

Ryerson University

**School of Early Childhood
Studies**

**Field Education Manual for
Field Educators**

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About The School of Early Childhood Studies

The Ryerson University School of Early Childhood Studies, 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 in 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 as well as full-time basis and is attracting 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 and Ryerson was officially recognized as Ryerson University.

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.

In spring 2019 the School began to offer a consecutive Bachelor of Education program in collaboration with York University. This innovative program is offered primarily on Ryerson's campus and allows students to earn a Bachelor of Education (Primary/Junior) in four continuous semesters.

The School's Vision Statement

The Ryerson School of Early Childhood Studies aims to provide leading university graduate and undergraduate programs contributing 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.

The School's Mission Statement

The Ryerson School of Early Childhood Studies, the oldest undergraduate program of its kind in Canada, 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.

The School's Diversity Policy

The School of Early Childhood Studies at Ryerson 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 families from a diversity of backgrounds by listening to families' priorities and aspirations for their children, and adapting programs and curricula to facilitate their children's sense of belonging and success.

We recognize that it is essential that all students, staff and faculty feel respected, safe and included.

Finally, as a School, we seek to promote and model social responsibility and social justice practices as they relate to a wide range of diversities, such as Aboriginal issues, race, nationality, religion, spiritual beliefs, ethnicity, language diversity, family composition, socio-economic status, sexual orientation, disability, and gender issues and experiences.

Field Education

General Information

Field Educators play the pivotal role in providing students the opportunity to implement the theory they are learning in the classroom into practice.

Students benefit from:

- An on-going model of effective teaching practice, behaviour guidance strategies, program planning and professional behaviour
- Opportunities to integrate theory into practice
- A positive and supportive risk-taking environment
- Encouragement to try alternate approaches and strategies
- Assistance in developing reflective and critical professional practice and self awareness

In addition:

- **No student can be left alone with any child or group of children at any time**
- No student, during the course of 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

Field Education experiences constitute one quarter of a student's timetable each year. Extensive field education experience permits students to develop their confidence, teaching and leadership skills, and ethical practices.

Field education experiences are planned progressively to enhance the student's learning, allow for personal growth through new experiences and to prepare the student for the workplace and/or further education or professional training. Courses are graded on a pass or fail basis by the student's Faculty Advisor. Depending on the student (full-time or part-time) and term of study, students complete their field education courses in a two full day a week format for full-time students, or a three or five full day a week format for part-time students. Students will shadow the daily schedule of their Field Educator and take all scheduled breaks. The length of the placement day will vary depending on the placement setting. Each placement day will be approximately eight (8) hours.

Students attending placements in elementary schools will arrive prior to the start of the school day and stay after dismissal for clean-up, planning, debriefing and other tasks as required.

First Year Placement

The first year placement experience is carried out in early learning and child care settings with children from birth to five years of age. Students gradually take an active role in observing, planning and implementing experiences, during which time they are also building relationships with children, families and colleagues. An essential part of the course is the focus on a play-based curriculum that promotes child development and practices that reflect inclusiveness and a regard for diversity.

The on-campus seminar component of the course supports the students' placement experience.

Students are expected to shadow the schedule of their field educator and assist with all daily routines. As per the course outline students are required to write up and carry out a minimum of eight (8) learning activity plans.

In the first year placements students are expected to consistently demonstrate the ability to:

- Plan and implement a range of learning experiences within the centre's curriculum framework that promotes child development and practices which reflect inclusiveness and regard for diversity.
- Form responsive and nurturing relationships with children and their families.

- Understand legislation, centre policies and practices regarding health and safety.
- Exhibit professional behaviour

Second Year Placement

Students complete their second placement working with adults and young children in settings which seek to support families in the development and learning of their young children. Students are expected to shadow the schedule of their field educator and assist with all daily routines.

The on-line seminar component of the course supports the students' placement experience.

From daily planned and spontaneous learning activities, a minimum of eight (8) will be documented through the completion of learning activity plans.

In the second year placement students are expected to build on knowledge and skills developed in previous placements. Students will consistently demonstrate the ability to:

- Show greater initiative and independence in daily program observations, planning and implementation
- Demonstrate greater capacity to build relationships with families
- Promote families' increased involvement in their children's learning and development
- Provide a range of educational supports for all

- children
- Show sensitivity to and skills in working with diverse ethno-racial, cultural and socio-economic groups
- Develop knowledge of the community in which the placement site is situated and the strengths of the community
- Show professionalism at all times
- Consistently collaborate with the Field Educator

Third Year Placement

In their third placement, students continue to apply their knowledge and skills working with young children who may have identified disabilities. These placements are located in inclusive settings for young children such as the Gerrard Resource Centre and primary classrooms, and specialized programs devoted to children with specific disabilities. Students assess and focus on planning and implementing learning activities that are developmentally appropriate and adapted specifically to address the child's extra support needs and learning styles. Developing supportive relationships with families, the community, and working with colleagues is also emphasized. Students are expected to shadow the schedule of their field educator and assist with all daily routines.

Students participate in online seminars which supports the placement experience.

In the third year placement students will consistently demonstrate the ability to:

- Use positive behaviour supports applicable to the learning environment.
- Complete a developmental profile of a young child using a range of observation and recording methods.
- Plan and implement learning activities based on a child's IPP/IEP or developmental profile.
- Embed individual program objectives into daily activities and routines where possible.
- Articulate the site's philosophy and principles of practice.
- Use family-centred principles of practice.
- Perform professionally at all times.
- Work collaboratively with the Field Educator and other professionals involved in the program.

Fourth Year Placement

In fourth year, students complete a self-selected internship that involves an area of specialization within the broad scope of their studies.

Students may select from three options: a field placement, a research/development project or an international/out-of-province placement. For the international/ out-of-province placement, students select a placement outside of the country/province. The research/development project offers students opportunities to work with a Professor conducting research in the field of early childhood studies.

Over the course of the placement, students are expected to assume greater responsibility and eventually take on the role of their field educator as is appropriate for the placement site.

Full-time students participate in both on-campus and online seminars which supports the placement experience.

Part-time students participate in online seminars which supports the placement experience.

In the fourth year placement students will reliably demonstrate the ability to:

- Evaluate their personal competencies and plan for on-going professional growth
- Apply knowledge and theory, previous field experiences and professional growth to build their skills and abilities.
- Demonstrate readiness for the transition to professional employment or graduate studies
- Collaborate with their Faculty Advisor and Field Educator in establishing appropriate learning outcomes and tasks for the fourth year internship and successfully meet them
- Perform professionally at all times, specifically in relation to areas such as communication, working with a team, regular attendance, punctuality and completion of the documents related to the field education course

- Learn through self-reflection, seek and utilize feedback

Role of the Field Educator

Field Educator Responsibilities

It is helpful for the Field Educator to remember their own experience as a student and what helped them in their development as a professional in the field.

- Welcome the student and empathize with their natural nervousness
- Introduce the student to the children (and parents, if applicable) and determine how the student should be addressed by the children
- Describe the program, routines and the philosophy of the program to the student
- Discuss the student's responsibilities and expectations for participation during the whole field education experience
- Review the student's field education learning outcomes and tasks as outlined in the electronic evaluation form, and plan for the learning activities that will take place
- Introduce the student to any useful and/or required resources (i.e. guidelines, policy documents, books, organizations, individuals, etc.)
- Establish who will be completing the electronic evaluation form and inform the student. Ensure the School of ECS has the **correct email address of the Field Educator**. The evaluation form should be

completed by the Field Educator who is with the student for the most part and who acts as their mentor.

Administrative Responsibilities

- Review written learning activity plans prior to implementation as appropriate
- Ensure students complete required number of learning activity plans as appropriate
- Complete student mid-term and final electronic evaluations. Links to evaluation forms will be sent via email
- Maintain regular communication with student's Faculty Advisor via email, phone, or in person visits
- Sign completed time sheet
- Provide on-going feedback, verbally and written, to encourage students' personal and professional growth

Do not hesitate to make contact with the student's Faculty Advisor. Open communication between the Field Educator, student, and Faculty Advisor will enhance the placement experience and provide an excellent learning opportunity for the student.

Initially, the student should be given an orientation to the setting by the most appropriate and available representative (i.e. Director, Supervisor, Principal, Vice Principal, Teacher, etc.).

Support for the Field Educator

Throughout the placement experience, the student's Faculty Advisor will support both the student and the Field Educator. The Faculty Advisor will maintain regular communication with the Field Educator via phone and email. Faculty Advisors for second, third and fourth year students will visit the placement site and meet with the Field Educator to discuss the student's progress, at least once during the placement. Visits will normally take place between week two and week ten for full-time students. For part-time students, the time of the visit varies according to the format of the placement.

Faculty Advisors for first year students will contact the Field Educator every two weeks by phone and email to discuss student progress. On site visits will take place at the discretion of the Faculty Advisor or if requested by the Field Educator.

The Field Education Coordinator is also a source of support. The field education component of the School is managed by the Field Education Coordinator who serves as a liaison between professionals/sites in the field and the students.

Evaluating a Student

Providing feedback is an important aspect of the field education experience and the Field Educator's role. Although not always easy to provide, an honest evaluation is in every students' best interest. It

provides them the opportunity to learn about their strengths, become more aware of the gaps in their repertoire of knowledge and skills, and develop to their potential.

Constructive feedback allows students to understand their own behaviour and performance against objective standards. It encourages students to commit themselves to a personal plan to move toward those agreed upon standards of behaviour and performance. Essentially, when you give feedback to a student, you are helping them learn new knowledge and skills or improved behaviours and performance.

When providing constructive feedback, consider the following:

- State it in the positive and refer to something specific.
- Give it as close to the event(s) to which it refers to as possible, in a quiet location away from others, where time and attention can be specifically dedicated.
- Concentrate on factual behaviour and performance, giving examples, as opposed to judgment and personality statements.
- Ask probing questions
- Avoid putting down or belittling as a means to triggering change
- Be sure to address positive behaviours and performance, not just those that are requiring change

Formal evaluation takes place using the Field Education Electronic Evaluation Form. Two evaluations occur for the duration of the placement – one at the mid-term and the other at the end. Time should be set aside for both of these evaluation forms in terms of completing them and discussing them with the student in a one-on-one format. The evaluation form includes a checklist and areas for comments. Your comments provide the student with concrete advice on what they are doing well and how they can improve. You are encouraged to provide informal, verbal feedback on a daily basis. This type of feedback is as valuable to the student as the written evaluations.

At mid-term, review the learning that has taken place, problem solve concerns and issues, and revise goals and tasks. The mid-term evaluation should allow room for the student to grow and develop his or her skills in the final days of the field education experience. At the end of the placement period, the final evaluation form needs to be completed when the student has completed all required placement days. Students are required to make up any missed time from placement. **Note that should any make-up time be required of the student, the final electronic evaluation should not be filled out until the make-up time has been completed.**

Evaluations should be realistic and an honest appraisal is sought. It is important for the student's learning and the School's ability to gauge a student's progress. An

evaluation therefore should reflect an accurate picture of the student's ability.

The completed evaluation is one of the components for a grade of pass or fail in a field education course. The student's Faculty Advisor determines the final grade based on the evaluation input provided by the Field Educator in combination with the student's participation in seminars and quality of course assignments submitted.

What to Do When a Student is Experiencing Difficulty

Although the School prepares students as much as possible for entrance into a placement setting, there will inevitably be issues that arise ranging from the practical to those more philosophical in nature. In these situations:

1. If there are concerns about the student's performance, these should be initially addressed one-on-one in a quiet setting with the student. Have a candid conversation about the issues and provide explicit ideas and instructions about the change you would like to see. Seek to resolve any issues that arise as soon as possible to avoid escalation.
2. If the behaviour(s) persist, involve the student's Faculty Advisor. Contact him or her by e-mail. Problem solve with the Faculty Advisor about how to proceed with the student. If necessary, the Faculty Advisor will come out to visit the

Field Educator and the student at the setting. The Faculty Advisor will also have a conversation with the student, reiterating the changes that the Field Educator would like to see. At this point, an action plan may need to be developed that outlines to the student goals and tasks to be accomplished within a certain time frame that is mutually agreed upon by the Field Educator, Faculty Advisor and student. Careful monitoring by the Faculty Advisor will occur at this stage to confirm compliance and improvement on the part of the student.

3. If the behaviours continue to persist, it is important to remain in close communication with the student's Faculty Advisor who may also contact the Field Education Coordinator for guidance. Each situation will be carefully analyzed in consultation with the Field Educator and Faculty Advisor and may result in extending the students' time at the setting, repeating the placement at an alternative setting or permanent withdrawal from placement without the option of repeating.

Role of the Faculty Advisor

A Faculty Advisor supports each student's developing confidence and learning processes, encourages efforts, individualizes field education experiences, mediates and assists the problem solving process, and provides professional advising.

Faculty Advisor Responsibilities

- Lead on campus or online seminars. Seminars are designed to address specific topics, issues and concerns related to the placement experience.
- 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.
- Visit each second, third and fourth year student at least once during the placement experience. If warranted, especially during times of difficulty, Faculty Advisors may visit a student more than once.
- Ensure that the School's standards of practice are upheld at each site.

What to Expect During a Site Visit

- Under normal circumstances, the faculty advisor will arrange the visit ahead of time
- Visits usually involve an opportunity to observe the student and an opportunity to speak with the field educator
- Faculty advisors may meet with the student and field educator separately or together
- This visit is an opportunity for the field educator to share feedback regarding the students

progress and determine goals for the remainder of the placement

Role of the Student

Field education is an excellent opportunity for invaluable work experience in the student's chosen field of study. Students are encouraged to take advantage of each field education experience by making it a vehicle for learning, personal and professional development, and a networking opportunity.

Student Responsibilities

- Reliably attend placement on their designated days. Students are expected to adhere to the site's protocols regarding being absent. Any absences, other than statutory holidays, must be made up
- Adhere to the Early Childhood Studies Student Guide to Professionalism
- Demonstrate enthusiasm, initiative and professionalism at all times while at the site
- Students are expected to 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 and signed by their Field Educator
- 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
- Self evaluate at the mid-term and final point of the placement and discuss their evaluation with that of their Field Educator
- Attend/participate in all on campus/online placement seminars with their Faculty Advisor and peers. This is an opportunity to share accomplishments, discuss challenges, and address any other issues or concerns related to their field education experience.
- 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

Confidentiality

Respect for confidentiality is a key component within a field education course. All students are expected to honour the confidentiality of all documents, information, or conversations regarding any child or family with whom they are working with. 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 of the individuals or individuals' legal guardian. Students are expected to sign a confidentiality agreement at a site's request.

Early Childhood Studies-Student Guide to Professionalism

Students are required to abide by the *Early Childhood Studies- Student Guide to Professionalism*

Field placements in Early Childhood Studies provide students with an opportunity to put theory into practice in actual employment environments. These hands-on learning experiences deepen students understanding of the field, enhance their knowledge and skills, and promote personal and professional growth. Professionalism is an essential set of attitudes and behaviours expected of all Early Childhood Studies students. The Student Guide to Professionalism is applicable in all contexts and circumstances in which students are, or could reasonably be considered to be, representing Ryerson University, including both real-world and on-line settings, traditional and workplace placements. The principles articulated in the Student Guide to Professionalism do not replace or limit the legal or ethical standards established by the Ontario College of Early Childhood Educators and regulatory bodies, or by any other applicable Ryerson University standard, policy or procedure. In addition to the standards for professional behaviour outlined in this document, students are required to adhere to the Ryerson University Student Code of Non-Academic Conduct for non-academic offences

Definitions

College of Early Childhood Educators (the College) - regulates and governs Ontario's early childhood educators in the public interest. ECS students who are also members of the College have additional professional obligations.

Faculty Advisor - Ryerson field placement instructor.

Field Educator - Professional at the field placement site who is responsible for supervising the student at the placement site.

Field Placement - Required courses where students are placed in actual employment environments working with children birth to eight years and their families.

Placement Site - Physical location where students attend placement.

I. Professional Behaviour Standards for Early Childhood Studies (ECS) Students

ECS students will:

1. Adhere to the regulations and policies of Ryerson University and the School of Early Childhood Studies, including:
 - Program policies regarding field education courses, criminal reference checks, immunization, 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.
 - Attendance at all placement related interviews and orientations.

- Ryerson University policies regarding academic conduct.
- Submission of course related paper work (e.g. evaluations, learning plans, assignments) according to due dates set by the faculty advisor.
- Adherence to deadlines for the submission of forms and non-academic documents to the program
- Checking their Ryerson University email, including when they are not enrolled in field education courses and responding in a timely and appropriate manner.
- Ensuring that all correspondence (including email) is written in a courteous and professional manner.

2. Demonstrate respect for the rights and feelings of others, including:

- Behaving in a manner that does not disrupt or disrespect others
- Treating others with courtesy and respect. This includes children, families, other students, field educators, faculty, staff, guest speakers, community members, administrators, custodial staff, or any other person/people on campus or affiliated with any placement site
- Being cooperative
- Using inclusive language
- Resolving conflict in an open, timely and respectful manner
- Refraining from behavior or language that is discriminatory or harassing in nature
- Demonstrating competency in working respectfully and skillfully across differences of identity such as, but not limited to, ability, age, class, economic status,

education background, ethnicity, gender, geographical location, language, race, religion, reproductive and parenting decisions, and sexual orientation.

3. Support the learning process for themselves and others, including:

- Attending the placement site regularly and on time
- Being prepared for field placements
- Actively participating in on-line and/or on campus seminars and field placements
- Promoting learning in the classroom and at the field placement site
- Taking responsibility for own learning in the classroom and the field placement site
- Welcoming the opinion of others

4. be responsible for school, placement site, and private property, including:

- Respect building, grounds and property of Ryerson University, the placement site, and families' homes

II. Professional Behavior during Field Placements

Exemplary professional behaviour is expected of students during field placements. Students must arrive on time, be dressed according to the expectations of the placement site. They should be helpful within the placement site, assisting with the type of tasks that their field educator normally undertakes. Students are expected to be respectful and polite with administrative staff and to seek guidance from the field educator other staff at the placement site.

Students in field placements are expected to:

- Develop and revise learning plans and communicate learning needs and strategies to field educator and faculty advisor
- Seek out and integrate feedback from field educator, faculty advisor and others involved in the field placement site and reflect on on-line seminar discussions
- Actively attempt to address learning needs through self-study and skills practice
- Accept learning opportunities offered by children, families, field educator, other staff at the field placement site, and their faculty advisor
- Inform field educator and faculty advisor of any problems that might affect their performance at the placement site. Students experiencing personal difficulties should consider accessing student services at the university and/or seek suggestions from their faculty advisor

III. Use of Social Media and Digital Communication

These guidelines apply to social media platforms, such as Facebook, Twitter, Snapchat and others for personal use during traditional field placements and workplace placements. They also apply to the use of digital communication, including personal and Ryerson email and the development of e-portfolios

There are standards of appropriate professional, ethical and legislated behavior for persons who work with children, families, caregivers, guardians, and other vulnerable groups of persons who receive your care, education and services during a field placement. In addition, The College of Early Childhood Educators sets

registration requirements and ethical and professional standards for registered early childhood educators (RECEs) and governs member conduct through a complaints and discipline process. Ryerson students enrolled in the School of Early Childhood Studies who are also member of the College have to abide by both sets of standards.

- 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

Ryerson students may not exchange personal information with children and/or their immediate or extended families, guardians or caregivers (for example, becoming Facebook “friends” on a personal social media account).

- 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 Ryerson 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. In the event that 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 Ryerson 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.).

A breach of any of the guidelines outlined in the Student Guide to Professionalism may result in the deferral of the placement course, or withdrawal of the student from their placement for the semester.

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:

- Ryerson University Senate Policy 60: Academic Integrity
- Ryerson University Senate Policy 61: Student Code of Non-Academic Conduct
- A violation of the placement agreement between Ryerson University and the placement site
- A violation of the placement site's own policies and procedures that may result in independent actions by the placement site
- Provincial privacy legislation
- Intentional Torts (for example being sued for libel, slander, invasion of privacy and more) a student who is also a member of the College of Early Childhood Educators may also face a review of their conduct.

Administrative Reporting

For first, second, and third year placements, upon receiving confirmation of a placement from a setting, the applicable person at the site (i.e. Principal, Vice Principal, Director, Teacher, etc.) will receive a confirmation e-mail from the Field Education Department. Fourth year placements, are typically arranged by the student.

The ECS website contains information [especially for field educators](#), including the following forms:

Important Names, Phone Numbers and E-Mails

This document contains the student's personal contact information and is intended to remain at the placement location for the duration of the placement period. It will also include their Faculty Advisor's and the Field Education Department's contact information. The student should have this document filled out prior to arriving at the site.

Attendance Record

The Attendance Record tracks the days and hours a student attends placement and should be filled out every day that the student is on site. Students are required to complete full days. A full day is approximately eight hours as each setting varies in their schedule. Students are required to shadow the schedule of their Field Educator, even if it varies day to day or week to week. It is recommended that this form stay

on site for the duration of the placement period. On the last day of placement, the Field Educator and student will both sign the form as an agreement that the student has completed the hours listed on the Attendance Record. The signed form is returned to the student's Faculty Advisor at the end of term.

Course Outlines

The course outline includes the course description, student learning outcomes, seminar topics, course assignments, and course management policies.

Sample Evaluation Forms

All evaluations are completed electronically. Links to the applicable electronic evaluation (i.e. first, second, third or fourth year) will be sent to the Field Educator via system generated emails. Reminder emails will also be sent near the evaluation due date.

The student is to be evaluated at the half way and end point of their placement. In year's one to three, the document is a checklist, but also provides opportunities to include written and anecdotal commentary that will be helpful in the personal and professional growth and development of the student.

The fourth year evaluations provide opportunities for students to identify their own learning outcomes. Students are assessed on their ability to complete these outcomes. Students are expected to review their learning outcomes with their field educator at the

beginning of the placement. The tasks and actions required to satisfy these outcomes are determined by the Field Educator in collaboration with the student.

Written and anecdotal commentary regarding the student's performance is helpful in their personal and professional growth. Please review the evaluation during or before the first week of the student's placement to become familiar with the learning outcomes for the student placement experience, as well as the tasks and actions that will need to be observed and assessed in the student. Students complete an electronic self-evaluation using the same learning outcomes which can be compared and contrasted to the Field Educator's electronic evaluation at the mid-term and final evaluation discussions.

Contact Information

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