



Field Education Handbook 2023-2024

School of Early Childhood Studies
Toronto Metropolitan University

Note: The **Field Education Handbook** is a supplement to the Toronto Metropolitan University Calendar, School of ECS Undergraduate Student Handbook, the Toronto Metropolitan University Student Guide, and field education course outlines. These resources have important information that is not contained in this Handbook.

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GLOSSARY OF TERMS

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 Bernhard (bernhard@torontomu.ca).

COLLEGE OF EARLY CHILDHOOD EDUCATORS

The Ontario College of Early Childhood Educators (CECE) “regulates and governs Ontario’s Registered Early Childhood Educators (RECEs) in the public interest” (College of Early Childhood Educators, *Code of Ethics and Standards of Practice*. 2017, https://www.college-ecce.ca/en/Documents/Code_and_Standards_2017.pdf).

ECS students who are also members of the College have additional professional obligations. The CECE maintains specific protocols for field placements that the School of ECS must adhere to. Protocols include specific criteria that placement sites, Field Educators and Faculty Advisors must meet.

DIRECT-ENTRY STUDENT

Direct-Entry students (DE students) have graduated from a two-year diploma program in Early Childhood Education. DE students 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.

FACULTY ADVISOR

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

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) is the Field Education Assistant.

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) is the Field Education Coordinator.

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.

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.

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. 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. Students admitted to the full-time program are considered full-time students regardless of the number of courses that they take per semester.

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.

PLACEMENT SITE

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

TRADITIONAL FIELD PLACEMENT

A Traditional Field Placement is one where students are not employed by the placement site. These include all the field placements in the full-time program.

WORKPLACE FIELD PLACEMENT

Students admitted to the part-time ECS program may apply to complete one of the two required field placement courses at their place of employment.

LAND ACKNOWLEDGEMENT

Toronto is in the “Dish With One Spoon Territory.” The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas, and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect.

RESPONDING TO THE TRUTH AND RECONCILIATION COMMISSION’S CALLS TO ACTION

In the School of ECS, we hear the Truth and Reconciliation Commission’s Calls to Action. Through seminar discussion and course assignments, field placement courses provide an opportunity for students to reflect on their practice as we learn and work together to create and implement curricula that is reflective and respectful of Indigenous knowledge and stories and is open and responsive to Indigenous pedagogies, practices and relationships.

We encourage students to read and reflect on the TRC’s Calls to Action:

https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

RESOURCES AND SUPPORTS FOR STUDENTS AND EDUCATORS

Gdoo-maawnjidimi Mompîi-Indigenous Student Services, Toronto Metropolitan University

<https://www.torontomu.ca/aboriginal/>

Finding our Power Together

<https://findingourpowertgether.com/>

Edge of the Bush – Where Worldviews Meet

<http://edgeofthebush.ca/>

The Toronto Metropolitan University School of Early Childhood Studies, formerly Ryerson University 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. 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, entering the workforce one year ahead of traditional BEd programs.

In 2021 the University was renamed 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.

SCHOOL CONTACT INFORMATION

School of Early Childhood Studies
Toronto Metropolitan University
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FIELD EDUCATION CONTACTS

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Martha Anapliotis, Field Education Coordinator martha.anapliotis@torontomu.ca
Than Le, Field Education Assistant than.le@torontomu.ca

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 will 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.



SCHOOL GOALS

Graduates are expected to demonstrate:

1. The ability to integrate theoretical knowledge, conceptual understanding, professional skills and habits of mind and attitudes appropriate to work with children and families
2. Knowledge of breadth and depth of the social sciences and interdisciplinary subjects
3. An awareness of global issues in early education and care, policy, social justice, diversity and inclusion
4. Effective communication in professional and academic writing, advocacy and teamwork
5. Innovation and leadership in the field of education, community services and health



SCHEDULE AND SIGNIFICANT DATES 2023-24*

Date	Event
Date	Event
Friday August 18, 2023	Non-academic documentation due for fall full-time and part-time (Chang School) placements
Tuesday September 5, 2023	Fall Classes begin
Tuesday September 5, 2023-Wednesday September 6, 2023	Mandatory On Campus Field Placement Orientation for CLD 262 Tuesday/Wednesday Fall Placements
Thursday September 7, 2023-Friday September 8, 2023	Mandatory On Campus Field Placement Orientation for CLD 262 Thursday/Friday Fall Placements
Thursday September 7, 2023-Friday September 8, 2023	Mandatory On Campus Field Placement Orientation for CLD 464 Fall Placements
Week of September 11, 2023	Start date for full-time and part-time fall placements (Chang School)
Tuesday October 10, 2023 – Friday October 13, 2023	Fall Study Week
Week of October 30, 2023	End date for part-time CCLD 363 fall placements (Chang School)
Week of November 13, 2023	End date for part-time CCLD 464 fall placements (Chang School)
November 17, 2023	Last day to drop a course in good standing for the Fall semester
Friday December 1, 2023	Non-academic documentation due for winter 2024 full-time and part-time (Chang School) placements
Wednesday Nov. 29 & Friday, Dec. 1, 2023	End dates for full-time fall placements
Monday December 4, 2023-Friday December 15, 2023	Students make-up days for missed placement days (full-time students)
Tuesday December 5, 2023 – Saturday, December 16, 2023	Fall Examination Period
Friday January 12, 2024	Winter Classes begin

Week of January 22, 2024	Chang School winter placements begin
January 16 & 17, 2024	Mandatory On Campus Field Placement Orientation for CLD 161 & CLD 363 Tuesday/Wednesday Winter Placements
January 18 & 19, 2024	Mandatory On Campus Field Placement Orientation for CLD 161 & CLD 363 Thursday/Friday Winter Placements
Week of January 22, 2024	Start date for CLD 161 & CLD 363 winter field placements
Tuesday February 20, 2024 – Friday February 23, 2024	Winter Study Week
Week of March 11, 2024	End date for part-time CCLD 363 winter placements (Chang School)
Week of March 25, 2024	End date for part-time CCLD 464 winter placements (Chang School)
March 28, 2024	Last day to drop a course in good standing for the Winter semester
Friday March 29, 2024	Non-academic documentation due for May full-time student placements (CLD 161, CLD 262, CLD 363, CLD 464)
Week of April 8, 2024	End date for Winter Full-time Placements
Friday April 12, 2024	Winter Classes end
Monday April 15, 2024– Saturday April 27, 2024	Winter Examination Period
Week of Monday May 6, 2024	Start date for spring Chang School placements
Week of June 21/July 1, 2024	End date for spring Chang School CCLD 363/464 placements
Friday April 26, 2024	Final day to complete make-up days for full-time Winter semester placements.
April 29 & 30, 2024	Mandatory field placement orientation for CLD 161, CLD 262, CLD 363, and CLD 464 spring placements
May 6, 2024	Start date for CLD 161, CLD 262, CLD 363 and CLD 464 Spring placements
June 11, 2024	End date for CLD 161, CLD 262, CLD 363 and CLD 464 spring placements
June 24, 2024	Start date for Chang School summer placements
August 9/23, 2024	End date for Chang School summer CCLD 363 & CCLD 464 placements

*Dates are subject to change.



PROGRAM DESCRIPTION (FULL-TIME PROGRAM)

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 corequisite 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 (see Before and Beginning a Field Placement, Non-Academic Documentation in this handbook).

CONFLICT OF INTEREST POLICY

It is important that each student enrolled in a traditional field placement be 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.

YEAR 1: CLD 161 FIELD EDUCATION I

In CLD 161 Field Education I, students gain first-hand experience in early learning and care settings 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. Students take 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 will take place twice per week during the winter term, or four times per week for six weeks in the spring term. **Note that there are a limited number of spaces available for spring placements.**

Note: The prerequisite course for CLD 161 Field Education I is CLD 102 Observation/ELC and the co-requisite courses are CLD 103 Human Development II and CLD 212 Curriculum II: Program Planning.

YEAR 2: CLD 262 FIELD EDUCATION II

Through engagement in CLD 262 Field Education II, students will gain more practical experience and further develop their knowledge and skills in a family or community-oriented program for children birth, to six years and their families.

Students are directly involved in supporting families to promote the development and learning of their young children. Students practice planning and implementing programs for children and build responsive and nurturing relationships with families of diverse ethnic, racial, cultural and socioeconomic backgrounds.

Placement setting options may include (but are not limited to):

- EarlyON Centres
- Family Resource Programs
- Kindergarten classrooms

The second-year field education placement will take place twice per week during the fall term or a six-week block placement in May. **Please note that there are a very limited number of spaces available for May placements.**

Note: The prerequisite courses for CLD 262 Field Education II are CLD 161 Field Education I and CLD 212 Curriculum II: Program Planning and the co-requisite course is CLD 231 Families in Canadian Context I.

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

YEAR 3: CLD 363 FIELD EDUCATION III

The CLD 363 Field Education III placement allows students to gain experience at an advanced level through work with children needing additional supports. Students will be directly involved in assessing the abilities of children birth, to eight years, with a range of unique strengths and needs and planning and implementing activities that meet those needs.

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

Placement options for CLD 363 may include (but are not limited to):

- Early primary classrooms
- Hospitals
- Specialized programs for children with disabilities

- Toronto Metropolitan University Early Learning Centre
- Gerrard Resource Centre

The third-year field education placement will take place twice per week during the winter term or a five-week block placement in May. **Please note that there are a very limited number of spaces available for May placements.**

Note: The prerequisites for CLD 363 Field Education III are CLD 262 Field Education II, CLD 212 Curriculum II: Program Planning, CLD 241 Children with Disabilities, or Direct Entry. The co-requisite is CLD 342 Assessment for Programming.

YEAR 4: CLD 464 FIELD EDUCATION IV

The final placement in CLD 464 Field Education IV allows students to take important steps to becoming a professional as they complete a self-selected placement, working directly or indirectly with children birth, to eight years and their families. This is an opportunity to apply academic and practical knowledge from previous field experiences to further build on skills and abilities. To help lay the groundwork for success in employment or advanced studies, students can arrange their placement in a specialized area of study and interest related to children and families.

To be eligible for CLD 464 Field Education IV, 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 are subject to approval. 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.

The fourth-year field education placement will take place twice per week in the fall semester or a five-week block placement in May. **Please note that there are a very limited number of spaces available for May placements.**

Note: The prerequisite course for CLD 464 Field Education IV is CLD 363 Field Education III.

INTERNATIONAL AND NATIONAL FIELD EDUCATION IV

Students may choose to participate in their final C/CLD 464 Field Education IV at an international or national site. By studying educational and care systems of other regions, students will gain a better understanding of local systems while developing new perspectives and skills to enhance their practice. International (i.e., outside of Canada) and out-of-province (i.e., in Canada but outside of Ontario) field placements occur during the Spring/Summer months between the third and fourth year.

Borderless learning experience can take place in regions such as:

- North America
- The Caribbean
- Europe
- Asia
- Africa
- South Pacific
- South and Central America



The international/national placement will involve spending 25 consecutive days (5 weeks) as an intern focusing on program planning, independent experience, evaluation and assessment. Students will begin the process of obtaining an international/out of province placement in the Fall semester. The placement itself will take place in the spring or summer term. Full time students complete this placement in the Spring/Summer term preceding the fourth-year fall semester. Part-time students complete this placement in their final semester of study in the Spring/Summer term.

ORGANIZATION OF FIELD EDUCATION PLACEMENTS (PART-TIME PROGRAM)

Field education is a crucial component of the part-time direct-entry Bachelor of Arts in Early Childhood Studies program. As an applied professional program, students will be required to link their theoretical courses with experiential learning in a particular setting. Field education enables students to explore new practicum settings, develop confidence, and practice teaching and leadership skills. Students will have the opportunity to pursue new career goals utilizing a repertoire of professional and ethical practices.

In third year, students can fulfill the required 20 full day field placement in a four-week block (summer semester only) or in a three-days-per-week format. Similarly, in fourth year, students can complete their required 25 full day field placement in a five-week block (summer semester only) or in a three-days-per-week format.

WORKPLACE OPTION

For students who are currently employed in the early childhood studies sector, the School of ECS offers the flexibility to complete one placement at their workplace. Students can complete either the third-year placement course (CCLD 363) or fourth-year placement course (CCLD 464) at their workplace if all the following criteria are met:

- Student has been admitted to the Part-Time Direct-Entry program
- Student has worked full-time in an early childhood education or educational setting for at least six continuous months in the same position. If students are employed by a school board, they must have worked full-time in the same position and classroom for at least five months
- Student has a clear academic standing
- The placement project and tasks are different from the student's regular job description and responsibilities
- The setting, field educator and proposal have been approved by the Field Education Coordinator

DISTANCE OPTION

Toronto Metropolitan University's School of ECS offers students in the Part-Time Program the flexibility to pursue their field education in a way that's geographically convenient to them. This means that students who reside outside of the boundaries of the ECS local field placement catchment area can complete their third-year placement course (CCLD 363) and/or fourth-year placement course (CCLD 464) in a setting that is outside of the boundaries of the ECS local field placement catchment area (i.e., outside of the Greater Toronto area). Both local and distance placement students will complete the same tasks.

CCLD 363 FIELD EDUCATION III

The CCLD 363 Field Education III placement allows students to build on their educational and professional experience at an advanced level through their work with diverse children in inclusive settings. Students will be directly involved in assessing the abilities of children birth to eight years, with a range of unique strengths and needs and planning and implementing activities that meet those needs.

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

Local placement options for CCLD 363 may include (but are not limited to):

- Early primary classrooms
- Hospitals
- Specialized programs for children with disabilities
- Toronto Metropolitan University Early Learning Centre
- Gerrard Resource Centre

CCLD 464 FIELD EDUCATION IV

The final placement in CCLD 464 Field Education IV allows students to further hone their professional skills as they complete a self-selected internship, working directly or indirectly with children birth to eight years and their families. This is an opportunity to apply academic and practical knowledge from previous field experiences and employment as students further build their skills and abilities.

To help lay the groundwork for advancement in employment or graduate studies, students can arrange a placement in a specialized area of study and interest related to children and families.

To be eligible for CCLD 464 Field Education IV, 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 are subject to approval. 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 be eligible for CCLD 464 Field Education IV, students must complete the required initial placement forms and the placement confirmation forms by the stated due dates. All placement sites are subject to approval.

INTERNATIONAL AND NATIONAL FIELD EDUCATION IV

Students may choose to participate in their final CCLD 464 Field Education IV at an international or national site. By studying educational and care systems of other regions, students gain a better understanding of local systems while developing new perspectives and skills to enhance their practice. International (i.e., outside of Canada) and national (i.e., in Canada but outside of Ontario) field placements occur during the Spring/Summer months between the third and fourth year.

Borderless learning experience can take place in regions such as:

- North America
- The Caribbean
- Europe
- Asia
- Africa
- South Pacific
- South and Central America

The international/national placement will involve spending 25 consecutive days (5 weeks) as an intern focusing on program planning, independent experience, evaluation and assessment. Students will begin the process of obtaining an international/out of province placement in the fall semester. Part-time students complete this placement in their final semester of study in the Spring/Summer term.

PROFESSIONAL CONDUCT

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.

Guidelines

1. 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 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.

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 role of educator and caregiver (e.g., not take up 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

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
- 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 Handbook 2023-2024
- Toronto Metropolitan University Senate Policy 60: Academic Integrity
<https://www.torontomu.ca/senate/policies/pol60.pdf>
- Toronto Metropolitan University Senate Policy 61: Student Code of Non-Academic Conduct
<https://www.torontomu.ca/content/dam/senate/policies/pol61.pdf>
- Toronto Metropolitan University Senate Policy 169: Experiential Learning
<https://www.torontomu.ca/senate/policies/experiential-learning-policy-169/>
- 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) https://www.college-ecce.ca/en/Documents/By_Laws_Code_EN.pdf

WORKPLACE SAFETY AND INSURANCE COVERAGE

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.

PROCEDURES FOR REPORTING AN ACCIDENT AT THE FIELD PLACEMENT SITE

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.



ALLOCATION FORMS AND MATCHING STUDENTS TO PLACEMENT SITES

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 (local traditional placements)

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.

Students who do not submit an allocation form by the stated due date may be required to defer their placement.

There are many factors involved in matching students to placement sites. The ECS Office strives to place students close to home however **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. Please be sure to check and read your Toronto Metropolitan University email.

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 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 are subject to approval. 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.

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 900 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.
- Full-time 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, Distance Placements, and fourth year placements are 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.
- First, second and third-year 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.

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.

CLD 161: FIELD EDUCATION I

First year students are required to submit the following non-academic documentation:

1. A Criminal Reference Check that includes a vulnerable persons search.

Detailed instructions on application procedures for obtaining a criminal reference check that includes a vulnerable persons search will be sent by email.

2. A complete immunization form.

The immunization form is to be completed by a licensed health care provider. The immunization form and detailed instructions will be sent by email.

3. A Standard First Aid and CPR C (for infants and children) certificate.

Students must ensure that the first aid course they are certified in is identified as “standard.” Also, students should be certified in administering CPR to infants and children. Any WSIB organization approved in providing first aid and CPR certificates is acceptable.

4. Ontario Ministry of Labour Health and Safety Awareness Training in 4 Steps.

Students must complete the eLearning module and submit an electronic copy of the Proof of Completion certificate. Visit <https://www.labour.gov.on.ca/english/hs/training/workers.php> for more information.

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.

CLD 262: FIELD EDUCATION II, CLD 363: FIELD EDUCATION III, AND CLD 464: FIELD EDUCATION IV, CCLD 363: FIELD EDUCATION III AND CCLD 464 FIELD EDUCATION IV*

Second, third, and fourth-year students are required to submit the following non-academic documentation:

1. A Criminal Reference Check that includes a vulnerable persons search.

Detailed instructions on application procedures for obtaining a criminal reference check that includes a vulnerable persons search will be sent by email.

2. A complete 2 Step-TB form

The TB form is to be completed by a licensed health care provider. The TB form and detailed instructions will be sent by email.

3. A Standard First Aid and CPR C (for Infants and Children) certificate.

Students must ensure that the first aid course they are certified in is identified as “standard.” Also, students should be certified in administering CPR to infants and children. 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. **

Students must complete the eLearning module and submit an electronic copy of the Proof of Completion certificate. Visit <https://www.labour.gov.on.ca/english/hs/training/workers.php> for more information.

5. Toronto Metropolitan University Environmental Health and Safety Training

An email will be sent with course details. The course is completed on D2L. Students will retain a copy of their certification, however submission to the ECS office is not required.

*CLD 464 and CCLD 464 placement sites may require additional non-academic documentation prior to placement confirmation.

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

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

York Regional Police Vulnerable Sector Check

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

*** 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

DEADLINES FOR NON-ACADEMIC DOCUMENTATION

The following are deadlines for having non-academic documentation into the School for the 2023-24 academic year:

Field Placement Course	Due Date
CLD 464 (Fall)	Friday August 18, 2023
CLD 363 (Winter)	Friday December 1, 2023

CLD 262 (Fall)	Friday August 18, 2023
CLD 161 (Winter)	Friday December 1, 2023
CLD 161 (Spring)	Friday March 29, 2024
CLD 262 (Spring)	Friday March 29, 2024
CLD 363 (Spring)	Friday March 29, 2024
CLD 464 (Spring)	Friday March 29, 2024

Part-time Students: Deadlines vary according to which term they are enrolling in the course. Please check the Part Time Field Education schedule available at <https://www.torontomu.ca/early-childhood-studies/undergraduate/part-time-faqs/>



ORIENTATION

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 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
- Ani-Black Racism
- The Truth and Reconciliation Commission's Calls to Action

Students are required to attend the full 2 day orientation session 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 make-up workshops on campus.

Orientation counts towards the required number of field placement days (i.e., the two days of orientation count as two placement days). **Students who are absent from orientation will be required to complete additional days at the field placement site, and may be required to attend make-up workshops on campus.**

STARTING OFF ON THE RIGHT FOOT

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, 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.

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!

Roles, Responsibilities, and Expectations during placement

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 (i.e., Monday through Friday, not on weekends). 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 must be on site for field education hours to be credited. Students will notify their Field Educator, their Faculty Advisor, and complete the [Placement Absence Reporting Form](#), prior to 8:00 am each day they are absent.

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 Chang School and full-time 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.

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 their expenses incurred travelling to and from their field education 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 even do a practice commute before the start of their placement.

REMINDERS ABOUT SUPERVISION AND WORK

- 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

STUDENT RESPONSIBILITIES

- Reliably attend placement exclusively on their assigned placement day
- 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 Early Childhood Studies Student Guide to Professionalism.
- Ensure that the Faculty Advisor and Field Education Coordinator have accurate contact information for the Field Educator
- Demonstrate enthusiasm, initiative and professionalism at all times
- Actively participate in the program at all times, as appropriate
- 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
- 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

FIELD EDUCATOR RESPONSIBILITIES

- 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 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
- Provide on-going verbal and written feedback to support the student’s personal and professional growth

FACULTY ADVISOR RESPONSIBILITIES

- 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

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 instructor (unless otherwise stated) and students are expected to attend all classes. Lateness of 15 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.

EVALUATION PORTAL

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 Field Education Formative Feedback and final Field Education Placement Summary. [The Formative Feedback and Placement Summary](#) are informed by both field education course learning outcomes and the College of Early Childhood Educators' *Standards of Practice*.

The Formative Feedback is anecdotal and 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 Formative Feedback forms and Faculty Advisors may also use the Formative Feedback to provide comments on practice during their visits. The Formative 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 Placement Summary allows the Field Educator to provide feedback on specific learning outcomes related to the course and to the field's practical standards. This is to be completed at the end of the placement. Students will also complete the Placement Summary as a self-evaluation of their learning and engagement in their placement.

Successful completion of placement (i.e., meets expectations on Education Placement Summary and completes 22 placement days and 2 orientation days (full-time field placements), 20 placement days (CCLD363), 25 placement days (CCLD464) is required in order to achieve a PASS in the course.

PLACEMENT CHALLENGES

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.

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 practice twice. If a student fails the same field practice course twice, the student will be assigned a PERMANENT PROGRAM WITHDRAWAL standing, and will be ineligible to continue in the program.

REMOVAL FROM A FIELD EDUCATION SITE

Following Toronto Metropolitan University Senate Policy 169 Experiential Learning (<https://www.torontomu.ca/content/dam/senate/policies/pol169.pdf>), 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 student will be removed in a situation in which children, family members, colleagues or others are placed at risk by the student's behaviour; or in a situation in which the student consistently violates expectations for professional and/or ethical conduct. This will result in the student receiving an "F" grade. In this situation, a student will be unable to drop the course, and an F grade will be assigned at the end of the term as per normal grading procedures

APPEALS OF FAILURES 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 (<https://www.torontomu.ca/senate/policies/grade-and-standing-appeals-policy-168>); 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.

GENERAL INFORMATION

ACCOMMODATIONS FOR STUDENTS IN FIELD EDUCATION PLACEMENTS

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.

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.

ELECTRONIC COMMUNICATION AND SOCIAL MEDIA

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

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, instructor, 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.).

EQUITY AND DIVERSITY POLICY

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, gender, among others.

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

MARCH BREAK

When the placement site is closed for their March or Spring break, students must make up 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.

STUDENT LEARNING SUPPORT

[Student 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

[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

<https://www.torontomu.ca/senate/course-outline-policies/academic-consideration-health-policy-134-152/>

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

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

Math Support

[Math Support](#) offers individual drop-in tutoring, course-specific group tutoring and facilitated study groups are designed to improve your math skills and support your 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.

UNIVERSITY POLICIES AND PROCEDURES

Policy 46 – Undergraduate Grading, Promotion, and Academic Standing

<https://www.torontomu.ca/senate/policies/pol46.pdf>

Policy 60 – Academic Integrity

<https://www.torontomu.ca/content/dam/senate/policies/pol60.pdf>

Policy 61 – Student Code of Non-Academic Misconduct

<https://www.torontomu.ca/content/dam/senate/policies/pol61.pdf>

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

<https://www.torontomu.ca/content/dam/senate/policies/pol150.pdf>

Policy 166 – Course Management

<https://www.torontomu.ca/content/dam/senate/policies/pol166.pdf>

Policy 167 – Academic Consideration

<https://www.torontomu.ca/content/dam/senate/policies/pol167.pdf>

Policy 169 – Experiential Learning

<https://www.torontomu.ca/content/dam/senate/policies/pol169.pdf>

HELPFUL LINKS AND WEBSITES

National Centre for Truth and Reconciliation – Education

<https://nctr.ca/education/>

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>

Incomplete Grade Update Form

<https://www.torontomu.ca/content/dam/registrar/pdfs/INCGradeForm.pdf>

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

York Regional Police Vulnerable Sector Check

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

TTC Trip Planner

<https://www.ttc.ca/trip-planner>

York Region Transit Trip Planner

<https://tripplanner.yrt.ca/#/app/tripplanning>

MiWay Trip Planner

<https://www.mississauga.ca/miway-transit/plan-a-trip/>

GO Transit Plan Your Trip

<https://www.gotransit.com/en/trip-planning/plan-your-trip>

Ontario College of Early Childhood Educators

<https://www.college-ece.ca/en>

CECE Code of Ethics and Standards of Practice

https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf

Association of Early Childhood Educators Ontario

<https://www.aeceo.ca/>