for young children.

Students will participate in 30 hours of weekly seminar and in a minimum of one hour per week planning sessions, on an on-going basis from the beginning of January until the termination of the Practicum IV programme. One week of set-up will be scheduled prior to the beginning of the 8 week block and one week after the final program day will be allocated for cleaning the Spring Nursery rooms and restoring items to the satisfaction of the Spring Nursery instructors and the Children's Centre team. Students must fulfil requirements for both Practicum and Seminar in order to receive credit for practicum IV.

CD2145 ON-CAMPUS PRACTICUM IV

GUIDELINES AND EXPECTATIONS

The programme will enroll an optimal number of children in each session and may accommodate children with exceptional needs. Enrollment will be dependent on the size of available programme space and the number of Practicum IV students and will be a maximum of 10-15 children.

1. The student will demonstrate a professional attitude with regard to attendance, punctuality, confidentiality and dress.
2. The student **must** contact team members, and the practicum instructor and/or supervisor in cases of lateness or absence. The student is responsible to arrange for a substitute caregiver in cases of lateness or absence.
3. The student will demonstrate effective administrative skills that will include participation in designated committee work for the planning, implementation, and completion of the practicum.
4. The student will demonstrate a professional attitude with regard to interpersonal relationships, team planning, and programme responsibilities.
5. The student will be able to realistically assess personal strengths and weaknesses, and maintain a professional attitude toward feedback. The student will provide support and feedback for all team members.
6. The student will demonstrate competence in effective planning and implementation of play-based learning experiences in all areas of the curriculum, and will record daily plans and observations.
7. The student will establish rapport with the children enrolled in the programme.
8. The student will demonstrate competence in establishing and maintaining a child-centred environment which will meet the developmental needs of the children in the programme.
9. The student will consistently demonstrate competence in using a positive approach to setting and maintaining limits, and effective skills in helping children develop autonomy and initiative.

11. The student will demonstrate skill in communicating effectively with parents, and will establish rapport through home visits and by encouraging parental involvement in the programme. Parent meetings may also be planned as part of the programme.
12. The student is responsible for co-ordinating practicum and course assignments with the programme schedule.

**** Students are expected to attend all practicum program days and program planning sessions. The instructor has the right to withhold credit from practicum IV if the student is unable to attend all required days.***

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PRACTICUM IV TASKS

Students will complete the specific tasks listed below in order to fulfil the requirements of Practicum IV.

1. Students will review and update the existing program manual and will provide parents/guardians with a parent handbook.
2. The student will establish and maintain a safe, healthy and aesthetic child-centred environment that will meet the developmental needs of the children in the programme.
3. The student will regularly rearrange the environment based on observations of the needs and interests of the children.
4. The student will plan and implement daily indoor and outdoor child-centred experiences based on the needs and interests of the children.
5. The student will plan and serve nutritious snacks that respect the health and cultural needs of children and their families.
6. The student will plan and implement daily group times.
7. The student will plan and implement at least one field trip based on the interests of the children.
8. The student will maintain records of plans and child observations in a format agreed upon by the Practicum instructor(s).
9. The student will document the development of each child in the programme through written observations, photographs, and projects completed by the child. This portfolio of information will be presented in a professional format to the parents/guardians of the child upon the completion of the programme.
10. The student will clean and prepare the environment on a daily basis. The student will equitably share clean-up and preparation responsibilities with group members.
11. The student will attend daily planning sessions/meetings for the half day in which they are not actively involved in the children=s programme.

12. The student will complete written and verbal self and peer evaluations over the duration of the Practicum.
13. The student will plan, establish and maintain bulletin board displays, and will plan and distribute newsletters which are professional in appearance and content, and which promote parent education and the aims of the ECD profession.
14. The student will implement plans for parental involvement in the programme, which may include home visits.
15. The student will actively participate in clean-up activities during the scheduled clean up week.
16. The student will complete other tasks and responsibilities as designated by the Practicum instructor(s).
17. The student will complete a professional portfolio.
18. The student will complete other tasks and responsibilities as delegated by the practicum instructor.

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ROLE OF PRACTICUM INSTRUCTORS

1. Practicum instructors will observe each student assigned to him or her in the programme for a minimum of eight hours and will provide on-going written and verbal feedback and guidance.
2. The practicum instructors will discuss the student's written plans prior to, or on the first day of each practicum week. Written plans should be initialed and dated by the instructor upon presentation. Practicum instructors will ensure that each student is fulfilling the requirements of the practicum.
3. Practicum instructors will evaluate each student based on observations of the student=s interactions, skills in planning and implementing a child-centred programme, participation in committee work and completion of the required practicum tasks. Peer evaluations and observations will be considered as part of the evaluation process. Informal observations by Early Childhood Development faculty/staff members may also be considered in the evaluation process.

ON-CAMPUS SEMINAR IV & PLANNING SESSIONS

SEMINAR DESCRIPTION

Seminar IV serves two different purposes: a) setting and meeting goals related to the operation of a play-based programme, and b) identifying and resolving issues that arise when working with children and their parents/guardians.

Seminars prior to the commencement of the programme focus on tasks related to setting up the programme; later seminars focus on immediate concerns and relevant programme issues including the growth and development of the children in the programme.

Each seminar involves meetings that include all students and supervising faculty. The positions of chairperson and recording secretary are filled, on a rotating basis, by students. These meetings are used to:

1. establish committees and committee responsibilities (e.g. parent handbook, registration, budgeting and purchasing, inventory);
2. discuss committee work, and make recommendations and decisions related to committee work;
3. identify appropriate persons within the college and community with whom to liaise with regard to the initial and on-going operation of the programme;
4. discuss the organization and provision of appropriate environments and experiences for children;
5. discuss strategies for establishing and maintaining positive relationships with families, and college and community personnel;
6. set personal and group goals, develop effective team work strategies, and methods for evaluating the performance of individuals as members of a team;
7. discuss issues regarding professionalism and ethics; and
8. discuss other relevant topics/issues as needed.

Attendance Policy: Every student's attendance at Seminar IV is critical to the success of Spring Nursery. Students who miss 20% or more of Seminar time, without a doctor's certificate to substantiate the reason for their absence, will be withdrawn from Seminar and will not participate in the Spring Nursery programme.

PLANNING SESSIONS

The weekly planning sessions have been established to give students the opportunity to meet in their assigned committees. Committee tasks will be reviewed and delegated amongst members. Instructors do not normally participate in the planning sessions; however, periodically they will meet with each committee to assess progress. Students will be responsible for evaluating self and peers' committee work. This evaluation will form part of the overall Practicum IV evaluation.

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REFERENCE RELEASE FORM

I, _____, give my permission for the release of
(print name)

information regarding my academic and practicum performance. I understand that this

information will be released by Early Childhood Development faculty members only.

Signature

Witness

Date

Date

