

ECED 1200 Practicum One Overview

Practicum One (ECED 1200)

Calendar Description

ECED 1200: Practicum One offers supervised practical experience within a licensed early learning program. Under the guidance of a TRU faculty instructor and a mentor educator, students apply theoretical knowledge to develop foundational skills as early childhood educators. Students examine the role of the educator, the development of professional relationships, and the practice of reflective observation and documentation. Emphasis is placed on relationship-based, inclusive, and culturally responsive practices, grounded in professional ethics, relevant legislation, human rights agreements and frameworks, and current research. Students investigate learning conditions in both outdoor and indoor environments, analyze pedagogical approaches, and deepen their understanding of Indigenous perspectives, protocols, and local contexts. Through observation and reflection, the course explores pedagogies that support living inquiries, relational learning, and collaborative knowledge-making within human and more-than-human contexts.

Educational Objectives/Outcomes

Students will:

- 1. Apply** professional ethics and adhere to the BC Community Care Facilities Licensing Act and Child Care Regulation, the Early Childhood Educators of BC Code of Ethics and the BC Standards of Practice and Occupational Competencies (SPOC)
- 2. Establish** and maintain respectful, inclusive, and culturally responsive relationships with children, families, and colleagues, with attention to Indigenous perspectives and local protocols.
- 3. Explore** the role of observation and the practice of pedagogical narration in early childhood education
- 4. Select and experiment** with a variety of curriculum experiences to share with children including books, songs, oral stories, materials, and so forth.
- 5. Compare** learning environments—both outdoor and indoor—to foster living inquiries, relational learning, and collaborative knowledge-making.
- 6. Discuss** pedagogical narration as a practice for making learning visible, reflection dialogue, and co-creating curriculum
- 7. Document** in verbal and written form on their:
 - a) observations, questions and discussions in practicum and classroom settings,
 - b) feedback from mentor educators, faculty, children and families, and
 - c) ability to respond and incorporate a meaningful response demonstrating learning and progress toward short- and long-term goals.

ECE Students' Responsibilities

In ECED 1200, students will focus on observing, learning about children through interaction, engagement and reflecting upon their experiences.

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Students will:

1. Behave professionally and appropriately at all times.
2. Complete all required practica-related course assignments.
3. Complete the *ECED 1200 Observation* form (see Moodle site) and hand in to faculty instructor by the end of the second week.
4. Meet with mentor educator regularly (min three times) documenting meeting notes and plans to be offered to children by students.
5. Contribute to program in multiple ways including but not limited to: Sharing stories, songs, and invitations prepared in ECED 1350, and ECED 1200 Seminar, emergent in-the-moment interactions, and offerings led by observation and reflective engagement with the children/staff. Offerings should complement/build from what is already living in the program as discussed in class and seminar.
6. Use note taking practice as outlined in class and seminar and submit to your faculty instructor weekly
7. Seek advice and guidance from mentor educator and faculty instructors about any professional issues arising.
8. Students who contravene the ECEBC Code of Ethics (2021) requiring licensees/educators to uphold professional practice standards and ensure the health, safety and wellbeing of children in their care and/or the BC Childcare Regulation (2007) requiring educators ensure children are not subjected to harm such as shoving, hitting, shaking, confinement, or physical restraint, verbal, physical or sexual abuse may receive a failing grade and/or be asked to withdraw from the ECE program (BC CC Reg 52 (1) (2)).
9. All students are required to maintain professional behaviour, as outlined in the ECEBC's Code of Ethics, throughout their participation in this course and practicum. Thompson Rivers University is dedicated to fostering a respectful, inclusive, and supportive learning environment. Students are expected to engage in conduct that contributes positively to the classroom community. Expectations include:
 - Communicating respectfully with peers and instructors
 - Listening actively and making space for diverse perspectives
 - Using appropriate language in all discussions and interactions
 - Contributing to a safe and welcoming environment for all participants

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Behaviour that undermines the dignity or safety of others, including disruptive, disrespectful, or inappropriate conduct, will not be tolerated and may be subject to university policies.

* If a student is absent for more than 10% of the practica/seminar class experience, they may not be regarded as having successfully completed ECED 1200 and may not be permitted to proceed to the next phase of the program.

Mentor Educator Roles and Responsibilities

One goal of the TRU ECE program is to have ECE students practice professionalism while on campus, in early education settings, and in the community. As guides and coaches, mentor educators demonstrate and discuss professional and ethical issues with students and offer advice and guidance.

Mentor Educators will:

1. Strive to develop a respectful and professional working relationship with each student.
2. Observe the interactions and relationships between students and members of the early education program.
3. Facilitate students' observations and reflections.
4. Discuss curriculum ideas with students and approve plans prior to offering them to children.
5. Observe each students practice and give constructive, verbal feedback.
6. Provide students with regular formative support, such as positive feedback, suggestions, and encouragement.
7. Summarize each students' strengths, successes, and areas for further development during a private, informal discussion at the end of the practicum.
8. Consult with the faculty instructor to share feedback on each students' Final Evaluation Form.
9. Contact the Practica Coordinator to discuss concerns that are not readily resolved, or to seek another opinion.
11. Participate in an *ECED 1200 Final Evaluation Form* for each student in cooperation with the TRU Faculty instructor.
12. Attend pre-practicum Student Mentor Meet and Greet Event.

Faculty Mentors' Roles and Responsibilities

Faculty Instructors will:

1. Ensure that students and mentor educators are aware of the objectives/outcomes and responsibilities associated with this practicum.
2. Observe and debrief practice experiences with students.
3. Conduct one formal observation per student and provide oral and written feedback.

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6. Provide students with formative support, such as constructive feedback, suggestions, and encouragement.

7. Read and comment on students' notebook entries.

11. Complete an *ECED 1200 – Final Evaluation Form* for each student in cooperation with the mentor educator and discuss the evaluation during individual post-practicum meetings. Completed forms will be uploaded to Moodle by students on/before the due date.

12. Contact the Practica Coordinator to discuss concerns that are not readily resolved, or to seek another opinion.

Supplemental Practicum ECED 1200

A Supplemental Practicum is a repeat of the ECED 1200 practicum in a different program setting with a new mentor educator. The Supplemental Practicum applies to the student who, at the end of the ECED 1200 practicum, has made progress but needs more time to reach the expected level of proficiency. This Supplemental Practicum allows a student to further develop required skills before proceeding to the next semester of the ECE Program.

The student's standing on the *ECED 1200 Final Evaluation Form* will read "Supplemental (SUPP)". Arrangements for the supplemental will be carried out by the Practica Coordinator.

Note: A Supplemental Practicum is not always granted, depending on the circumstances.