



# **Field Education Guide 2025-2026**

School of Early Childhood Studies  
Toronto Metropolitan University

# **ECS Field Education Guide 2025-2026**

**September 2025**

**School of Early Childhood Studies**

**Toronto Metropolitan University**

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The School of Early Childhood Studies is governed by the mission, policies and requirements of the University, as stated in Toronto Metropolitan University's Undergraduate Calendar.

This Guide supplements Toronto Metropolitan University's Undergraduate Calendar and Student Guide. All dates listed in this guide are subject to change. Review the School of [ECS' website](#) for the most current information.

Students should be aware of and adhere to Toronto Metropolitan University's Student Code of Non-Academic Conduct and Experiential Learning Policy.

Students should also be aware of and adhere to the [Code of Ethics and Standards of Practice](#) established by the College of Early Childhood Educators. Violation of this Code may lead to suspension, or removal from the ECS program on grounds of professional unsuitability.



**School of Early Childhood Studies**  
Faculty of Community Services

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## SECTION 1: GLOSSARY OF TERMS

### 1.1 ACADEMIC YEAR

The academic year is the period of time when the university holds classes. An academic year begins in September and ends in August. During an academic year, depending on their year of study, students undertake field placements in the fall, winter, spring and summer semesters.

### 1.2 ASSOCIATE DIRECTOR, FIELD EDUCATION

The Associate Director, Field Education, collaborates with the Field Education Coordinator and Field Education Assistant to guide, oversee, advise, and resolve issues pertaining to the placement process, practices, and experience. The Associate Director, Field Education is Dr. Judith K. Bernhard ([bernhard@torontomu.ca](mailto:bernhard@torontomu.ca)).

### 1.3 FIELD EDUCATION COORDINATOR

The Field Education Coordinator (FEC) is responsible for coordinating field placements for full-time and part-time students. The FEC liaises with internal and external field placement stakeholders to coordinate the field placement process. Martha Anapliotis ([martha.anapliotis@torontomu.ca](mailto:martha.anapliotis@torontomu.ca)) is the Field Education Coordinator.

### 1.4 FIELD EDUCATION ASSISTANT

The Field Education Assistant (FEA) assists the Field Education Coordinator in arranging field placements for full-time and part-time students. Than Le ([than.le@torontomu.ca](mailto:than.le@torontomu.ca)) is the Field Education Assistant.

### 1.5 FACULTY ADVISOR

The Faculty Advisor (FA) is the School of Early Childhood Studies' placement Faculty/Contract Lecturer. The FA supports students and Field Educators (FEs) throughout the placement. FAs facilitate field placement seminars, visit students at the field placement site as needed, and assign final grades based on course outline criteria.

## 1.6 FIELD EDUCATOR

The Field Educator (FE) is the Professional who is responsible for supporting the student at the placement site. Field Educators provide students with the opportunity to implement the theory they are learning in the classroom into practice.

## 1.7 PLACEMENT SITE

The Placement Site is the location where students attend placement. Placement sites may include, but are not limited to, child care centres, EarlyON centres and elementary schools.

## 1.8 FIELD PLACEMENT

Field Placements are required courses where students are placed in a variety of community settings where they interact with children birth, to eight years, and their families.

The School of Early Childhood Studies is responsible for all decisions regarding the selection of placement settings and the placing of students in accordance with the curriculum, the student's learning needs, and the needs of the placement setting. With the support of the Field Education Office, the School serves the diverse needs of many stakeholders including students, faculty, Field Educators and community partners. We are committed to cultivating a culture of dialogue, respect and ongoing learning by promoting accountability from all stakeholders.

## 1.9 STUDENT

### **Full-time Student**

Full-time ECS students are students who have been admitted to the full-time ECS program. Full-time ECS students may start the program in year one, or as Direct Entry (DE) students in year three. Students admitted to the full-time program are considered full-time students regardless of the number of courses that they take per semester.

### **Direct-Entry Student**

Direct-Entry students (DE students) have graduated from a two-year diploma program in Early Childhood Education. DE students may enter the full-time ECS program, or part-time Chang School ECS program, in year three and complete all third- and fourth-year course requirements. DE students have satisfied the requirements for CECE membership through their ECE diploma completion. As a result, some field placement sites and/or field placement course sections, may be exclusively for DE students.

## **Part-Time Student**

Part-time ECS students are DE students who have been admitted to the part-time ECS program. Part-time students hold a two-year diploma in Early Childhood Education and have satisfied the requirements for CECE membership through their diploma completion. As a result, some field placement sites and/or field placement course sections, may be exclusively for part-time students. Students admitted to the part-time program are considered part-time students regardless of the number of courses that they take per semester.

### **1.10 ALLOCATION FORMS**

Allocation forms provide the ECS Office with student information to assist in the matching of students to field education placement sites. Students in the following courses are required to submit an allocation form:

- CLD 161
- CLD 262
- CLD 363
- CCLD 363

The field placement process begins up to six months prior to the start of the field placement course. Allocation forms are sent via email several months before the placement start date. Allocation forms must be accessed using a Toronto Metropolitan University email account.

There are many factors involved in matching students to placement sites. Although the ECS Office strives to place students close to home, this is not always possible. Students who submit their allocation form on time have a greater chance of receiving a placement site that is close to home as these students are the first group to be matched with placement sites. Students who submit their allocation forms late are matched to the remaining placement sites.

Students who do not submit an allocation form by the stated due date may be required to defer their placement to the following academic year. Having to wait an entire year to be able to take a placement course often has repercussions, as students cannot continue with some academic courses until their placements are completed. As a result, the late submission of an allocation form can defer a student's graduation. It is important to check and respond to Toronto Metropolitan University emails.

It is the student's responsibility to communicate any changes to the allocation form information (e.g., change of address, change in access to vehicle) to the ECS Office as soon as possible. Please note that in the event of an address change, a placement site located close to the student's updated address cannot be guaranteed.

## **CLD 464 & CCLD 464**

CLD 464 and CCLD 464 are courses that involve self-selected placements. To be eligible for CLD 464 or CCLD 464, students must complete the required initial placement form, placement confirmation forms and submit all non academic documentation by the stated due dates. All placement sites suggested by students are subject to approval by the Field Office. At the discretion of the Field Education Coordinator, students unable to confirm a self-selected placement site by the stated due date may be assigned to a placement site as chosen by the School of ECS, or be required to defer the placement course to the following academic year.

### **1.11 EVALUATION PORTAL**

Students in CLD 161, CLD 262, CLD 363, CCLD 363, CLD 464, CCLD 464, and CLD 466 complete mid term and final evaluation forms via the ECS evaluation portal. Field Educators are sent links to the mid term and final feedback forms.

Students in CCLD 466 complete a written evaluation of their placement performance.



## SECTION 2: SCHOOL OF ECS

### 2.1 ABOUT

The Toronto Metropolitan University School of Early Childhood Studies, and the School of Early Childhood Education, is the oldest school of its kind in Canada with a proud history and an excellent reputation locally, nationally and internationally. Our name emphasizes the broad scope of learning incorporated into our curriculum and the wide range of opportunities available to our graduates. The School is linked globally with other institutions that specialize in early childhood education and related fields.

From its origins in 1959 as the Preschool Education Option (a two-year diploma program) of the Home Economics Department, the program evolved to a three-year diploma in the mid-sixties. In 1972, a four-year Bachelor of Applied Arts degree program was initiated.

In 1982, the School again broke new ground by offering a direct entry program to graduates of two-year community college diploma programs in Early Childhood Education. The program continues to expand as more college graduates choose to build on their Early Childhood Education diplomas and achieve a baccalaureate degree at TMU. The Direct Entry program is available on a part-time and full-time basis and attracts students from across Canada.

In 2002, the School was authorized to grant the Bachelor of Arts degree to students who complete the four-year undergraduate program.

In 2005, The School began offering an innovative Master of Arts (MA) degree in Early Childhood Studies. The program is unique among graduate programs in North America with a focus on integrating diversity into early childhood studies. Terms such as “diversity” and “inclusion” are used in the broadest sense to include issues of linguistic, cultural and racial identity as well as disability, gender, class, sexuality, age and migration status.

In 2014, the School partnered with York University to offer students in the ECS program the opportunity to complete a Bachelor of Education (BEd) concurrently with their ECS degree. Since 2019 this innovative program has evolved, now allowing ECS students to complete a consecutive BEd degree, on TMU campus over four continuous semesters. Graduates of this program are able to enter the workforce one year ahead of traditional BEd programs.

In 2021 the University was renamed from Ryerson University to Toronto Metropolitan University. The new name is a reflection of who we have always been: an urban institution dedicated to excellence, innovation, inclusion and creativity. Our new name also reflects who we aim to be: a place where all feel welcome, seen, represented and celebrated.



## 2.2 CONTACT INFORMATION

School of Early Childhood Studies  
Toronto Metropolitan University  
350 Victoria Street  
Toronto, ON M5B 2K3  
(416) 979-5306  
[ecsfielded@torontomu.ca](mailto:ecsfielded@torontomu.ca)

### Field Education Contacts

Dr. Judith K. Bernhard, Associate Director, Field Education [bernhard@torontomu.ca](mailto:bernhard@torontomu.ca)  
Martha Anapliotis, Field Education Coordinator [martha.anapliotis@torontomu.ca](mailto:martha.anapliotis@torontomu.ca)  
Than Le, Field Education Assistant [than.le@torontomu.ca](mailto:than.le@torontomu.ca)

Information about the School, including the names and coordinates of staff and faculty, is available on the [School of Early Childhood Website](#)

## 2.3 MISSION, VISION AND GOALS

### Vision

The Toronto Metropolitan University School of Early Childhood Studies aims to provide leading university graduate and undergraduate programs which contribute to the advancement of the quality of life for all children and families. We aim to lead the development of knowledge, research and advocacy in disciplines related to early childhood.

### Mission

The School of Early Childhood Studies offers a multidisciplinary program of study to undergraduate and graduate students.

The School prepares students to adopt leadership roles in careers involving children and families in our diverse society. Our teaching, research, scholarship and community service contributes new knowledge in the early childhood field, nationally and globally.

### Goals

Graduates are expected to demonstrate:

- A. The ability to integrate theoretical knowledge, conceptual understanding, professional skills and habits of mind and attitudes appropriate to work with children and families
- B. Knowledge of breadth and depth of the social sciences and interdisciplinary subjects
- C. Awareness of global issues in ECS, policy, social justice, diversity inclusion
- D. Effective communication in professional and academic writing, advocacy and teamwork
- E. Innovation and leadership in the field of education, community services and health

## 2.4 EQUITY, DIVERSITY AND INCLUSION

The School of Early Childhood Studies at Toronto Metropolitan University encourages critical reflective practice in work with children and families.

In particular, we encourage early childhood professionals to:

- Recognize our commonalities and value difference(s) and diversity
- Question and evaluate the conventions, biases and expectations inherent in a variety of dominant cultural experiences
- Question notions of development that claim universality
- Identify exclusion, inequality, equity and social justice
- Support children and families from a diversity of backgrounds by listening to their priorities and aspirations and adapting programs and curricula to facilitate their sense of belonging and success.

We also recognize that it is essential for all students, staff and faculty to feel respected, safe and included in our School community. As a school, we seek to promote and model social responsibility and social justice practices as they relate to a wide range of diversities and intersectionalities. This includes issues affecting Indigenous persons; and issues of race, nationality, religion, spiritual beliefs, ethnicity, age, language diversity, family composition, socio-economic status, sexual orientation, disability, and gender, among others.

## 2.5 HARASSMENT POLICY

The School promotes a learning environment that is free from discrimination on grounds of age, economic status, ethnicity, gender, language, marital status, national ancestry, physical appearance, political affiliation, race, religion, or sexual orientation. As well, the School prepares students to promote these standards for professional work life.

While there is no universally accepted definition of ethno/sexual/social harassment, it is generally interpreted to mean any objectionable or offensive emphasis on the age, economic status, ethnicity, gender, language, marital status, national ancestry, physical appearance, political affiliation, race, religion, or sexual orientation of an individual.

Harassment comprises any unwelcome and persistent behaviour (verbal, non-verbal, physical) based on the above grounds which constitutes discrimination or sexual solicitation, or which causes discomfort and endangers the personal well-being or academic performance of a student. Ethno/social harassment is any comment or conduct which disparages or causes humiliation to a student. Student harassment comprises any unwelcome, sexually oriented behaviour which involves persistent solicitation or promises of reward if reciprocated, or threats of disadvantage if rebuffed.

Human Rights Services may be reached at [humanrights@torontomu.ca](mailto:humanrights@torontomu.ca)

## 2.6 ACADEMIC CONSIDERATION POLICY

In the event that students are unable to attend a seminar, arrive late to a seminar, or are unable to meet an assignment deadline, they are required to submit an Academic Consideration Request (ACR).

Please note, as per [Senate Policy 167, Section 2.2](#) (p. 9), students should submit the ACR in advance of the missed work or class attendance. If this is not possible, students must submit the request within three business days of the missed obligation in order for it to be considered.

## 2.7 CONFLICT OF INTEREST POLICY

It is important that each student enrolled in CLD 161, CLD 262, CLD 363, CCLD 363, CLD 464, CCLD 464 and CLD 466 are placed at a field education site where the relationship between the student and site and/or Field Educator will not be viewed as a conflict of interest. Conflict of interest may arise when the student is able to influence or interfere with the evaluation. Conflict of interest situations include:

- Family members or friends at the site;
- Previous experience with the site as a volunteer, student (elementary or post-secondary), program participant and/or employee; and
- Payment before, or during, the field education experience.

Students are to report any conflict-of-interest situations to the Field Education Coordinator immediately if they are mistakenly allocated to a site where such a situation would exist. Fourth year students, when self-selecting their Field Education IV site, must adhere to the School's conflict of interest policy. Students who do not self-report or adhere to the School's conflict of interest policy may be brought up on non-academic integrity charges.

## 2.8 ACCREDITATION STANDARDS

As an accredited program of the College of Early Childhood Educators, Ontario (CECE), the School operates according to the standards and requirements of the College. Core values of transparency and accountability, integrity and fairness, professionalism/leadership, inclusion and respect are at the centre of ECS practice and promoted through these standards.

These standards are foundational to the field education program offered through the school and inform the development of our field education curriculum, the learning objectives of ECS students, the types of placement opportunities offered to students, and the teaching expectations of Faculty Advisors.

Field education is considered a central component of our school. The integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of ECS education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practical skills

that are reflective of the learning objectives for students as identified in the Ontario Early Childhood Education Program Standards.

(Ontario Ministry of Training, Colleges and Universities, 2018).

More information is available at the [College of Early Childhood Educators](#) website.



## SECTION 3: SIGNIFICANT DATES

### 3.1 IMPORTANT DATES IN 2025-2026

Date	Event
Friday August 8, 2025	Non-academic documentation due for Fall full-time and part-time placement students
Tuesday September 2, 2025 – Wednesday September 3, 2025	Mandatory on-campus Field Placement Orientation for <b>CLD 262 Tuesday/Wednesday Fall Placements</b>
Thursday September 4, 2025 – Friday September 5, 2025	Mandatory on-campus Field Placement Orientation for <b>CLD 262 Thursday/Friday Fall Placements</b>
Thursday September 4, 2025 – Friday September 5, 2025	Mandatory on-campus Field Placement Orientation for <b>CLD 464 Fall Placements</b>
Week of September 8, 2025	Start date for full-time and part-time Fall placements
Tuesday October 14, 2025 – Friday October 17, 2025	Fall Study week
Week of November 3, 2025	End date for part-time placements
Friday, November 14, 2025	Last day to drop a course in good academic standing for the Fall semester
Friday November 28, 2025	Non-academic documentation due for Winter full-time and part-time placements
Wednesday Nov. 26 & Friday, Nov. 28, 2025	End dates for full-time Fall placements
Monday December 1, 2025 – Friday December 12, 2025	Make-up period for missed placement days fall semester (full-time students)
Wednesday December 3, 2025 – Sunday, December 14, 2025	Fall Examination Period
Week of January 12, 2026	Part-time student Winter placements begin



January 13 & 14, 2026	Mandatory on-campus Field Placement Orientation for CLD 161 & CLD 363 Tuesday/Wednesday Winter Placements
January 15 & 16, 2026	Mandatory on-campus Field Placement Orientation for CLD 161 & CLD 363 Thursday/Friday Winter Placements
Week of January 19, 2026	Start date for CLD 161 & CLD 363 Winter field placements
Tuesday February 17, 2026 – Friday February 20, 2026	Winter Study Week
Week of March 9, 2026	End date for part-time student Winter placements
March 27, 2026	Last day to drop a course in good academic standing for the Winter semester
Friday March 27, 2026	Non-academic documentation due for Spring full-time and part-time students
Week of April 6, 2026	End date for Winter full-time students
Friday, April 10, 2026	Winter classes end
Sunday April 12, 2026 – Saturday April 25, 2026	Winter examination period
Monday April 13 – Friday April 24, 2026	Make-up period for missed placement days Winter semester (full-time students)
April 27 & 28, 2026	Mandatory Field Placement Orientation for CLD 161, CLD 262, CLD 363, and CLD 464 Spring placements
May 4, 2026	Start date for CLD 161, CLD 262, CLD 363 and CLD 464 Spring placements
June 9, 2026	End date for CLD 161, CLD 262, CLD 363 and CLD 464 Spring placements
June 11-June 25, 2026	Make-up period for missed placement days Spring semester (full-time students)
Week of June 22, 2026	End date for part-time student Spring placements
June 22 & June 29, 2026	Start date for part-time student Summer placements
July 28 and August 10, 2026	End date for part-time student Summer placements

\*dates are subject to change.

### 3.2 FIELD PLACEMENT START/END DATES IN 2025-2026

Semester	Start Date	End Date
Fall full-time student placements	Week of September 8, 2025	Week of November 24, 2025
Part-time student placements	Week of September 8, 2025	Week of November 3, 2025
Winter full-time student placements	Week of January 19, 2026	Week of April 6, 2026
Winter part-time student placements	Week of January 12, 2026	Week of March 9, 2026
Spring part-time student placements	Week of May 4, 2026	Week of June 22, 2026
Summer part-time student placements	June 22 & June 29, 2026	August 10 & July 28, 2026



## SECTION 4: FIELD EDUCATION CURRICULUM

### 4.1 ELIGIBILITY

Placement Course	Pre-requisites
CLD 161	CLD 102
CLD 262	CLD 161
CLD 363	CLD 262 or Direct Entry
CLD 464	CLD 363
CLD 466	CLD 363
CLD 467	CLD 363 AND admission to Part-Time Direct Entry Program

Note that due to the importance of Field Education within the Early Childhood Studies program, students are not permitted to fail the same field placement course, or fail any two of the following courses: CLD 464, CLD 466, CLD 467.

Students who fail the same field placement course twice, or who fail any two of the following courses: CLD 464, CLD 466, CLD 467, will be assigned a standing of Permanent Program Withdrawal and unable to continue in the ECS program

### 4.2 ALLOCATION OF PLACEMENT

There are many factors involved in assigning students to field placement sites. Field placement partners determine the number of placement students they can accommodate in a given semester and their preferred placement days of attendance. While it is understandable that a placement site close to a students' home is preferable, the School of ECS cannot guarantee that students will be placed close to home. While the School of ECS is privileged to have placement partners in various locations across the Greater Toronto Area, the majority of placement partners are located within the City of Toronto. Students who reside within the GTHA should be prepared to attend field placements within the City of Toronto.

The process of matching students to placement sites begins up to 6 months prior to the placement start date. Students are matched to placement sites based on the submission of an allocation form (CLD 161, CLD 262, CLD 363), initial placement form (CLD 464), or placement intentions form (part-time students). Students who fail to submit their allocation form or initial placement form after the stated deadline may be required to defer their placement to another semester (as per section 1.10).

## 4.3 NON-ACADEMIC DOCUMENTATION

It is the student's responsibility to ensure that their documentation on file with the School is correct, current and valid.

Except for the Toronto Metropolitan University Environmental Health and Safety Training, students will submit their documents electronically to the School. Students are required to keep their original documents and be able to produce them at any time upon request.

### **Requirements for Year 1:**

The following pieces of non-academic documentation are required for all students completing a CLD 161 first year field placement in winter or spring:

#### **1. Vulnerable Sector Screen/Vulnerable Sector Check**

- Students must have a Canadian mailing address to apply for a Vulnerable Sector Screening form
- Processed by the police service in the municipality where you reside
- If you reside in the city of Toronto (Postal Code starts with M), contact [than.le@torontomu.ca](mailto:than.le@torontomu.ca) for the Toronto Police Service VSS Agency Code and submit your application online
- If you reside outside of Toronto, contact your local police service to determine the application process
- The application form must be processed within six months of the placement start date

#### **2. Immunization Form**

- The [immunization form](#) is to be completed by a health care provider in the province of Ontario
- TB Skin Test must be processed within six months of your placement start date
- Review the [immunization requirements](#)

#### **3. Certificate in Standard First Aid and CPR Level C**

- Students must ensure that the first aid course they are certified in is identified as "standard."
- Contact the Canadian Red Cross, St. John's Ambulance, TMU Sports and Recreation or a certifying agency of your choice
- Any WSIB organization approved in providing first aid and CPR certificates is acceptable

#### **4. Ontario Ministry of Labour - Worker Health and Safety Awareness Training in 4 Steps\***

- Complete the [eLearning module](#) and submit a copy of your Proof of Completion certificate

## **5. Toronto Metropolitan University Environmental Health and Safety Training**

- The course is completed on D2L. Close to each placement start date, students will be sent an email with instructions on how to access the course. Students will retain a copy of their certification, however submission to the ECS office is not required

### **Requirements for Years 2-4:**

These requirements apply to all field placements in years two (CLD 262), three (CLD 363) and four (CLD 464, CLD 466, excluding CCLD 467):

#### **1. Vulnerable Sector Screen/Vulnerable Sector Check**

- Students must have a Canadian mailing address to apply for a Vulnerable Sector Screening form
- Processed by the police service in the municipality where you reside
- If you reside in the city of Toronto (Postal Code starts with M), contact [than.le@torontomu.ca](mailto:than.le@torontomu.ca) for the Toronto Police Service VSS Agency Code and submit your application online
- If you reside outside of Toronto, contact your local police service to determine the application process
- The application form must be processed within six months of the placement start date

#### **2. TB test form**

- The [TB form](#) is to be completed by a health care provider in the province of Ontario
- Must be processed within six months of the placement start date

#### **3. Certificate in Standard First Aid and CPR Level C**

- Students must ensure that the first aid course they are certified in is identified as "standard."
- Contact the Canadian Red Cross, St. John's Ambulance, TMU Sports and Recreation or a certifying agency of your choice
- Any WSIB organization approved in providing first aid and CPR certificates is acceptable

*\*Ontario Ministry of Labour Worker Health and Safety Awareness Training in 4 Steps certification is completed once during the duration of ECS program*

*\*\*Some field placement partners require that placement students provide proof of full COVID-19 vaccination in order to attend placement. We support our placement partners in maintaining the health and safety of the staff, children and families in their programs.*

#### **Toronto Police Service Vulnerable Sector Check**

<https://www.tps.ca/services/background-checks/vulnerable-sector-screening/>

#### **Durham Regional Police Record Checks**

[https://members.drps.ca/PRCOnline/equifax\\_verification.aspx](https://members.drps.ca/PRCOnline/equifax_verification.aspx)



## York Regional Police Vulnerable Sector Check

<https://www.yrp.ca/en/services/Vulnerable-Sector-Check.asp>

### Deadlines for Non-Academic Documentation

The following are deadlines for having non-academic documentation into the School for the 2025-2026 academic year:

Semester	Due Date
Fall Field Placements	Friday August 8, 2025
Winter Field Placements	Friday November 28, 2025
Spring Field Placements	Friday March 27, 2026
Summer Field Placements (Part-time students)	May 29, 2026

## 4.4 ORIENTATION INFORMATION SESSIONS

Prior to the start of CLD 161, CLD 262, CLD 363 and CLD 464, students will complete a mandatory two-day on-campus orientation.

Orientation topics may include, but are not limited to:

- Section 72 of the Ontario Child and Family Services Act (Duty to Report)
- Field placement Code of Conduct
- Student, field educator and faculty advisor roles and responsibilities
- Anti-Black Racism
- The Truth and Reconciliation Commission's Calls to Action

Students are required to attend the full two-day orientation sessions during the semester they are taking the field placement course. Attendance at previous orientations will not be counted. Students who are absent from orientation for one hour or more, will be required to make-up a full orientation day by completing additional days at the field placement site, and may be required to attend in-person or virtual make-up workshops.

## 4.5 EVALUATION PORTAL

Students and Field Educators complete mid term and final evaluation forms via the ECS Evaluation portal.

Students access the [ECS Evaluation Portal](#) via the ECS website. Field Educators are sent unique links to the midterm and final evaluations. It is the student's responsibility to ensure that their Field Educator's name and email address are up to date on the ECS Evaluation Portal and to report any changes immediately to their Faculty Advisor.

It is expected that students will be provided with feedback from their Field Educator throughout their placement, both informally in day-to-day conversations and more formally in the midpoint with the Midterm Feedback Form and on placement completion with the Final Feedback Form. The Midterm Feedback and Final Feedback are informed by both field education course learning outcomes and the College of Early Childhood Educators' *Standards of Practice*.

The Midterm Feedback highlights strengths and areas for growth for the student as they continue to learn and grow in the practical learning context. Both the student and Field Educator will complete the Midterm Feedback forms and Faculty Advisors may also use the Midterm Feedback to provide comments on practice during their visits. The Midterm Feedback can be a great prompt for the student, Field Educator and Faculty Advisor to discuss the student's learning and engagement in the placement.

The Final Feedback Form is to be completed at the end of the placement. Students will also complete the Final Feedback Form as a self-evaluation of their learning and engagement in their placement.

The final grade for all field placement courses will be assigned by the Faculty Advisor, in consultation with the Field Educator. All course assignments, including any learning plans, midterm feedback form, final feedback form, and all other required assignments must be submitted before a final grade will be given.

In some cases a placement site may choose to use their own evaluation forms in lieu of the ECS evaluation forms. In these cases, students are responsible for completing the ECS evaluation forms.

The successful completion of all placement course components as outlined in the placement course outline required in order to achieve a PASS in the course.

## 4.6 ASSIGNMENT OF GRADES

On completion of each field education course, students are assigned a pass/fail grade (PSD/FLD). Grades for field placement courses are not included in the calculation of the grade point average.

The final grade for a field placement course will be assigned to the student by the Faculty Advisor, in consultation with the Field Educator. All course assignments indicated in the field placement course outlines must be satisfactorily completed in order to achieve a passing grade.

Failure to meet the requirements of the field placement course as set out in this guide and the course outline may result in a withdrawal of the student from the field placement. If a student is withdrawn from a field placement, the student will not be permitted to return to the placement site or to have any further contact with the placement site, including any staff, children or families associated with the placement site. This includes no in-person contact and no contact made by phone or email.

Students who are withdrawn from their field placement will receive a failing (FLD) grade in the placement course. Two (2) failures in the same field placement course will result in Permanent Program Withdrawal from the Early Childhood Studies program.



## SECTION 5: PLACEMENT PARAMETERS

### 5.1 PLACEMENT HOURS

Students who enter the program in the first year complete a placement in each of the four years of the degree program. Students who enter the program in third year complete two field placements.

CLD 161, CLD 262, CLD 363, CLD 464, and CLD 467 are 22 full days in duration (and 2 orientation days). CLD 466 is 25 full days in duration.

### 5.2 TRAVEL

The School of Early Childhood Studies has field education placements in a range of locations across the Greater Toronto Area. However, most placements are located within the City of Toronto. Students are responsible for all travel related expenses including public transit fares, gas, and parking fees as applicable to their placement site.

Given that travel times vary depending on time of day, location, and mode of transportation, students are strongly encouraged to carefully plan out their travel routes to their placement site and complete a practice commute prior to the start of their placement.

### 5.3 SICK DAYS AND INCLEMENT WEATHER

On days when Toronto Metropolitan University is closed due to inclement weather, students are not expected to attend their placement and should communicate their absence to their Field Educators as early as possible. Should a student choose to attend placement on a day when the University is closed, they should ensure that the placement site is open and follow any specific protocols from the site. Students should exercise increased caution when travelling to and from placement and during inclement weather. If students have questions or concerns about attending placement during a day Toronto Metropolitan University is closed, they should first consult their Faculty Advisor. Should they have any further questions or inquiries, they should contact the Field Education Coordinator.

Note that students are responsible for making up any days missed due to inclement weather.

It is expected that students may be absent from placement due to illness, or other unforeseen circumstances. Students are reminded that they must inform both their placement site and Faculty Advisor of any placement absences prior to their expected start time at the placement site.

Any time missed, regardless of cause, must be made up at the placement setting. Make-up days must be negotiated with the Field Educator. Make-up time must be completed within two weeks of the placement end date

Students absent from placement more than 3 days during the term, will be required to meet with the Field Education Coordinator. This meeting needs to take place within 3 business days of the last absence, and may result in the student being withdrawn.

### **Attendance and Absences During Placement**

In all field education courses, students are to attend their placement site regularly, promptly and prepared. All placement days are full days (e.g., 7-8 hours) and take place on weekdays. Students will match the schedule of their field educator. If a Field Educator's shift varies, students are expected to change their shift to match the Field Educators shift as required.

Students are assigned to specific placement days of attendance. During the semester, students will receive credit for attending the field placement site exclusively on their assigned days of attendance. With the permission of the Field Educator and Faculty Advisor, students may schedule make-up days, after the last official placement day of the term, on days other than their regularly scheduled placement days.

Students are not permitted to skip academic courses to attend field placement.

Students are required to make up any absences and professional development days in which they do not participate. Any absence of more than one hour will be made up as a full day. Make up time is completed after the last official placement day of the term and within a timeframe agreed upon by the Field Educator and Faculty Advisor. Students are expected to make up time during the scheduled exam period.

Should the placement site or the University be closed due to weather, TMU days, or unforeseen circumstances, students will be required to make up the absence.

**Students who are absent more than two consecutive weeks from placement (or 3 consecutive days for part-time students and full-time students spring placements)** must submit relevant documentation to their Faculty Advisor within five business days of the absence and may be required to withdraw from the placement. Any documentation submitted is kept confidential.

Students are not required to be at their placement site or make up time where the absence from the site is due to a statutory holiday. Students do not attend placement and are not required to make up days for Toronto Metropolitan University's reading weeks.

Attendance at field education seminars is also required. Seminar absences must be supported by relevant documentation within five business days of the absence to the student's Faculty Advisor. Any documentation submitted is kept confidential.



## 5.4 MARCH BREAK, PA DAYS, SPECIAL EVENTS AT THE PLACEMENT SITE

### **March Break**

When a placement site is closed for their March or Spring break, students must make-up all days missed due to that closure.

### **Professional Activity Days**

During the duration of the placement, a field placement site may have professional activity or professional development days (PA/PD Days). During PA/PD days the placement site is typically closed to children and families. Participation in PA/PD days can provide students with valuable learning experiences. Note that it may not always be feasible, or appropriate, for students to attend their placement on a PA/PD day. If the PA/PD day occurs on a student's regularly scheduled placement day AND they are invited by the Field Educator to attend the PA/PD day, students are required to take part in the PA/PD day activities. Participation in PA/PD days will count towards a student's required number of placement days. Students must make up any PA/PD days that they are unable to attend.

### **Special Events at the Placement Site**

Occasionally, staff at the placement site may ask the student to participate in a special event (e.g., Open House, Workshop, Fun Fair, etc.) that will take place outside of regular placement hours or occur on a day that is not regularly scheduled (i.e., weekend, or day when students do not typically attend placement). Participation in these events shows student initiative and can contribute to professional development. However, participation cannot be counted towards the required number of placement days and students may not accept payment for their participation in any events that take place during their field placement course.

## 5.5 CLARIFICATION OF STUDENT ROLES

No student can be left alone with any child or group of children at any time  
No student, during their placement, may be considered part of the adult to child ratio and may not be asked to fill in for any staff member at any time  
Students may not accept paid or volunteer work with their placement site or agency until completion of the placement course.

## 5.6 WORKPLACE SAFETY AND INSURANCE

Students enrolled at an Ontario postsecondary institution are eligible for Workplace Safety Insurance Board (WSIB) coverage while on placements.

The government of Ontario, through the Ministry of Colleges and Universities (MCU), reimburses WSIB for the cost of benefits it pays to Student Trainees enrolled in an approved program at a Training Agency (university).

MCU also provides private insurance through Chubb Insurance (formerly ACE-INA) to students should their unpaid placement take place with an employer who is not covered under the Workplace Safety and Insurance Act and limited coverage where eligible placements take place outside of Ontario (international and other Canadian jurisdictions). However, students are advised to maintain insurance for extended health care benefits through the applicable student insurance plan or other insurance plan.

## 5.7 REPORTING AN ACCIDENT AT PLACEMENT

Students involved in an accident while attending the field placement site will adhere to the following steps:

1. Report the accident to the Field Educator
2. Seek appropriate first aid or medical attention
3. Report the incident to the ECS Field Education Coordinator
4. Follow up with the Field Educator, Faculty Advisor and Field Education Coordinator if absent from placement
5. Co-operate with any requests made by the Workplace Safety Insurance Board (WSIB) or Chubb Insurance Company of Canada such as providing additional medical information, functional abilities, returning to the placement if any time is missed

## 5.8 RECORD OF PLACEMENT HOURS

It is the joint responsibility of the student and the Field Educator to keep a record of completed placement hours. The TMU form provided is available at this link [\[insert link\]](#). The Faculty Advisor may request time records at any point during the placement experience but a record of hours must be submitted at the time of the mid-term and final evaluations.

## SECTION 6: FIELD EDUCATION OPTIONS

### 6.1 FULL-TIME STUDENTS

Field education experiences constitute one quarter of a student's timetable each year. It provides opportunities for students to apply theory learned in their academic courses within authentic workplace settings. This component of the program clearly links theory and practice and enhances student's opportunities to achieve the program learning outcomes. Extensive field education permits students to develop their confidence, teaching and leadership skills and ethical practices.

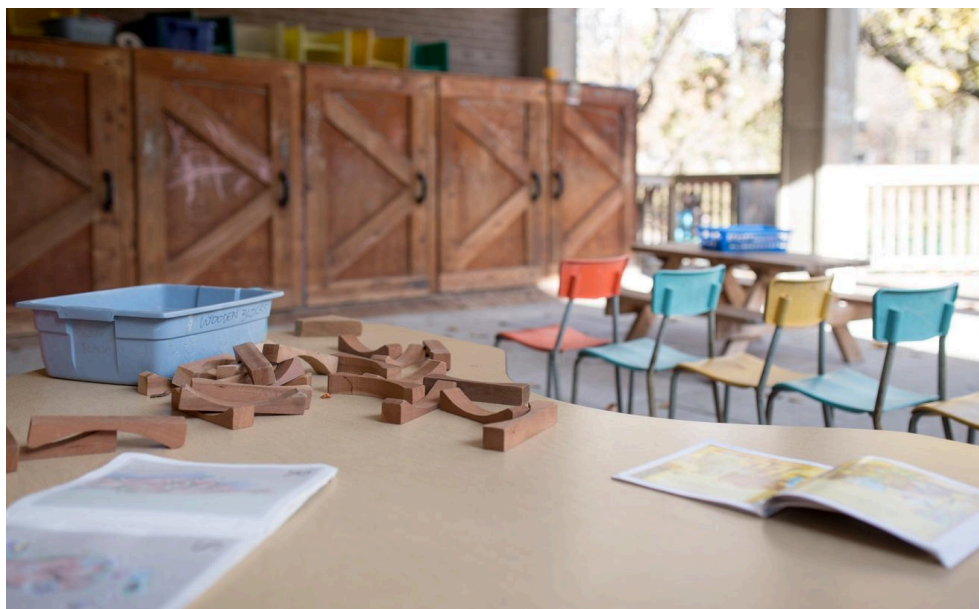
All field education courses require prerequisite courses that students must successfully complete prior to being assigned a field education experience. Some field education courses require co-requisite courses that are taken concurrently with placement.

Students are expected to familiarize themselves with prerequisite and co-requisite courses for each field education course.

Field Placement partners mandate that ECS students complete non-academic documents (NADs) prior to the start of each field placement course.

It is the student's responsibility to ensure that the School has current and up to date information regarding all non-academic documents. Students with incomplete, or out of date NADs, are not able to attend placement.

Please review the required non-academic documentation in this guide.



### **First-Year Field Placement: CLD 161 Field Education I**

Students gain first-hand experience in the real world of early learning and child care by completing their first-year ECS placement in a setting for children up to age five.

Students will better understand the practical aspects of play-based curriculum, promoting child development and ensuring a diverse and inclusive practice. Play a hands-on role in observing, planning and implementing activities for children while building responsive and nurturing relationships with children and their families.

The first-year field education placement takes place during the winter term.

*\*Note: the prerequisite for this course is CLD 102*

### **Second-Year Field Placement: CLD 262 Field Education II**

Students gain more practical experience and further develop their knowledge and skills by completing the second-year ECS placement with a focus on children and families.

Students will be directly involved in supporting families to promote the development and learning of their young children. Students will improve their ability to plan and implement programs for children, and build responsive and nurturing relationships with families of diverse ethno-racial, cultural and socioeconomic backgrounds.

The second-year field education placement will take place during the fall term.

*\*Note: the prerequisite for this course is CLD 161*

*\*\*Successful completion of CLD 262 Field Education II is a prerequisite for upper level CLD courses.*

### **Third-Year Field Placement: CLD 363 Field Education III**

Gain experience at an advanced level by working with children who may have identified disabilities. Students will be directly involved in assessing the abilities of children, and planning and implementing activities that are developmentally appropriate.

Students will put into practice what they have learned in the classroom to adapt programs that build on a child's strengths and are responsive to their learning needs. At the same time, students will continue focusing on building supportive relationships with families, colleagues and community members. Placement options may include:

- Early primary classrooms
- Specialized programs for children with disabilities
- Early Learning Centres
- Resource Consultation & Early Intervention Specialists

The third-year field education placement will take place during the winter term.

*\*Note: the prerequisites for this course are CLD 262 or Direct Entry.*

### **Fourth-Year Field Placement: CLD 464 Field Education IV**

Students take the important next steps to becoming a professional by completing their final ECS field placement at a self selected field placement. This is an opportunity to apply knowledge and previous field experiences to further build skills and abilities.

To help lay the groundwork for success in employment or graduate studies, students will complete a self-selected field placement specializing in an area of their studies.

Fourth year field education placements take place in the fall or spring terms. Note that students wishing to convocate in spring must complete their fourth-year placement during the fall term.

*\*Note: the prerequisite for this course is CLD 363.*

## **6.2 PART-TIME STUDENTS**

In third year, students can fulfill the required 22 full day field placement in a five-week block (summer semester only) or in a three-days-per-week format. Similarly, in fourth year, students can complete their required 22 full day field placement in a five-week block (summer semester only) or in a three-days-per-week format.

### **Third-Year Field Placement: CCLD 363 Field Education III**

Students will build on their experience and training in the field of early childhood by working with children who may have identified disabilities. Students will be directly involved in assessing the abilities of children, and planning and implementing activities that are developmentally appropriate.

Students will put into practice what they have learned in the classroom to adapt programs that build on a child's strengths and are responsive to their learning needs. At the same time, students will continue focusing on building supportive and responsive relationships with families, colleagues and community members.

placement options may include:

- Early primary classrooms
- Specialized programs for children with disabilities
- Early Learning Centres
- Resource Consultation & Early Intervention Specialists

The third-year field education placement will take place for 22 full days.

### **Fourth-Year Field Placement: CCLD 464 Field Education IV**

The fourth-year field placement is an opportunity to take knowledge, skills, and experiences to a new level and to help students lay the groundwork for success in employment or graduate studies.

A self-selected field placement that specializes in an area chosen by the student  
The fourth-year field education placement is 22 full days.

*\*Note: the prerequisite for this course is CCLD 363.*

### **Workplace Field Placement: CCLD 467**

Students who are currently employed in the early childhood studies sector, may choose to complete the fourth-year placement course at their workplace if the following criteria is met:

- Admitted to Part-Time Direct-Entry program
- Have worked full-time in an early childhood education or educational setting for at least six continuous months (in the same position)
- Clear academic standing
- Approval of a key project with tasks that are outside your regular job description and responsibilities
- Setting, field educator, and proposal must be approved by the field education coordinator
- Placement agreement between Toronto Metropolitan University and the placement site is in place
- Students employed by a school board must have worked full-time in the same position and classroom for five months.

## **6.3 NATIONAL/INTERNATIONAL**

### **National/International Field Placement: CCLD 466**

The School of Early Childhood studies makes it possible for students to expand their professional skills, knowledge and connections by completing their fourth-year field placement course outside of Ontario or Canada.

By studying educational and care systems of other regions, students will gain a better understanding of their local system while developing new perspectives and skills to enhance their practice. Students' borderless learning experiences can take place in regions such as:

- North America
- The Caribbean
- Europe
- Asia, Africa
- South Pacific



- South and Central America



Students' national/international field placement will involve spending 25 consecutive days in the spring or summer term as an intern focusing on program planning, independent experience, evaluation and assessment.

Full time students complete this placement in the spring/summer term preceding your fourth-year fall term. For part time students, this placement should be the final course you complete before graduation.

## SECTION 7: PLACEMENT PROCESS AND PROTOCOLS

### 7.1 SCOPE OF THE FIELD EDUCATION OFFICE

The following highlights key policies informing the matching process as well as expectations of students in the pre-field placement process. All ECS students are required to follow these policies.

#### **Background**

The School of Early Childhood Studies works with approximately 800 students per academic year to coordinate placement opportunities with our community field partners. The placement process is thoughtful and extensive. Organizing field placements begins approximately six months prior to the start of the field placement course.

Students are informed of field education requirements at the time of being admitted to the program. While the School understands that although students have multiple responsibilities in addition to being a student, **it is expected that students will take initiative to determine how to incorporate the required field education courses into their existing schedules and commitments.**

The School is privileged to have long standing relationships with hundreds of field placement partners. Given the large number of post-secondary programs in the GTA seeking field placement opportunities, there is heavy competition for placement spots.

Field placement partners voluntarily agree to host ECS placements. Students are reminded that they are guests at the field placement site. Each placement site determines the number of ECS students they can accommodate and the days of placement attendance in a given semester.

**Based on the large number of ECS students, requests for specific days of attendance cannot be accommodated.** During the pre-field placement process, the site reserves the right to modify the number of placement students they are able to accept and their days of attendance. Placement sites may also require students to attend pre-field placement interviews and/or orientations. Students are expected to prepare accordingly and to attend the interview and/or orientation.

The majority of placement partners are located in the City of Toronto. Efforts are made to place students close to home, but proximity to home cannot be guaranteed. Students should be prepared to attend all field placements in the City of Toronto. Travel to placement sites may involve more than one municipal transit system (e.g., TTC + GO Transit).

## **Agreement**

- Students will ensure that all verbal and written communications with staff, faculty, and community partners demonstrate professionalism, open-mindedness, and respect.
- First, second, and third-year students are not permitted to arrange their own placement. This means that they will not: call an agency/organization, email an agency/organization, send their resume to an agency/organization, or arrange an interview with an agency/organization without prior permission from the Field Education Coordinator.
- International/national placements, and fourth year placements may be arranged by the student. All student-arranged placements are subject to approval by the School.
- If students are matched to a placement setting where they have a potential or perceived conflict of interest, they must disclose this conflict to the Field Education Coordinator immediately. If students are unsure if a particular placement is a conflict of interest, they should contact the Field Education Coordinator immediately.
- Students are responsible for responding to email notices sent from the Field Education Office within three (3) business days. Not responding within this timeframe may result in the field placement course being deferred to another semester.
- If a student is requested by the Field Education Coordinator to contact a potential field placement site, they will do so within three (3) business days. Not responding within this timeframe may result in the field placement course being deferred to another semester.
- Students will only use their Toronto Metropolitan University email account to communicate placement related business with staff in the Field Education Office and placement organizations.
- Students will ensure placement-related resumes and cover letters are up to date, reflect their experiences with children and families and include their TMU email address.
- Students are responsible for planning ahead to accommodate placement in their schedule. Each placement day is approximately eight hours in duration. Placements are only available on weekdays.
- students are responsible for contacting their placement site via email, a minimum of one week prior to the placement start date to determine the site's orientation process.
- Students who are absent from placement more than two consecutive placement days without informing their field placement site and Faculty Advisor risk being withdrawn from the placement course.
- Students will attend all orientations, interviews, or workshops required during the pre-field placement process.

Contravening any of the above procedures may result in a student being removed from the placement course.

All field education courses and placements require prerequisite courses that students must successfully complete prior to being assigned a field education experience. Some field education courses require co-requisite courses that are taken concurrently with placement.

## 7.2 WHEN A PLACEMENT IS CONFIRMED

### **Before Placement Begins**

- Complete a practice commute to the placement site, ideally at the same time of day that you would be going to placement.
- Using your TMU email address, contact the placement site to introduce yourself and determine your start time, placement dress code (if any) and any pre-placement orientations.
- Your introductory email should include your full name, your Field Educator's full name, program name (i.e., Early Childhood Studies), university (i.e., Toronto Metropolitan University) and your year of study.
- Review the course outline and evaluation forms.
- Submit student biography to Field Educator and Faculty Advisor.

### **On the First Day of Placement**

- Arrive at least 15 minutes prior to your scheduled start time.
- Bring original copies of all non-academic documentation (criminal reference check, immunization/TB forms, first aid certification).
- Introduce yourself to staff (supervisor, principal, program staff, etc.).
- Complete a tour of the placement site.
- Ensure that your mobile device is on silent and put away. You are only to use it during scheduled breaks.
- Review appropriate policies and procedures (duty to report, confidentiality, safety, etc.).
- Confirm daily arrival and departure times with Field Educator.
- Share course outline with Field Educator.
- Review applicable assignment due dates with Field Educator.
- Determine Field Educator's process and timelines for reviewing learning plans.
- Ensure that your Field Educator's correct name and email address are included on the ECS Evaluation System.
- Inform your Faculty Advisor of any changes to your Field Educator's name or contact information.
- Discuss your roles and responsibilities with your Field Educator.
- Review the class list (as appropriate to site).
- Determine process for reporting absences to placement site.
- Take your lunch, several snacks and plenty of water.
- Ask lots of questions!

## 7.3 EXPECTATIONS DURING PLACEMENT

### **Responsibilities at the Placement Site**

- Reliably attend placement exclusively on their assigned placement days
- Be at the placement site for their assigned shift start time and return from all breaks at the times stipulated by the placement site
- Adhere to the expectations for professional conduct as outlined in this handbook
- Demonstrate enthusiasm, initiative and professionalism at all times
- Actively participate in the program at all times, as appropriate
- Complete tasks as assigned by their Field Educator or supervising staff at the field placement site. Tasks may include leading small or large group activities, toileting and diaper changing, maintaining health, safety and cleaning protocols, among other duties
- Adhere to the sites' dress code requirements
- Take part in any orientations required by the site as applicable
- Ensure that all administrative forms are accurately completed
- Ensure that all assignments are discussed with the Field Educator and completed within the placement period
- Seek feedback from the Field Educator and demonstrate a willingness to change

### **Administrative and Academic Responsibilities**

- Ensure that the ECS Evaluation Portal contains accurate contact information for the Field Educator
- Inform the Faculty Advisor and Field Education Coordinator if their Field Educator or Field Educator contact information changes during the field placement
- Complete self-evaluations at the mid-term and final point of the placement
- Attend/participate in all on campus/online placement seminars with their Faculty Advisor and peers
- Accurately complete and submit all administrative forms to their Faculty Advisor in a timely fashion
- Complete and submit all assignments related to their field education course to their Faculty Advisor

## 7.4 PROFESSIONAL CONDUCT OF A TMU STUDENT

The following principles do not replace or limit the legal or ethical standards established by the Ontario College of Early Childhood Educators, regulatory bodies, or by any other applicable Toronto Metropolitan University standard, policy, or procedure. In addition to the standards outlined below, students are required to adhere to the Toronto Metropolitan University Student Code of Non-Academic Conduct for non-academic offences.

### **I. Professional Behaviour Standards**

#### **1. Adhere to the regulations and policies of Toronto Metropolitan University and the School of Early Childhood Studies**

ECS students will:

- Adhere to program policies regarding field education courses, criminal reference checks, immunization requirements, Ontario Ministry of Labour Health and Safety Training, Environmental Health and Safety Training for Students in an External Placement and the submission of field placement allocation forms
- Adhere to all policies at the field placement site, including, but not limited to: criminal reference checks, immunization requirements, Ontario Ministry of Labour Health and Safety Training
- Adhere to Toronto Metropolitan University policies regarding academic and non-academic conduct
- Attend all placement related interviews and orientations
- Adhere to deadlines for the submission of forms and non-academic documents to the program
- Complete and submit all course related assignments and evaluations according to due dates set by the faculty advisor
- Check Toronto Metropolitan University email on a consistent basis, including when the student is not enrolled in field education courses and responding to email requests in a timely and appropriate manner
- Ensure that all correspondence (including email) is written in a courteous and professional manner

## **2. Demonstrate Respect for the Rights of Others**

ECS students will:

- Behave in a manner that does not disrupt or disrespect others
- Treat others with courtesy and respect. This includes, but is not limited to children, families, other students, field educators, faculty, staff, guest speakers, community members, administrators, custodial staff and any persons on campus or affiliated with any placement site
- Communicate respectfully (e.g., eye contact, suitable tone) and effectively (e.g., appropriate volume for listener) without judgment
- Listen actively and respectfully to children, families, educators and other persons affiliated with the placement site
- Cooperate and collaborate with children, families, other students, field educators, faculty, staff, guest speakers, community members, administrators, custodial staff and any persons on campus or affiliated with any placement site
- Use inclusive language
- Refrain from behavior or language that is discriminatory or harassing in nature
- Resolve conflict in an open, timely and respectful manner
- Demonstrate competency in working respectfully and skillfully across differences of identity such as, but not limited to, ability, age, class, socio-economic status, education background, ethnicity, gender, gender identity, geographical location, language, race, religion, reproductive and parenting decisions and sexual orientation

## **3. Support the Learning Process for Themselves and Others**

ECS students will:

- Attend the placement site punctually and regularly
- Inform their placement site, Field Educator and Faculty Advisor in the event of any absences
- Be an active participant in all aspects of the program as appropriate



- Be prepared for seminars and field placement
- Be flexible and responsive to unique and changing needs and interests of children, families and the field placement site (e.g., modify or stop planned lesson(s) when children are disinterested or restless)
- Adapt plans and programming to accommodate the needs of all children
- Actively participate in seminars, on-line discussions related to the field placement course and in their field placement
- Promote and support learning in their field placement program
- Take responsibility for their own learning in the field placement program
- Avoid dominating in-class and on-line conversations
- Welcome and be open to the ideas and opinions of others
- Accept constructive feedback and guidance from field educators, supervisors and other experienced practitioners
- Complete tasks as assigned by their Field Educator or supervising staff at the field placement site. Tasks may include leading small or large group activities, toileting and diaper changing, maintaining health, safety and cleaning protocols, among other duties

#### **4. Respect for the Environment**

ECS students will:

- Respect Toronto Metropolitan University buildings, grounds and overall property, field education placement site and families' homes

## **II. Professional Behaviour during Field Placements**

ECS students are expected to:

- Demonstrate exemplary professional behaviour
- Be punctual
- Dress according to the placement site's expectations
- Be respectful and polite at all times
- Seek out and integrate feedback from field educator, faculty advisor and others involved in the field placement site and reflect on performance in seminars and on-line discussions
- Actively attempt to address learning needs through self-study and skills practice
- Accept learning opportunities offered by children, families, field educators, other staff at the field placement site and their faculty advisor
- Maintain the role of educator and caregiver (e.g., not take up the role of playmate, friend, disciplinarian, etc.)
- Inform the field educator and faculty advisor of any issues that might affect their performance at the placement site. Students experiencing personal difficulties should consider accessing Toronto Metropolitan University's student services and/or seek guidance from their faculty advisor

## 7.5 CONFIDENTIALITY

Respect for confidentiality is a key component within every field education course. All students are expected to honour the confidentiality of all documents, information and conversations regarding the children and families with whom they are working. All personal information concerning children, families and staff at any field education site is considered confidential and cannot be shared verbally or in writing without specific written consent or assent of the individual and/or the individual's legal guardian. Students shall willingly sign a confidentiality agreement if the site so requests.

## 7.6 EMAILS AND SOCIAL MEDIA

Social media has a wide and everlasting reach with no way to ensure that information you post remains within your personal circle. Before posting anything to social media, remember that future employers, colleagues, parents, and children may be able to view your content.

Professionals in fields that focus on children are held to a high moral standard. Social media content that casts 'role model' character into question can be professionally damaging, especially for educators.

The behaviours of adults on social media can directly impact children when that behaviour involves sharing information, images, concerns, frustrations, etc. about children – even when it is well-intentioned. **The privacy and confidentiality of children and families is paramount.** Do not post private, confidential, or anecdotal information about children, families, other vulnerable persons, or placement staff on your personal social media sites, in online forums, or through digital communication – even if you remove identifying details. This includes photos and images. E-portfolios may not contain photos or images of children, families, other vulnerable persons, or placement staff.

### **Use of Digital Communication**

Do not share information about children and families through personal email or other forms of digital communication for personal use. If your placement site uses social media and digital communication involving information or images about children and families, caregivers, or guardians, you are expected to follow guidelines and procedures for confidentiality and exchange of information as set out by the placement site. Postings permitted by the site must be for professional purposes and directly associated with the placement site. Postings for personal use are not permitted. Ask your field educator for the appropriate procedures and expectations.

### **Practitioner Boundaries and use of Social Media**

During their field placements, TMU students may not exchange personal information with children and/or their immediate or extended families, guardians or caregivers (for example, "following" their personal social media accounts).

## **Using Social Media to Resolve Conflict**

If you have a conflict, concern, or are experiencing harassment or discrimination at your placement site, social media is not the channel to address it. The School of Early Childhood Studies and Toronto Metropolitan University has policies and procedures in place to help support students who are experiencing concerns in their placement. In addition, your placement site should have policies and procedures in place with respect to harassment, discrimination, or complaints. If the site does not have appropriate policies, or is not taking your concerns seriously, your field educator and the School of Early Childhood Studies can provide support.

## **Social Media and Feedback**

Social media is not an appropriate way to criticize your placement organization, field educator, faculty advisor, colleagues, or fellow students. Demonstrating respect is critical to preventing harassment and discrimination and is an important value and skill. If you have concerns about a field educator, faculty advisor, colleague, employer, or fellow student, follow Toronto Metropolitan University policies in bringing your concern forward. If you have feedback to give a person or organization, look for an appropriate way to share your feedback (for example: one-on-one, through a meeting, through a faculty advisor etc).

## **7.7 PLACEMENT CHALLENGES AND RESOLUTION OF DIFFICULTIES**

Areas of difficulty, ranging from the most practical to those more philosophical, should FIRST be raised with the Field Educator. In some cases, further discussions with the Faculty Advisor may also be helpful and even necessary. If there are still concerns, these be brought to the Field Education Coordinator and finally to the Associate Director, Field. It is important to be proactive when issues and queries arise and to deal with concerns immediately rather than leaving them to the end of the field education experience.

## **7.8 GRADING**

The final grade for the field education course will either be pass or fail. This is determined and submitted by the Faculty Advisor at the end of the term. In some cases, the field education requirements may not be completed before the end of the term due to personal circumstances. With the submission of appropriate documentation, this may result in the placement end date being extended. In other cases, the Faculty Advisor may require the student to extend the duration of the placement or move to another setting if the student's level of performance does not satisfactorily meet the learning outcomes of the course.

If the student fails a field education course, they have the right to appeal under the [Toronto Metropolitan University Policy 168: Grade and Standing Appeals](#)

Students may request Academic Consideration under the [Toronto Metropolitan University Policy 167: Academic Consideration](#)

A failed grade in any field education course will result in a PROBATIONARY standing. Students will remain on probation until they have successfully passed the failed course.

Given its importance and the vital role it plays in the integrity of the program, students are not permitted to fail the same field placement course twice. Neither are they permitted to fail any two of CLD 464, CLD 466, or CLD 467.

**If a student fails the same field placement course twice, or fails any two of CLD 464, CLD 466 and CLD 467, the student will be assigned a PERMANENT PROGRAM WITHDRAWAL standing, and will be ineligible to continue in the program.**

## 7.9 REMOVAL FROM A PLACEMENT

Due to concerns regarding placement performance at the discretion of the School of Early Childhood Studies, or the field placement site, students may be required to:

- pause the field placement experience
- complete additional placement days
- submit supplementary assignments

The School of Early Childhood Studies reserves the right, at any point during the placement, to remove a student from a field education site or terminate the placement. A placement may be terminated to address any safety, security, wellbeing, professional, performance, and other concerns and interests that are appropriate in the circumstances, including, without limitation:

- children, family members, colleagues or others are placed at risk by the student's behaviour
- a student has difficulty with self-regulation while at the placement site
- a student does not follow the directions of the Field Educator, or other placement staff
- a student shows continued lack of initiative
- a student shows inability to work independently as applicable to the placement setting
- a student does not demonstrate the ability to adapt to program and schedule changes therefore impacting in the quality and reliability of services to children and/or families
- a student violates expectations for professional behaviour and communication

In these situations, a student will be removed from placement, unable to drop the course, and an FLD grade will be assigned at the end of the term as per normal grading procedures.

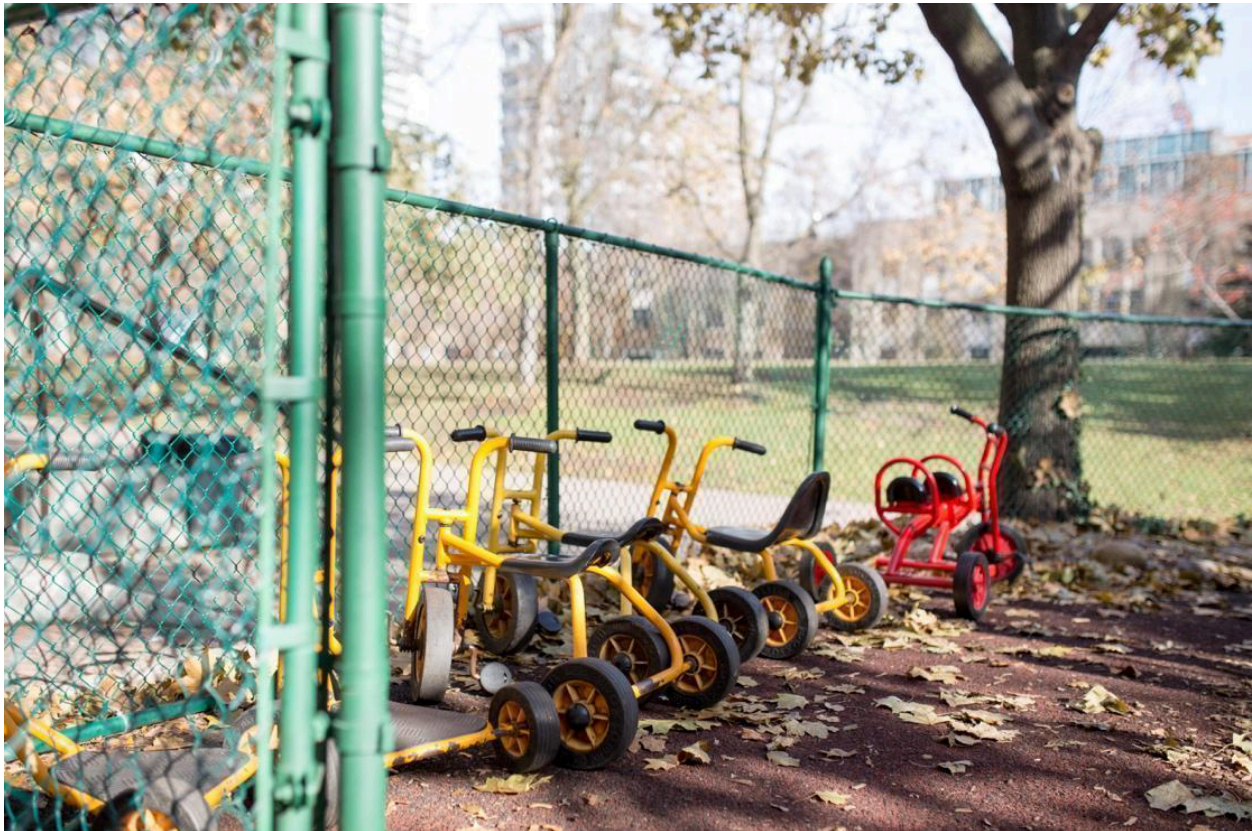
If concerns pertaining the student's performance in a placement (as per the above listed factors) cannot be resolved through remediation activities such as subsequent placements or demonstrated through volunteering testimonials, interviews or remediation at the sole discretion of the Program, then that student may be excluded from further placement opportunities. Successful completion of all placements is a requirement for program graduation. As a result, the student may be required to leave the ECS program and/or submit an application for admission to another program of study and educational institution.

## 7.10 APPEALING A FLD GRADE IN PLACEMENT

Should a student fail a placement, they have established rights of appeal as per the Toronto Metropolitan University [Policy 168: Grade and Standing Appeals](#); however, they cannot remain in the course and placement while an appeal is underway. The appeal process will be followed promptly in order to protect the student's rights.

## 7.11 ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Student accommodations for field placement courses may differ from accommodations required for academic courses. Students registered with AAS should contact their AAS facilitator as soon as possible to discuss their field placement courses.





# APPENDIX A: RESPONSIBILITIES OF ALL PARTIES INVOLVED IN PLACEMENT

## PLACEMENT SETTING

The placement setting is responsible for providing an environment that will be conducive to a student's growth and development as a professional early childhood educator. Responsibilities include the following:

- To provide a learning atmosphere for the student that recognizes them as a member of the placement setting and as a learning professional.
- To provide an environment that is safe and free from harassment or discrimination.
- To provide students with information on processes around issues of discrimination, equity or justice (including but not limited to anti-Black or anti-Indigenous racism, sexual harassment, accessibility)
- To inform the student of the placement setting's policies concerning police reference checks and other pre-placement requirements. Unless informed otherwise, students are informed that they are responsible for covering the cost for obtaining a police reference check.
- To provide orientation materials and opportunities, including safety materials and anti-
- To notify the Field Education Office at the earliest possible indication should they anticipate they will be unable to fulfill any of their Field Educator responsibilities (e.g., staffing changes or prolonged absences.).
- To notify the Faculty Advisor immediately of any change in Field Educators
- To uphold all school policies and procedures outlined in this manual as they relate to field education.
- To complete an affiliation agreement with Toronto Metropolitan University

## FIELD EDUCATOR

- Welcome the student and introduce the student to the children (and parents, if applicable)
- Describe the program, routines and the philosophy of the program to the student
- Discuss the site's Equity, Diversity and Inclusion policies
- Provide guidelines on who the student reports to daily and who they report to in the event that person is absent
- Discuss the student's responsibilities and expectations for participation
- Review the student's field education learning outcomes and tasks
- Introduce the student to useful and/or required resources (i.e., guidelines, policy documents, books, organizations, individuals, etc.)
- Review written learning activity plans prior to implementation as appropriate
- Ensure students complete the required number of learning activity plans as appropriate
- Complete student mid-term and final feedback forms



- Maintain regular communication with the student's Faculty Advisor via email, phone and in person visits if required
- Respond to emails sent by TMU staff and faculty
- Provide on-going verbal and written feedback to support the student's personal and professional growth

## FACULTY ADVISOR

- Lead on-campus or online seminars
- Ensure that administrative forms are completed accurately and collected in a timely fashion
- Assign Pass or Fail grade to students at the end of term based on attendance and participation at seminars, quality of assignments required of the field education course and evaluative feedback of Field Educators
- Maintain regular communication with the Field Educator by phone or email to discuss the progress of each student
- If required, conduct on-site meetings at the placement site
- Provide referrals to University supports as required

## EARLY CHILDHOOD STUDIES STUDENT

### **Seminars**

Each field placement course has an online/on campus seminar component. Attendance in all seminars is mandatory. Seminars are designed to link academic coursework to placement experience and to address specific topics, issues and concerns related to the placement experience. Seminars are an opportunity to share accomplishments, discuss challenges, and address any other issues or concerns related to field education experience.

Given the heavy emphasis on participation in seminars, non-attendance or sporadic attendance, will result in failing the course. Attendance is taken by the Faculty/Contract Lecturer (unless otherwise stated) and students are expected to attend all classes. Lateness of 30 minutes or more, will be considered an absence. If more than 2 seminars are missed, a failing grade will be assigned for the placement course, regardless of performance at the placement site, or on assignments. If a student misses more than one seminar class, documentation as per University policy, must be submitted.

### **Punctuality**

Punctuality is of the utmost importance in the ECS sector. Being punctual is essential for professionalism, and for the health and safety of the children and families at the placement site. Shift start and end times, and break start and end times, are determined by the placement site. Students are expected to be at their placement site for the beginning of their shift, and to return from breaks at the time stipulated by the placement site. Students who are late for their shift and/or returning from breaks three times, will be given a warning. Students who are late more than three times, may be withdrawn from placement and will receive a failing grade in the course.

## **Health and Safety Requirements**

ECS students are expected to ensure a safe learning environment and workplace for children and adults. The following health and safety requirements must be met at all times while on placement. Failure to meet these requirements is to be reported and constitutes grounds for the student's removal from the placement and failure in that related field education course.

ECS students are required to:

- Ensure that all dangerous objects (e.g., knives, scissors) are out of reach of children
- Ensure that potentially hazardous or dangerous materials (e.g., sharp objects, chemical cleaners) are not accessible to children
- Ensure that their personal belongings (e.g., medications, cosmetics, personal care products) are kept out of reach of children at all times
- Be aware of and attend to children's physical and emotional needs (e.g., hunger, thirst, toileting)
- Follow daily schedules and procedures that ensure children's comfort and minimize stress (e.g., clothing, eating, toileting, resting, and playing)
- Prioritize children's emotional well-being above and beyond the curriculum and/or schedule
- Maintain supervision of children at all times
- Be aware of, respect, and prioritize safety and functionality of the learning and work environment
- Be physically aware and respectful of others and their personal spaces in the learning environment (e.g., pushing, hitting)

## **Consequences**

A breach of any of the above guidelines may result in the deferral of the placement course or withdrawal and failure of the student from their placement for the semester.

Failure of the same field education course twice will result in permanent program withdrawal. Depending on the situation and circumstances, there may be further academic and/or legal consequences for the student(s) involved, under the following institutional, provincial and civil legislation and policies:

- Toronto Metropolitan University School of Early Childhood Studies Student Guide 2025-2025
- Toronto Metropolitan University [Senate Policy 60: Academic Integrity](#)
- Toronto Metropolitan University [Senate Policy 61: Student Code of Non-Academic Conduct](#)
- Toronto Metropolitan University [Senate Policy 169: Experiential Learning](#)
- Placement agreement between Toronto Metropolitan University and the placement site
- Policies and procedures of the field education placement site (note that contravention may result in independent actions by the placement site)
- Provincial privacy legislation
- Intentional Torts (e.g., being sued for libel, slander, invasion of privacy)
- College of Early Childhood Educators (College of Early Childhood Educators, [Code of Ethics and Standards of Practice](#))

## APPENDIX B: PROFESSIONAL CODE OF CONDUCT

### UNIVERSITY POLICIES AND PROCEDURES

170(a) Undergraduate – Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate (Formerly Policy 46)

<https://www.torontomu.ca/senate/policies/undergraduate-course-grading-academic-program-standing-and-eligibility-to-graduate-policy-170-a/>

Policy 60 – Academic Integrity

<https://www.torontomu.ca/senate/policies/academic-integrity-policy-60/>

Policy 61 – Student Code of Non-Academic Conduct

<https://www.torontomu.ca/senate/policies/student-code-of-non-academic-conduct-policy-61/>

Policy 150 – Accommodation of Student Religious, Aboriginal, and Spiritual Observance

<https://www.torontomu.ca/senate/policies/accommodation-of-student-religious-aboriginal-and-spiritual-observance-policy-150/>

Policy 166 – Course Management

<https://www.torontomu.ca/senate/policies/course-management-policy-166/>

Policy 167 – Academic Consideration

<https://www.torontomu.ca/senate/policies/academic-consideration-policy-167/>

Policy 169 – Experiential Learning

<https://www.torontomu.ca/senate/policies/experiential-learning-policy-169/>

## APPENDIX C: STUDENT LIFE AND LEARNING RESOURCES AT TMU

[Student Life and Learning Support](#) offers a range of services to all TMU students who want to develop their academic skills. They offer individual help, group sessions and workshops, academic accommodation letters, assistive technology, English language practice, math tutoring, writing assistance, make-up test bookings, and more.

[Academic Accommodation Support](#) (AAS) facilitates academic accommodations and provides confidential services to students who live with disabilities that impact their studies. Students seeking accommodation can contact the Student Learning Support Reception desk to register for the semester.

### [Academic Consideration Requests](#)

Any student in full-time, part-time undergraduate (including law), graduate, and/or The G. Raymond Chang School of Continuing Education, and who is currently enrolled in courses at Toronto Metropolitan University can submit a request for academic consideration with documentation (and in limited circumstances once per term without documentation (see Policy 167, Section 5.3)), when they experience extenuating circumstances that have a significant impact on their ability to fulfill an academic requirement (e.g., their ability to attend classes, write a scheduled term test or exam, and/or meet an assignment deadline).

Academic Consideration requests will be evaluated in a fair, timely, and consistent manner throughout the University.

Students must contact their program department with any questions about submitting ACR's including: when to expect a decision on verification and how to proceed with faculty/contract lecturers when a request has been verified. The Senate Office does not make decisions on accepting or granting academic consideration requests.

### [English Language Support](#)

Students who use English as an additional language can take advantage of academic skills support by accessing free services including one-on-one sessions, classroom instruction, and online and distance learning modules to help refine your writing, speaking and listening, oral presentation, and reading skills.

[Writing Support](#) offers individual writing consultations, workshops, writing groups and online resources to help students improve their academic writing skills. Students will improve their ability to organize their thoughts, use references correctly, revise and edit papers and build confidence as a writer. Book an appointment online or drop-in for individual writing support.

[Math Support](#) offers individual drop-in tutoring, course-specific group tutoring and facilitated study groups are designed to improve students' math skills and support success in math-related courses across all faculties. Math Support is for all students including those who need additional help with the statistical calculations required in some FCS research methods courses.

School of Early Childhood Studies

<https://www.torontomu.ca/early-childhood-studies/>

Centre for Student Development and Counselling, Student Wellbeing  
<https://www.torontomu.ca/student-wellbeing/counselling/>

Tri-Mentoring Program, Student Life and Learning Support  
<https://www.torontomu.ca/student-life-and-learning/trimentoring/>

Student Health Certificate  
<https://www.torontomu.ca/content/dam/senate/forms/Health.pdf>

## APPENDIX D: HELPFUL WEBSITES

[National Centre for Truth and Reconciliation](#)

### **ABR Resources**

[Don't Look Away: Embracing Anti-Bias Classrooms](#)

[Educational Equity for Black Students: Podcast](#)

### **Applying for a Vulnerable Sector Search**

[Toronto Police Service Vulnerable Sector Check](#)

[Peel Police Vulnerable Sector Check](#)

[Durham Regional Police Record Checks](#)

[York Regional Police Vulnerable Sector Check](#)

[Halton Police Vulnerable Sector Check](#)

### **Travel Resources**

[TTC Trip Planner](#)

[York Region Transit Trip Planner](#)

[MiWay Trip Planner](#)

[GO Transit Plan Your Trip](#)

### **Professional and Advocacy Resources**

[Ontario College of Early Childhood Educators](#)

[CECE Code of Ethics and Standards of Practice](#)

[Association of Early Childhood Educators Ontario](#)

[Ontario Coalition for Better Child Care](#)

[Child Care Resource and Research Unit](#)