



Intensive, Fast-Track Diploma Program

FLPL 20102 Intensive Field Seminar, Orientation and Placement

- These students are all graduates of a previous diploma or degree program and/or have worked as a casual/emergency supply EA.
- 20 days of placement over 10 weeks
- May be placed in any classroom supporting pupils with learning exceptionalities, with a focus on placement in Life Skills, Functional Communication, and other contained classrooms or specialized programming if available. For example, Parkholme, Applewood, West Credit.

In the fall semester:

- placement begins the first week of October (Mondays and Tuesdays)

In the winter semester:

- placement begins the second or third week of January (Mondays and Tuesdays)

In the spring semester:

- placement begins the second week of May and runs for 7 weeks (Tuesdays, Wednesdays, and Thursdays)

FLPL 26367 Field 3

- 20 days of placement over 10 weeks
- May be placed in any classroom supporting pupils with learning exceptionalities, with a focus on placement in Life Skills, Functional Communication, and other contained classrooms or specialized programming if available. For example, Parkholme, Applewood, West Credit.

In the fall semester:

- placement begins the first week of October (Mondays and Tuesdays)

In the winter semester:

- placement begins the second or third week of January (Mondays and Tuesdays)

In the spring semester:

- placement begins the second week of May and runs for 7 weeks (Tuesdays, Wednesdays, and Thursdays)

Regular, 2-Year Diploma Program

FLPL 20199 Field 1

- These students are typically attending college right after high school, although there are also some Mature status students in this group.
- May be placed in any classroom supporting pupils with learning exceptionalities
- 10 days of placement over 10 weeks

In the fall semester:

- placement begins the first week of October (Fridays)

In the winter semester:

- placement begins the second or third week of January (Fridays)

In the spring semester:

- placement begins the second week of May and runs for 7 weeks (students self-select which days of the week they attend, and how often)

FLPL 20261 Field 2 and FLPL 26367 Field 3

- 20 days of placement over 10 weeks
- May be placed in any classroom supporting pupils with learning exceptionalities, with a focus on placement in Life Skills, Functional Communication, and other contained classrooms or specialized programming if available. For example, Parkholme, Applewood, West Credit.

In the fall semester:

- placement begins the first week of October (Wednesdays and Thursdays)

In the winter semester:

- placement begins the second or third week of January (Wednesdays and Thursdays)

In the spring semester:

- placement begins the second week of May and runs for 7 weeks (Tuesdays, Wednesdays, and Thursdays)

FLPL 20799 Field 2

This is the second placement in the ECE Diploma Program. 24 days in length 2 days a week Monday & Tuesday or Thursday & Friday. 8-hour day with a 1-hour break.

By the end of this course, students will have demonstrated the ability to practice the professional roles and responsibilities of a developing early childhood educator.

Learning Outcomes:

To achieve the critical performance, students will have to demonstrate the ability to:

1. Perform professionally in all the required competency areas for field placement 2.
2. Facilitate positive interactions and supportive relationships with children, staff, and families using effective oral, written, and non-verbal communication strategies.
3. Prepare Learning Stories and plans for related learning experiences for all program areas (including indoors and outdoors).
4. Implement learning experiences for all areas of the program (including indoors and outdoors) based on Learning Stories.
5. Practice as a member of an education team within the context of the field placement setting.
6. Communicate using positive child guidance strategies.
7. Maintain safe and healthy indoor and outdoor learning environments.
8. Evaluate own competencies and performance through participation in placement and seminar classes.
9. Discuss the College of Early Childhood Educator's Code of Ethics and Standards of Practice.

To receive a Satisfactory grade, students must successfully complete each of the following:

1. Orientation interview
2. Field Performance Evaluations-achieve a consistent rating in each of the 6 competency areas

Midterm Evaluation Self/Placement(completed at the halfway mark)

1. Complete 9 learning stories AND implement 9 learning experiences(4 before midterm)
2. Implement at least 1 large group,1 adult initiated small group experience(where age-appropriate) and 7 experiences that support ALL curriculum areas (e.g., home area, art area, reading and writing area)
3. 6 journal reflections and 9 learning experience reflections
4. 10 invitations to spark children's curiosity (5 before midterm)
5. Ongoing daily interactions with children and families
6. Field Performance Evaluation- achieve a consistent rating in each of the 6 competency areas

Final Evaluation Self/Placement (completed at the end of placement)

Students attend a 2-hour Field Seminar class weekly. The Field Seminar Faculty will schedule observation visit(s) in advance with the student's classroom mentors. During the placement, questions, concerns, or feedback should be directed to the student's Field Seminar Faculty.

FLPL 29207 Field 3-Sheridan College

This is the final placement in the ECE Diploma Program. 24 days in length 2 days a week Monday & Tuesday or Thursday & Friday. 8-hour day with a 1-hour break.

By the end of this course, students will have demonstrated the ability to practice the roles and responsibilities of an entry-level professional early childhood educator.

Learning Outcomes:

To achieve the critical performance, students will have to demonstrate the ability to:

1. Perform professionally in all the required competency areas for field placement 3.
2. Develop positive interactions and supportive relationships with children, staff, and families using effective oral, written, and non-verbal communication strategies.
3. Prepare pedagogical documentation using a variety of formats.
4. Implement multiple learning experiences using an integrated curriculum web, connected to pedagogical documentation.
5. Perform professionally in all areas related to early childhood educator's daily responsibilities
6. Apply strategies that support the development of children's self-regulation skills.
7. Maintain indoor and outdoor learning environments that support children's well-being.
8. Participate as an active member of a community of practice within the field seminar classes.
9. Formulate professional and personal goals related to career preparation with reference to resume and portfolio development.

To receive a Satisfactory grade, students must successfully complete each of the following:

- Orientation interview
- Field Performance Evaluations-achieve a consistent rating in each of the 6 competency areas

Midterm Evaluation Self/Placement(completed at the halfway mark)

- 10 learning experiences generated from curriculum webs
- 3 pieces of pedagogical documentation (any approved format)
- 4 Responsibility Day plans with reflection (1 before midterm) using placement site templates, forms
- Introduce 10 "invitations" to spark children's curiosity(5 before midterm)
- 10 learning experiences and 4 responsibility day reflections
- Ongoing daily interactions with children and families
- Field Performance Evaluations-achieve a consistent rating in each of the 6 competency areas

Final Evaluation Self/Placement (completed at the end of placement)

Students attend a 2-hour Field Seminar class weekly. The Field Seminar Faculty will schedule observation visit(s) in advance with the student's classroom mentors. During the placement, questions, concerns, or feedback should be directed to the student's Field Seminar Faculty.

Here is a website you might find helpful.

<http://ecefildplacement.weebly.com/>