



3. **Demonstrate interpersonal communication that contributes to caring and responsive relationships with children, families, colleagues and other professionals in the community.**
  - Initiate and maintain secure, professional and trusting relationships.
  - Establish an environment of mutual respect.
  - Use a variety of respectful, responsive positive guidance strategies.
  - Use effective oral, written and non-verbal communication.
4. **Demonstrate professional responsibility and accountability as an early childhood educator.**
  - Assume beginning leadership roles within the context of early childhood education.
  - Cooperate and collaborate with colleagues, families and community professionals.
  - Evaluate personal practice and take responsibility for ongoing professional development.
  - Apply a personal philosophy of early childhood education using a framework of ethical and professional standards.

### ATTENDANCE:

*Students are required to attend all practicum sessions in the field and all classroom seminars unless they have a legitimate medical reason.*

**Practicum:** Students must notify *both* the Mentor and Instructor prior to any absences. If you are suddenly too sick to attend practicum, *both* the centre and your instructor must be contacted that morning). As all missed hours will need to be made up, students must connect with the College instructor within one week of absences to make a plan for make-up hours.

**Seminar Class:** Students are requested to notify their Seminar Instructor of any absences. If a seminar is missed students are required to complete a "missed seminar" assignment and hand it in within one week by the next seminar class. (See Practicum 3 Workbook)

### ASSIGNMENTS & EVALUATIONS:

Students will be evaluated primarily on the basis of their performance in the practicum setting. Evaluation will be based on performance, not potential, the mentor in the field will be aware that this is a process with competency as the final goal. Students will be encouraged to consider their own performance, both in discussions with the field placement mentor and in weekly Practicum seminars. The Camosun College instructors will schedule visits to the facility and be available for discussions. **Working well in your placement setting is the most important indicator of suitability for this field.**

Missed practicum hours and/ or erratic attendance during practicum will place the student in jeopardy of successfully completing practicum.

Practicum experience will also be the basis for course assignments and weekly reflections. Completed assignments are to be handed in to your supervising practicum instructor. In addition to the following assignments, you will be working towards reaching competency as an early childhood educator.

**ASSIGNMENT POLICY FOR PRACTICUM 2:**

1. Assignments are expected on the due date. Extensions must be negotiated with your instructor prior to due dates.
2. Opportunity to rewrite assignments supports articulation of ELC knowledge, skills and attitudes. Late assignments submitted in the last week of term will not have the opportunity for rewrites.
3. All assignments (including "Missed Seminar Assignments) **must be** completed before a grade will be assigned.
4. Late assignments and missed practicum hours will impact the final grade.
5. Grading is either a "COM" for Completed or "NC" for Not Completed. To be graded as satisfactory all assignments must have the equivalent of a 'C+' grade level or better.

**ELC 240 - PRACTICUM 3  
EARLY LEARNING AND CARE PROGRAM**

**PRACTICUM 3 SEMINARS AND ASSIGNMENTS**

Practicum 3 is scheduled for 15 hours per week over three days, hours are individually arranged. There is one Orientation. Seminar is 2 hours per week, a total of 17 hours for 11 weeks. The practicum officially ends on December 2<sup>nd</sup>, 2011. Students have until December 9<sup>th</sup> 2011 to complete all assignments and make up any missed hours (with the permission of the instructor and the onsite Mentor).

*Please note:* Getting behind in assignments for Practicum 3 can put the student in jeopardy of being successful. We encourage all students to be pro-active by completing assignments on time and immediately communicating any difficulties to their practicum instructor.

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<b>Orientation</b>		<b>September 15</b>
	<b>Introductory Meeting Introductory poster Acknowledgement Form Resume'</b>	<b>September 16</b>
<b>Seminar 1</b>	<b>Assignment: Signed ACF Read Emergent Curriculum, pages 11-23</b>	<b>September 22</b>
<b>Seminar 2</b>	<b>Assignment: General Obs Read Emergent Curriculum, pages 40 - 46 Review Emergent Curriculum pages 107-128</b>	<b>September 29</b>
<b>Seminar 3</b>	<b>Assignment: Goals and Action Plan (1) Read Emergent Curriculum pages 85-106 Introduce Program Planning Assignment</b>	<b>October 6</b>

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## Seminar 4

Assignment Program Plan  
Part A Community Profile,  
Web and Summary of  
Mentor's Response

October 13

## Seminar 5

Developing your project

October 20

## Seminar 6

Assignment: Mid-Term  
Evaluation  
Implementing your project

October 27

## Seminar 7

Implementing the project

November 3

## Seminar 8

Layering, modifications  
invitations

November 10

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## Seminar 9

Assignment: Goals and  
Action Plan (2)  
Assignment Field Trip  
Layering, invitations and  
experiences

November 17

## Seminar 10

Evaluating the plan: Part C

November 24

## Seminar 11

Assignment: Program Plan  
Part B and C  
Sharing Projects

D  
Dec 1<sup>st</sup>  
Final Evaluation and Self  
Evaluation Tool