

On-site Supervisor Reference Guide

Placement Levels

Practice Teaching I:
students actively participate in all areas of the program and begin to take responsibility for initiating and implementing routines and transitions.

Practice Teaching II:
students actively participate in all areas of the program and focus on developing skills in curriculum planning and implementation

Practice Teaching III:
students actively participate in all areas of the program and focus on curriculum development, implementation and assessment. Students must be able to consistently meet the CECE Standards of Practice at a beginning RECE level

What is field placement?

Field placement allows students to practice applying knowledge and skills gained during their course of study while working directly with children and families.

Benefits of supervising a student:

- Mentoring students is one way to fulfill RECEs professional learning requirements as outlined in the Standards of Practice by the College of ECEs
- Gain insights and different approaches from future members of the ECE profession
- Affirmation of professional competence

Field placement offers students an opportunity to:

- Integrate theory into practice
- Work as a team member
- Ask questions
- Observe children's interests, development, and skills
- Reflect on their learning and experiences
- Plan and implement a variety of learning experiences for the children
- Develop their teaching philosophy
- Practice working as a professional Early Childhood Educator

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Responsibilities of the student:

- Reflect on their own learning
- Demonstrate professional behaviour
- Complete all assignments as indicated in the weekly expectations
- Arrange a weekly meeting with on-site supervisor
- Communicate on a daily basis with on-site supervisor and other educators
- Follow on-site supervisor's daily schedule
- Complete the competency manual at midterm and final evaluation

Role of the on-site supervisor:

- Model best practices
- Allow students the opportunity to interact and engage with children and families
- Provide ongoing feedback and guidance that supports the student's growth as an educator
- Provide opportunities for the student to practice skills in all areas of the program
- Read, sign, and make comments on student's written work
- Complete competency manual at midterm and final evaluation
- Communicate with faculty supervisor
- Meet regularly with ECE student to discuss progress and goals
- Contact faculty supervisor if there are concerns about the student's performance

"A mentoring relationship involves supporting, motivating, shaping, guiding and encouraging with the purpose of helping a [student] to reach their potential."

(Varney,2012)

Role of the faculty supervisor:

- Schedule two formal visits to observe the student interacting with the children
- Answer questions and provide support to on-site supervisors and the student
- Provide feedback and develop goals with the student
- Read and evaluate all field placement assignments
- Provide the student and the on-site supervisor with a written summary of each visit
- Be responsible for developing a learning contract in consultation with on-site supervisor
- Attend the final evaluation for students completing their final placement