



Early Childhood Education and Care / Education Assistant
(ECEC/EA) Office
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Dear Practicum Mentor,

Thank you in advance for helping an Early Childhood Education student by providing a placement in your centre.

During the first practicum, ECED 109A the student will focus on practicing observation using child skills checklists as well as developmentally appropriate practice. During the second practicum, ECED 110, we require the student to take part in all aspects of the early learning program. During the third practicum, ECED 111 students will gain more confidence and skill in all aspects of an early learning program. During the ECED 208 (Infant and Toddler Practicum) and the ECED 210 (Diverse Abilities practicum), students will continue to refine practice skills to date, as well as focus on key aspects related to Infants and Toddlers and children with Diverse Abilities All practicums provide a framework for students to practice new skills and competencies that she/he has gained in her/his course work to date.

Each practicum will have specific assignments designed to enhance individual student growth and development. Students will communicate to you the detail of the practicum specific assignments. Assignments may range from observations, Pedagogical Narrations- Learning stories, Ordinary Moments, Invitations to Play, Child Study, Critical Journal Stories, Reflections, to Action Research. All student Students will complete a Competency guide/booklet.

Students are responsible for daily communication to negotiate with the mentor and/or staff team about potential assignment work, what they learned from its implementation, and how it is influencing their knowledge and planning skills.

Throughout practicums, students will continue to develop observational skills. Each practicum will identify the level of ability to note what children are interested in or trying to figure out, or what is now needed to promote developmental growth. Students and mentors should engage in weekly discussion about the student's skill and growth development in the Competency Guide/Booklet areas. Students and mentors are also invited to use this as an opportunity for students to step out of their comfort zones (particularly work place students) to take on risks. Failure is a much of a part of learning, as is success; what is key is the student's ability to engage in reflective dialogue with the sponsor about the learning and how they will adapt their planning or assignment work.

There is a Practicum Mentor Sponsor Handbook provided for you by the student that may help to answer any questions you might have on the organization and requirements for this course. There is also a Practicum Mentor Student Competencies Guide/Booklet which will guide you as you measure the student's progress.

During the semester, the Instructor will be periodically contacting you to discuss the student's practicum. There will also be 3-way teleconference conversations with the student, yourself, and the Instructor. These are usually 20 to 30 minutes in length and help to clarify practicum expectations, to discuss the student's progress, skills, and competencies, and to set goals for remaining practicum weeks.

The Instructor name and contact information will be communicated to you by the student and/or by the instructor early in the course. Please feel free to contact the Instructor: to discuss any aspect of the practicum. If the Instructor is not available, please leave a message and she/he will get back to you as soon as possible.

We hope that you will find this a rewarding experience for you, other program staff, the student, and, of course, the children in your centre.

Thank you,

NLC - ECEC Practicum Instructors