University of the West Indies

Open Campus

Bachelor in Education

Early Childhood Development & Family Studies

Practicum Handbook
Academic Programming And Delivery (APAD)

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Overview of the Practicum Experiences

The practicum courses are a necessary requirement for the successful completion of the UWIOC Early Childhood Development & Family Studies Certificate, and Bachelor in Education Programs.

The purpose of the practicum courses is to provide the students with a supervised teaching/learning experience, a period of observation, internalisation of theoretical ideas, and further study, to bring together the theory and practice of Early Childhood Development & Family Studies. As such, students are expected to participate in all facets of the early childhood curriculum and functioning of the early childhood program.

Recommended course pre-requisites for Practicum Courses

Practicum One

Practicum one (1) is scheduled for ten (10) days Monday through Friday for a minimum of five (5) hours per day (during the morning period). Practicum one (1) consists of 45 contact hours. For working adults who are not in an early childhood centre we make two recommendations for you to complete the required forty five (45) contact hours for Practicum one (1):

- **Three consecutive days** to be completed per week until the ten (10) days requirement have been met.
- **One consecutive week** until the ten (10) days requirement have been met.
- During this practicum course students would be required to design and implement **ONE** of the following thematic integrated activities: 1. Storytelling or 2. Cooking
Students would not be allowed to change their practicum dates once they have been submitted to the Program Manager, Course Coordinator and ECDFS clerical assistant.

Recommended Course Pre-Requisites for Practicum one (1)
In order to complete Practicum one (1) it is recommended that students complete the following courses:

- ECFS1001 History & Philosophy of Early Childhood Development
- ECFS1002 Child Growth & Development
- ECFS1003 Health, Safety & Nutrition
- ECFS1006 Curriculum Dev. & Assessment **MUST** be completed together with practicum 1 (ECFS1007)

Practicum Two
Practicum two (2) is scheduled for ten (10) days Monday through Friday for a minimum of five (5) hours per day (during the morning period). Practicum two (2) consists of 45 contact hours. For working adults who are not in an early childhood centre we make two recommendations for you to complete the required forty five (45) contact hours for Practicum two (2):

- **One consecutive week** until the ten (10) days requirement have been met.
- **Two consecutive weeks**
- During this practicum course students would be required to design and implement **ONE** of the following thematic integrated activities: 1. Dramatic Play or 2. Music & Movement
Students would not be allowed to change their practicum dates once they have been submitted to the Program Manager, Course Coordinator and ECDFS clerical assistant.

Recommended Course Pre-Requisites for Practicum 2

In order to register for Practicum two (2) students must successfully complete ECFS1007- Practicum 1

Practicum Three

Practicum three (3) is scheduled for ten (10) days Monday through Friday for a minimum of five (5) hours per day (during the morning period). Practicum three (3) consists of 45 contact hours. For working adults who are not in an early childhood centre we make two recommendations for you to complete the required forty five (45) contact hours for Practicum two (3):

- **One consecutive week** until the ten (10) days requirement have been met.
- **Two consecutive weeks**
- During this practicum course students would be required to design and implement **TWO** of the following thematic integrated activities: 1. Creative arts and 2. An activity of the student’s choice

Students would not be allowed to change the practicum dates once they have been submitted to the Program Manager, Course Coordinator and ECDFS clerical assistant.

Recommended Course Pre-Requisites for Practicum 3

In order to register for Practicum three (3) students must successfully complete ECFS2003- Practicum 2
Practicum Four

Practicum four (4) is scheduled for four weeks Monday through Friday. Practicum four (4) consists of 120 contact hours. For working adults who are not in an early childhood centre we make two recommendations for you to complete the required one hundred and twenty (120) contact hours for Practicum four (4):

- **Two consecutive weeks** until the twenty (20) days requirement have been met.
- **Four consecutive weeks** until the twenty (20) days requirement have been met.
- During this practicum course students would be required to:
  - Teach one daily integrated activity
  - Plan and implement a parent education workshop
  - Plan and implement a fund raising activity
  - Have two activities assessed by an assigned UWIOC practicum supervisor
  - **Students would not be allowed to change their practicum dates once they have been submitted to the Program Manager, Course Coordinator and ECDFS clerical assistant.**

Recommended Course Pre-Requisites for Practicum 4

In order to register Practicum four (4) students must successfully complete ECFS2005—Practicum 3

Documentation Required Prior To Practicum Placement

Students would be required to complete an online practicum form by the given deadline to indicate their interest in registering for a practicum course and the submission of the required documents and information. If you do not submit **ALL** your practicum information and documents with the practicum form during the stated time period you would not be able to register for your practicum course. **Students who fail to meet the stipulated time period for the submission of the online practicum form would have to wait until the specific practicum course would be offered in the following academic year.**
Do note that all required practicum documents need to be scanned and submitted with the practicum form. The practicum form should be emailed to the following email:

ecdfs-practicumdocuments@open.uwi.edu

All students MUST download and complete the online practicum form to indicate their intent to pursue the practicum courses. Submission dates for the online practicum form and relevant supporting documents MUST be emailed to ecdfs-practicumdocuments@open.uwi.edu on or before the stipulated dates and times listed below:

- **Semester 1- Practicum 3** - From: Monday 3rd June 2019, till Friday 28th June 2019 at midnight.
  - Documents to be submitted for practicum 3 - a completed practicum 3 Form and a valid Police Certificate of Good Character to cover your chosen practicum dates.

- **Semester 2- Practicum 1** - From: Monday 5th August 2019, till Monday 9th September 2019 at midnight.
  - Documents to be submitted for practicum 1 - a completed practicum 1 form, a completed Health Assessment Form, a valid Police Certificate of Good Character (must cover your chosen practicum dates), and an In Case of Emergency Form.

- **Semester 2- Practicum 4** From: Tuesday 1st October 2019, till Thursday 31st October 2019 at midnight.
  - Documents to be submitted for practicum 4 - a completed practicum 4 form and a valid Police Certificate of Good Character which would cover your chosen practicum dates.

- **Summer – Practicum 2** From: Monday 3rd February 2020, till Friday 28th February 2020 at midnight.
  - Documents to be submitted for practicum 2 - a completed practicum 2 form and a valid Police Certificate of Good Character which would cover your chosen practicum dates.
Once the deadline date has passed NO practicum forms would be accepted via email to any UWIOC Site, the Program Manager, the Course Coordinator, the ECDFS clerical assistant, student advisory services or academic support.

Practicum Documents to be submitted with the online practicum form

➢ In Case of Emergency Form- (This form should ONLY be re-submitted for practicums 2, 3, and 4 if there is a change in your contact information)

➢ Students would complete this form listing name, address, contact information for two family members and a doctor that should be contacted if an emergency arises at a practicum site.

➢ Recent Police Certificate of Good Character- (A valid Police Certificate of Good Character should be submitted for EACH practicum course and must cover your chosen practicum dates)

➢ Students would be required to obtain a recent Police Certificate of Good Character and submit a copy with the online practicum form. (A copy of the Police Certificate of Good Character should be kept by the student to show the Administrator at the Practicum Site).

➢ A completed Health Form (signed by a registered physician in your country)- (This form should ONLY be submitted once for practicum 1. The completed medical would be valid for ALL four practicum courses).

➢ All students completing the Practicum courses are required to complete a current UWIOC health form. I would suggest that you obtain the TB shot first and then about six weeks after you can obtain the immunization shots.

➢ Other Required Information

➢ Students need to clearly indicate on the practicum form if they require placement at a practicum Site. Please note ONLY students who are not employed in an ECCE/school
setting should provide this information. All students employed in an ECCE centre or primary school will complete the practicum courses at their place of employment to avoid taking time off from their jobs. (Students working in the primary school would only be allowed to use the first class: infant 1, first year, kindergarten etc. to complete their practicum courses. These students need to seek permission from their respective principals to facilitate this change. UWIOC is NOT responsible for this personal arrangement).

PRACTICUM SITE SELECTION
All sites are nationally accredited by the appropriate authorities in the respective countries and approved by UWIOC, APAD.

APAD tries to select sites that:

- Serve a variety of ages of children
- Serve children both with and without disabilities
- Are willing to help foster skills of volunteers who are training to be professionals in the field of early childhood education program
- Serve children with diverse backgrounds

Practicum experiences may be at Government early childhood programmes, private early childhood centres, SERVOL early childhood centres, early childhood programmes operated by faith-based organisations and child care programs.

PLACEMENT OF STUDENTS AT PRACTICUM SITES
In the event the practicum sites are limited, the decision of the practicum placement will be made by the Program Manager on advisement of the relevant Ministry of Education Officials within the region. Once a student is given a placement it is up to the student to introduce him/herself to the administrator/principal of the ECCE program/school and agree upon specific procedures to be followed and a work schedule to be determined.

Practicum Time Commitment and Credits
Practicum 1- will include a total of 45 hours in addition to the 39 hours on the Learning Exchange. The practical assessment grade and the grades obtained from the online assignments would be used to obtain the final grade for practicum 1.

ECFS1007 3 credits

Practicum 2- will include a total of 45 hours in addition to the 39 hours on the Learning Exchange. The practical assessment grade and the grades obtained from the online assignments would be used to obtain the final grade for practicum 2.

ECFS2003 3 credits

Practicum 3- will include a total of 45 hours in addition to the 39 hours on the Learning Exchange. The practical assessment grade and the grades obtained from the online assignments would be used to obtain the final grade for practicum 3.

ECFS2005 3 credits

Practicum 4- will include a total of 120 hours of field work in addition to the 39 hours on the Learning Exchange. The practical assessment grades and the grades obtained from the online assignments would be used to obtain the final grade for practicum 4.

ECFS3006 6 credits

Structure of the Practicum Courses

ECFS1007 Practicum Course (3 credits)

In addition to completing the 10 days practical experience in an early childhood centre the students need to complete the assigned online activities in ECFS1007 with the support of E-tutors and a Course Coordinator. These activities will make up the remaining percentage for the course work- online graded discussions, reflection activities and teaching portfolio activities.
Specific Tasks to complete in ECFS1007 Practicum one (1)

- To provide the administrator with a brief introduction of themselves, with an appropriate picture (close up shot from neck upwards). The introduction should include the student’s name, name of the program they are pursuing at UWIOC, the reason why they have chosen to become an Early Years Practitioner and their hobbies or special interests.
- To observe, practice and assist in the supervision of the children during any of the following activities: circle time, activity time, fruit time, lunch time, nap time and outdoor activities as appropriate.
- To observe activities and assist the staff with the children’s transition routines
- To design and implement ONE of the following thematic integrated activities: 1. Storytelling or 2. Cooking.
- To complete the ‘Teacher Self-Evaluation Form’
- To maintain an organised activity plan folder
- To complete the given ‘Time Sheet’, obtain the administrator’s/assigned teacher’s signature and submit to your Course Coordinator

Practicum One and Two Teaching, Observation, and Reflection

When the students observe they need to make the connections between what they have observed and the theorists/theories they have learnt about in ECFS1001, ECFS1002, ECFS1003, and ECFS1006

The students would observe and record in their journal the how/what/why of the following information:

- How the staff manages the physical organisation of the classroom space/physical environment (create a floor plan to support this observation).
- The structure/or different components of the activity plan; from the introduction to the closure.
The type of instructional strategies used with different age groups.

The strategies used by the staff to accommodate the different learning styles of the children.

How the staff manages the routines of the daily schedule.

How the staff interacts with the children, their colleagues and the parents.

The types of positive reinforcement used by the staff to manage children’s behaviour.

The techniques used by the staff to manage children who may display disruptive behaviour.

ECFS1007 & ECFS2003 Practicum One & Two (1) Field Supervision

The administrator/assigned teacher of the Practicum Site would be responsible for assessing the students during Practicum 1 & 2. Each administrator/assigned teacher will complete an assessment form that will focus on the skills, competencies and attitudes expected of students. The administrator/assigned teacher would provide students with feedback on their performance and interaction with the students and staff and the feedback includes but is not limited to the following areas:

- Interpersonal Relationships/Team Work
- Communication
- Interaction/Relationship with Children
- Planning and Organisation of Web-Topic/Curriculum
- Activity Plans
- Teaching Strategies/Instructional Process
- Resources For Activity
- Questioning/Responses
- Closure/Evaluation
ECFS2003 Practicum Two Course (3 credits)
In addition to completing the 10 days practical experience in an early childhood centre the students need to complete the assigned online activities in ECFS2003 with the support of E-tutors and a Course Coordinator. These activities will make up the remaining percentage for the course work- online graded discussions, reflection activities and teaching portfolio activities.

ECFS2003 Practicum Two (2) Field Supervision
The administrator/assigned teacher of the Practicum Site would be responsible for assessing the students during Practicum 2. Each administrator/assigned teacher will complete an assessment form that will focus on the basic skills, competencies and attitudes expected of students. The administrator/assigned teacher would provide students with feedback on their performance and interaction with the students and staff and the feedback includes but is not limited to the following areas:

- Interpersonal Relationships/Team Work
- Communication
- Interaction/Relationship with Children
- Planning and Organisation of Web-Topic/Curriculum
- Activity Plans
- Teaching Strategies/Instructional Process
- Resources For Activity
- Questioning/Responses
- Closure/Evaluation

Student’s responsibility during practicum one and two
- Students are to have an initial interview with the administrator/principal in which the students obtain information about the policies and procedures, and receive an
orientation to the program. Exact hours will be arranged and assignments to classroom will be made. All information should be recorded as journal entries.

- Students are to call their practicum site regarding absences. If no one is available, a voicemail message is to be left for both the site supervisor as well as via other forms of communication with their E-tutor as applicable.
- Students are to complete all assignments.
- Students are to follow professional codes of conduct at the practicum site.
- To design and implement ONE of the following thematic integrated activities: 1. **Dramatic Play** or 2. **Music and Movement**.

### Practicum Three Guidelines

#### Part 1: Thematic Activity Plans

- All thematic activity plans must contain the following sections: name of activity plan, date, age of children, learning outcomes, procedure of the activity, materials/resources, and evaluation of the activity. (The evaluation section of the activity plan would be completed at the end of the activity).
- All activity plans should be typed and professionally presented in a three ring binder. The students should also have a copy of the curriculum web and topic web used to guide them in the planning of the activity stored in their activity plan folder.
- In the first week the student would teach a thematic integrated creative arts activity to be assessed by the assigned teacher. This activity should be considered as teaching practice in preparation for the final assessment by the practicum supervisor.
- In the first week of your practicum you would have a face to face meeting with your supervisor so he/she can provide feedback on your draft thematic activity plan. It is the student’s responsibility to edit the thematic activity plan before they teach the activity in the second week of their practicum.
- All students would be assessed by their assigned UWIOC Practicum supervisor teaching one thematic activity in the second week of their practicum. It would be the student’s
responsibility to provide all materials and resources to teach their activity. *(The practicum Site is not responsible for providing you with materials for your activity)*

- During practicum three (3) the students need to meet with the administrator to discuss suitable ideas for a parent education workshop and a fund raising project for practicum four (4). This pre-planning must be done during practicum three (3) and then executed in practicum four (4). Your ideas for the parent education workshop and the fund raising project should be shared with your supervisors as well as tutors, so you could obtain appropriate feedback before implementing the parent education workshop and fund raising project in practicum four (4).

- NB: For the T&T students placed in Gov’t ECCE centres you would be assigned another activity other than the fund raising venture because fund raising exercises are NOT allowed at these centres.

**Students’ Responsibility during Practicum Three**

- Make yourself available to meet with your assigned supervisor to participate in the planning of your activity plan. *This is a mandatory face to face meeting to be held at the practicum site during the first week of your practicum.* For practicum three (3) the student would be assessed by their supervisor teaching one thematic activity plan.

- Converse respectfully at all times during meetings with your supervisor, administrators, colleagues, course coordinator and tutors.

- You need to keep your activity plan folder looking professional at all times. Ensure that your activity plan folder is available during the practicum session. The folder can be a three ring binder divided into the following sections: curriculum web, topic web, daily activity plans in sequential order, sample of materials used or made by the children in your group.

- It is the students’ responsibility to ensure you have all the required materials and equipment for your activities. It is your responsibility to source your materials/resources for your activities at all times.

- Ensure that you communicate with your supervisor and administrator if you are going to be late or absent any day during your practicum.
➢ It is the student’s responsibility to work with your practicum site administrator to determine a suitable fund raising project you can under-take for practicum four (4). The fund raising project should be for the centre’s or children’s benefit. E.g. Purchase of an appliance/furniture for the centre or materials and equipment for the children to use.

➢ Discuss with your practicum site administrator and supervisor to determine a suitable topic for a parent workshop, you would have to plan, implement and present for practicum four (4).

Practicum Four Guidelines

PART 1-A - Parent Education Workshop

➢ The topic of each workshop must be based on identified needs of the parents using the services of the early childhood centre as well as the identified needs of the community.

➢ An example of an appropriate parent education workshop: You should conduct an initial needs assessment of the community and its parents during practicum three (3). Your needs assessment should indicate to you in what areas the community or parents might need assistance in preparing a variety of nutritious snacks for pre-schoolers from local fruits and vegetables. Some past students invited nutritionists or chefs to come in and provide demonstrations, teaching parents how to prepare and attractively present nutritious snacks for young children.

➢ Each workshop must have the following items:

  ✓ An invitation for parents
  ✓ An Agenda
  ✓ A signed registration form (must have workshop participants' signatures)
  ✓ A refreshment menu offered to participants of the workshop (This is the student's responsibility).
  ✓ An evaluation form for parents to complete
  ✓ A one-page report about the meeting; its purpose, content and the date it was conducted
  ✓ A maximum of 10 pictures of the workshop (minimum 5)
The items listed above need to be stored in your activity plan folder to share the information with your online tutors and Supervisors. Please note that a sample of the evaluation forms will be adequate do not include all the forms in your activity plan folder.

PART 2 - One fund raising project for ECCE Centre

- Students need to have a meeting with the administrator during practicum three (3) to identify the need(s) of the centre. Once the need of the centre has been identified the student will work in partnership with the administrator, teachers and parents to meet the identified need(s).
- An example of appropriate fund raising projects: The centre may need certain kitchen appliances, outdoor and indoor furniture, and equipment for the children to use or an extension or renovation to the physical space of the centre.
- For the Trinidad and Tobago students placed at the Ministry of Education (MOE) ECCE centres, a donation would be given to your ECCE centre because you are not allowed to engage in fund raising activities at these centres. Your Course Coordinator, tutor and practicum supervisor would guide you with this process.

Sample fundraising project ideas:

- Purchase of fans, microwaves, fridges, stoves, blenders, pot sets, cutlery etc.
- Building of furniture – sand & water tables/trays, child-size tables & child size chairs, outdoor equipment.
- Purchasing of equipment – books, puzzles, blocks, toys, science, math, music, dramatic play and language equipment.

The fund raising project report should be stored in your activity plan folder for your supervisor to view and should include the following:

- Documentation of the project from beginning to end. You can use pictures, video recordings, signed statements from parents and community members etc.
- The project must be accompanied by a two-page report of the project and its process (from start to finish)
- Some headings that can be included in the two page report are as follows:
  - Title
  - A brief overview of the project
  - Reasons for choosing the project, people who helped/contributed to the project
  - The time line of the project
  - Challenges you encountered completing the project
  - What you learned from the experience?
  - How the centre benefitted from the completion of the project?

Part 3- One Thematic activity plan per day
- During practicum four (4) the students would teach one thematic activity plan per day with an assigned group of children.
- The student would be responsible for managing the group of students while they teach each activity.
- The student is responsible for providing ALL the required materials and resources for their activities each day.
- All activity plans must be professionally stored in sequential order in an activity plan folder
- The students would meet with their supervisors to review the contents of their activities before they begin their practicum, so therefore the students should be prepared from the first day of the practicum to begin teaching.
- To quantify the number of activity plans required: 20 thematic activity plans are required for practicum four (4) which equates to one thematic activity per day.
Students’ Responsibility for Practicum 4

- Make yourself available to meet with your assigned supervisor to participate in the planning of your activity plan. **This is a mandatory face to face meeting to be held at the practicum site.**
- Ensure that you communicate with your supervisor and administrator if you are going to be late or absent any day during your practicum.
- Converse respectfully at all times during meetings with your supervisor, administrators, colleagues, course coordinator and tutors.
- Each student need to keep his/her activity plan folder in a professional manner at all times. Ensure that the activity plan folder is available during the practicum session for your supervisor to review. The folder can be a three ring binder divided into the following sections: curriculum web, topic web, daily activity plans in sequential order, sample of materials used or made by the children in your group, parent education workshop and fund raising project.
- It is the students’ responsibility to ensure you have all the required materials and equipment for your activities. It is your responsibility to source your materials/resources for your activities at all times.
- It is the student’s responsibility to work together with your practicum site administrator and colleagues to efficiently execute a suitable fund raising project. The fund raising project should be for the centre’s or children’s benefit. For example: purchase of an appliance/furniture for the centre or materials and equipment for the children to use.
- It is the student’s responsibility to work together with your practicum site administrator and colleagues to execute a parent education workshop. It is the student’s responsibility to plan, implement and present the parent education workshop, depending on the topic a guest speaker can be used, but the student would have to present the guest speaker with a token of appreciation.
Practicum Experience at Current Worksite

Students may complete their practicum experiences at their current place of employment once it is accredited by the respective national authorities. For the students who are the administrators of their early childhood centres they will be placed at a practicum site for practicum one and two. For practicum three and four these students could return to their early childhood centre to be supervised by a UWIOC practicum supervisor.

Responsibilities of Supervising Administrator/Teacher for Practicum One and Two

The Supervising Administrator/Teacher is responsible for providing experiences related to the following areas:

- **Preparation**: of indoor and outdoor environments.
- **Observation and Recording**: observing, responding/planning, assessing; maintaining records in order to implement the curriculum and provide classroom leadership.
- **Interaction**: relations among parents, staff, and children to develop community involvement and family partnerships.
- **Instruction**: designing activities; individual and group presentations in order to implement the curriculum and provide classroom leadership.
- **Management**: individual and group strategies in order to provide classroom leadership.
- **Parent/Community Involvement**: family support and community services; parent education, interviews, conferences, and meetings; open house.
- **Staff Involvement**: participation in meetings, establishing team compatibility and problem-solving techniques for community involvement.
Responsibilities of the Practicum Supervisor for Practicum Three and Four

- Observe the trainee students interacting with children and staff at the practicum site (ECCE Centre or the first class of a primary school) for the stated period of the required practicum.
- Assess/grade the student’s activity plan
- Assess the student’s teaching skills
- Assist the students in critiquing and reflecting on their teaching skills
- Provide the students with suggestions/recommendations for general improvement

UTILISATION OF STUDENTS AT PRACTICUM SITES

Practicum students are to serve as support to the employed staff at the site.

**Practicum students are not to be responsible for groups of children unless the paid staff is in the room, and are working alongside the students.**

When a student is placed at a practicum site the requirements for that student will be presented at the beginning of their practicum placement.

An on-site supervisor will need to sign off on your attendance time sheet to ensure practicum requirements of attendance etc. have been completed. **The on-site supervisor would also help evaluate the students during practicum one and two.** Students are expected to develop their skills with the help of leaders/teachers who are skilled and confident in evaluating and demonstrating proficiency to students.

PROFESSIONAL ETHICS AND EXPECTATIONS

Students are representing the UWIOC when they are at practicum sites. Students are expected to exhibit behavioural appropriateness such as:

- Observe professional discretion and confidentiality with families, staff and site
- Follow standards, expectations and chain of command at site and/or school
- Maintain standards of dependability for attendance and punctuality
 Observe good employment practices, such as calling in when sick or otherwise unable to attend arranged practicum session(s)
 Deal with conflict in a professional manner
 Be responsible for arranging own emergency transportation and care of their own children
 Keep all personal problems private during the day hours spent at the practicum site
 Practice good health, hygiene, and safety standards
 Routine attendance to child care related tasks while at the practicum site
 Use appropriate language and grammar during all interactions
 When in doubt about the value of a decision, put the child's welfare first
 Get to know the children and their names as soon as possible and learn the correct spelling
 Gain confidence in your ability to guide the children
 When you need help, ask for it; record, reflect on and learn from mistakes but do not worry over mistakes
 Always know how many children are in your group or class and constantly be aware of where they are and what activities they are involved in
 Take action in unsafe situations immediately; be alert to the entire room
 Take part physically and verbally in the routines of the centre
 When speaking or interacting with children, get down on their level; look children in the eye when speaking to them; do not shout at them or speak to them from across the room
 Explain to the child what to do, rather than what not to do
 Remember, the most difficult child needs the most love and guidance
 Children want what we want---love, approval, recognition and success
 Recognise stress and deal with it as effectively as possible
 A sense of humour and a smile are important teacher tools
 Make it apparent you enjoy being with children by your ENTHUSIASM, facial expression and body language!
Self-Disclosure

It is important for students who are planning to enter an early childhood education career to learn the basic skills and techniques associated with the process of appropriate self-disclosure. Classroom settings are for educational processes. Therefore, students are encouraged to display only the level of self-disclosure that is appropriate to a learning environment.

ASSIGNMENTS, GRADES AND ACCOUNTABILITY

Assignments

Students will be given specific online assignments and activities to complete in their journals during the ten days on site visit. Students must complete assignments in a satisfactory manner by the deadlines indicated in the course delivery schedule.

Grades

Your final grade for the practicum courses would be the result of a combination of your scores on the completed assessment form by the administrator at the Practicum Site for practicum one and two, and your assigned supervisor for practicum three and four, the grades from the online graded discussions, reflective pieces and teaching portfolio would be added to the practical assessment grade. If a student does NOT complete the practicum requirement at an ECCE centre/school, they would NOT pass the practicum course.

Accountability and Absences

Students must be in attendance at the Practicum Site during the required hours, follow sign-in policies and have a supervisor sign attendance time sheet verifying the hours. Absences must be made up in a timely manner and with the agreement of the practicum site administrator.

Dress Requirements/Recommendations for Practicum Students
As a student in Early Childhood Education, you will want to present a positive image for UWIOC and for yourself by being in professional attire that is appropriate for your assignment and position. Check with the administrator at your site as to their standards of dress and staff requirements. Students are expected to comply with dress codes of their degree granting programme as shown below and of the practicum site. Keep in mind that any one of these sites could be a future place of employment. A UWIOC student photo ID will be worn when at the practicum site.

The following are unacceptable at any Practicum Site:

- Bare mid-drifts
- Casual or Sweat pants
- Short dresses or short shorts
- Casual sweatshirts or t-shirts
- Low necklines or low ride pants
- “Sagging” pants
- Inappropriate slogans or advertisements on clothing
- Chewing gum or smoking at or near site
- Use of cell phones, pagers and taking personal calls
- Any visible body art or piercing; except earrings

**Sanitation Guidelines**

In order to contain the spread of germs and disease, regular hand washing is needed. Students should wash their hands with soap and water at the following times:

- On arrival/departure
- Before handling food
- Before/after eating
- After each bathroom use-yours or child’s
- After wiping any nose-yours or child’s
- After assisting with any open injury
- After handling animals
- After any activity that involves handling items at the site

**Removal from Practicum Site**

Students who are not meeting the requirements of the Practicum may be asked to leave a practicum site by an Administrator. This will serve as a warning and the student may/will be withdrawn from the Practicum Site. A department meeting would be held to determine if the student will be allowed to be placed at another site. The student may also be given an “incomplete” and allowed to complete the practicum the next Semester the practicum course is offered. The Program Manager will communicate with students if any such action is taken.

**Practicum Termination**

1. Reasons for discharge from practicum include the following:
   - Breaking confidentiality
   - Displaying inappropriate or unprofessional behaviour
   - Use of illegal chemical substances or alcohol
   - Not meeting the site's policies and procedures
   - Violations of professional code of ethics
   - Unsatisfactory performance/evaluations as determined by the practicum site administrator and/or Course Coordinator/Program Manager
   - Excessive absences at the practicum site and/or non-participation in the online practicum course
   - Violation of the practicum site and/or UWIOC policies and procedures
   - Violation of standards of practice consistent with the profession including:
     - Maintaining accurate records and reports
     - Appropriate and professional clothing
     - Using appropriate language and/or behaviour
     - Adherence to code of ethics and relevant laws
- Use of alcohol or other mood altering, non-prescription drugs prior to entering at a Practicum site

**UWIOC Practicum Site Requirements**

Please note that all practicum sites are to abide by the Early Childhood standards, policies and regulations of that country.

Below are general standards:

**STAFFING:**

- Each centre must have a designated person with the approved training and experience responsible for the overall operation and management of the centre.
- The staff at the early childhood institutions must have the training, knowledge, skills, and attitude to help promote positive behaviours in children and to achieve their full potential.
- One (1) trained member of staff present at all times with any group of children with access to another staff when required.
- Adequate support services for cooking and cleaning must be available.
- Ratios of staff to children should reflect the requirements of the age of the child:
  - 1:15 for children 3-5 years
  - 1:6 for children 2-3 years
  - 1:4 for children 1-2 years
  - 1:3 for infants birth to 1 year
- All staff must have up-to-date medical as required by the local Ministry of Health.
PROGRAMMES:

- Early childhood institutions must have comprehensive programmes designed to meet the language, physical, cognitive, creative, socio-emotional and school readiness needs of children.
- The overall programme must comprise of the following components: structure of the day, activities and experiences planned and offered to the children and the physical environment and equipment.

PHYSICAL ENVIRONMENT:

- Early childhood institutions have physical environments that meet building, health and safety requirements and allow adequate space for children.

EQUIPMENT & FURNISHING:

- Early childhood institutions must have indoor and outdoor equipment and furnishings that are safe, child-friendly and promote optimal development of children.

HEALTH AND SAFETY:

- Early childhood institutions must have physical facilities, policies, programmes and procedures that promote healthy lifestyles and protect children and staff from illness.
- Early childhood institutions must provide safe indoor and outdoor environments for children, staff, stakeholders and visitors to the institution.

NUTRITION:

- Early childhood institutions must provide children in their care with nutritious meals and model good nutritional practices for children and families.
CHILD RIGHTS, CHILD PROTECTION AND EQUALITY:
- Early childhood institutions must uphold the rights of children, protect them from harm and ensure that all children have equal access to services.

PARENT PARTICIPATION:
- The Management and staff of early childhood institutions must have good relationships with parents, caregivers, family members and the community.

ADMINISTRATION:
- Early childhood institutions must have a management structure with policies, procedures and programmes that ensure child, family and staff well-being.
- Early childhood institutions must have sound financial practices and adhere to standard accounting principles.