

Practicum Readiness



Pacific Rim
EARLY CHILDHOOD INSTITUTE

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Overview

We're thrilled to support you as you take this exciting proactive step toward your practicum. This is an incredible opportunity to apply your skills in a real-world setting and gain valuable hands-on experience!

Finding the Right Practicum Placement

You are responsible for selecting an approved child care facility that meets **PRECI approval criteria**. To make your search easier, the **Province of British Columbia** offers a fantastic tool to locate licensed child care centers by city:

[Search for Licensed Child Care Facilities](#)

What You Need to Get Started

Before you can begin your practicum, these essential documents must be completed, signed, and submitted to your instructor for approval:

- **Practicum Plan**
- **Facility License**
- **Calendar**
- **Guidelines**

Attached, you'll find the necessary practicum documents to help you plan ahead!

Note: You must be officially enrolled in the course before submitting your practicum documents.

 (250) 597-4547

 (250) 294-7863

 Box 1086, Cobble Hill, BC V8H 4C9

 admissions@earlychildhoodeducator.com

 studentservices@earlychildhoodeducator.com

 earlychildhoodeducator.com

Important: Your practicum hours **will not** count until you receive official approval from your instructor. Keep in mind that instructors require **five business days** to review your practicum documents.

Practicum Enrollment & Workplace Practicums

If you are currently employed in a childcare center, you may be able to complete **two of your three practicums** there (for the Basic Certificate Program), provided:

- ✓ Your employer approves
- ✓ There are no conflicts of interest. See [Practicum Preparation](#) guidelines on page 4
- ✓ The center is licensed for the appropriate demographic:
 - For the basic ECE program, the center must be licensed for children aged **3-5**
 - For the post-basic ITE program, the center must be licensed for children aged **0-3**
 - For the post-basic SN program, the center must include children who require additional support

For **Post-Basic Practicums**, you may also use your workplace—if the center meets licensing requirements and your **Pacific Rim Instructor** approves the placement.

Connecting with an ECE Mentor

Whenever possible, we **highly recommend** meeting with the ECE Mentor **in person** instead of calling. This personal approach helps make a great first impression and increases your chances of securing a placement.

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Tip: Prepare a strong **Introduction Package** for potential practicum hosts, including:

- Your resume
- A current criminal record check
- A compelling cover letter explaining why you're interested in their center
- The ECE Mentor Introduction Package
- Any other documents required by the childcare center

Still have questions? Check out our [Frequently Asked Questions](#) for more details.

We're here to help—feel free to reach out anytime!

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Practicum Plan

The ECE Mentor (EM) must review and sign off on the practicum plan, facility licence, calendar and guidelines. The student must send these completed documents to their practicum instructor and have them approved before they may begin the practicum. The Pacific Rim practicum instructor will email you when these documents have been reviewed and approved to confirm you may start the practicum as planned or they may request adjustments or further information prior to approving the practicum placement.

Practicum Name (Practicum 1, 2, 3, IT, or IECS):

Pacific Rim Practicum Instructor's Name:

Dates of Placement:

Student Information

Student Name:

Student ID:

Student Phone:

Student Email:

The EM Name, Certification Number and Expiry date should be written exactly as it appears on the ECE's certification issued by the province.

Centre Information

Centre Name:

Licence Category for the program you are attending as it is stated on the Facility Licence
(*i.e., Group Childcare 30 months to school age*)

Centre Phone:

Centre Email:

Centre Address:

ECE Mentor Information

The ECE Mentor (EM) is considered to be the certified ECE (for Practicums 1, 2 and 3), ITE (for the IT Practicum) or SNE (for the IECS practicum) that is directly supervising the student during the practicum (not the centre director).

EM Name (first & last):

EM Certification Number:

EM Certification Expiry date:

Students taking their practicum in their place of work must answer the following additional questions (write N/A if this section does not apply to this practicum):

How will the ECE Mentor work directly with the student?

Discuss how taking your practicum in your place of work could affect your working relationship with your ECE Mentor:

How will the staff members participating in the practicum deal with the additional workload?

How will the ECE Mentor ensure that the student gains additional learning over and above what they have already learned in this setting?

What measures are in place to avoid a conflict of interest?

The ECE Mentor (the certified ECE, ITE or SNE directly supervising the student during the practicum) has received and has on file a current Criminal Record Check and Medical Report for this student if required.

Student's signature:

Date:

ECE Mentor's signature:

Date:

This Practicum Plan must be approved by the practicum instructor prior to the student's start date in the practicum.

Facility License

Submit a single-page PDF document created from a scan or photograph of the center's Facility License.

Child Care Licensing Regulations in British Columbia require that this license be displayed in a prominent place in the facility, including any terms or conditions of the license.

The information provided in this document will help Pacific Rim ECI instructors confirm that the facility license type and conditions are appropriate for this practicum.

The document you submit with a copy of the Facility License (scanned or photographed) should clearly display the facility number, license type, capacity, hours of operation, any conditions of operation, the effective date, the months of operation, and the signature of the delegated Health Authority.

PRACTICUM CALENDAR

Complete a calendar that will be signed by your EM that clearly defines the following:

- Dates and times of practicum hours (i.e. 9:00am–5:00pm with a 1-hour break between 12:00 and 1:00)
- Estimated completion dates of the practicum assignments (just a rough estimate to ensure students have planned ahead to complete all the necessary assignments)
- Dates and times of teleconferences between student, practicum instructor and ECE Mentor (EM). The first call should be on the first day of the practicum and the second call should be towards the end of the practicum. Students may choose times that are convenient for the ECE Mentor and the student. The practicum instructor will make every attempt to be available for the chosen date and time and offer alternative times if necessary.

A sample calendar is provided below and a blank calendar template is provided on the next page. Depending on the practicum dates, it may be necessary to print multiple copies of the template. Activities are different for each practicum (sample is for Practicum 2), so ensure your calendar reflects the assignments for your current practicum.

PRACTICUM 2 SAMPLE CALENDAR				
Centre Name: Emergent Learners Child Care		Student Name: Jane Doe		
Practicum Dates: January 2-January 21, 2022		Student ID: 71955		
MONTH: <u>January</u>				
2 Statutory Holiday - no hours	3 Teleconference 1 9:00am Hours: 9am-5pm, break 12-1pm - 7 hours total	4 Hours: 9am-5pm, break 12-1pm - 7 hours total	5 Complete & Subm Activity 1 Video Hours: 9am-5pm, break 12-1pm - 7 hours total	6 Hours: 9am-5pm, break 12-1pm - 7 hours total
9 Hours: 9am-5pm, break 12-1pm - 7 hours total	10 Hours: 9am-5pm, break 12-1pm - 7 hours total	11 Community Assignment Hours: 9am-5pm, break 12-1pm - 7 hours total	12 Complete & Subm Activity 2 Video Hours: 9am-5pm, break 12-1pm - 7 hours total	13 Hours: 9am-5pm, break 12-1pm - 7 hours total
14 Hours: 9am-5pm, break 12-1pm - 7 hours total	15 Hours: 9am-5pm, break 12-1pm - 7 hours total	16 Hours: 9am-5pm, break 12-1pm - 7 hours total	17 Complete & Subm Activity 3 video Hours: 9am-5pm, break 12-1pm - 7 hours total	1 Teleconference 1 9:00am Hours: 9am-5pm, break 12-1pm - 7 hours total
21 Complete Evaluation Hours: 9am-5pm, break 12-1pm - 7 hours total				

ECE Mentor: _____ Total hours (excluding breaks): 105

Student Signature: _____

PRACTICUM CALENDAR

Centre Name: _____

Student Name: _____

Practicum Dates: _____

Student ID: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

ECE Mentor Signature:

Student Signature:

Total hours (excluding breaks):



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Practicum Guidelines

Students, ECE Mentors (EM) and Instructors all receive Guidelines for each practicum that outline preparation for the practicum, responsibilities for each party, objectives, and evaluations.

Guidelines for the Student

Preparation for Practicum

1. To prepare for the responsibilities and obligations inherent in practicums, the student will:
 - a. understand the purpose and value of the practicum;
 - b. read and agree to abide by the [ECEBC Code of Ethics](#);
 - c. receive an evaluation form from the practicum instructor to be referred to by both the student and ECE Mentor (EM) throughout the practicum;
 - d. provide the EM with an up-to-date Criminal Record Check and Medical Report; and
 - e. arrange for the use of video recording equipment and someone to operate it (if needed), except for Practicum I where video recording is not required.

Practicum

1. To establish comfortable communication with the EM, the student will:
 - a. arrange with the EM for a regular weekly time when the student's participation and progress can be reviewed;
 - b. discuss the content and dates for assignments and activities with the EM; and
 - c. notify the EM or designate of the centre of any absence or expected tardiness.
2. To take advantage of opportunities to practice and develop in the field of early childhood education, the student will:
 - a. participate with the EM in formulating practicum goals;
 - b. examine and practice early childhood education theories being studied at the Institute;
 - c. work towards participating as a team member in the centre, and be willing to support staff in routines, supervision, program planning, and general housekeeping;
 - d. be willing to try out new ideas, undertake challenges, and share special interests or skills; and
 - e. be open to receive constructive feedback.
3. To become aware of and develop a sense of professional behaviour, the student will:

- a. maintain the confidentiality of children participating in the practicum (and their families) by not revealing, through informal discussions or in print, any personal information;
- b. use fictitious names of children discussed in assignments;
- c. upload or send all images/recordings only to the practicum instructor and delete all images/recordings of children from any personal recording devices once a final grade is given. Students will not use these images/recordings for personal use, share them or place them on the Internet;
- d. accept full responsibility for any potential/future liability issues for failing to comply with ethical treatment of observation data, photographs, video and/or audio recordings taken during practicums;
- e. refrain from making derogatory comments about the institution, instructors, fellow students, practicum facility and EM;
- f. seek the advice of EM or practicum instructor (when appropriate), regarding concerns and complaints;
- g. dress appropriately for work in an early childhood setting;
- h. show tolerance of others' cultural values and attitudes; and
- i. demonstrate self-respect, flexibility, and openness to learning.

Evaluation

1. To develop skills in self-evaluation, the student will:
 - a. keep an ongoing journal of practicum experiences;
 - b. participate in discussions with EM in order to receive and discuss constructive feedback as to performance; and
 - c. recognize and appreciate successes as well as limitations.
2. To participate in a comprehensive evaluation of the student's development throughout the practicum, the student will:
 - a. discuss the evaluation report initially and throughout the term with the EM;
 - b. discuss and sign the final evaluation report with the EM; and
 - c. submit the self-evaluation and the student evaluation to the practicum instructor at the end of the practicum.

Waiver of Liability

1. Students must voluntarily agree with the waiver of liability below:
 - a. By signing these guidelines, I agree to release Pacific Rim Early Childhood Institute Inc. and the practicum centre from all liability relating to injury or expense suffered, sustained or incurred by me while I am a participant in this practicum. I agree that I am

participating voluntarily and do not have any conditions that will increase my likelihood of experiencing or causing injuries while participating in the practicum.

Guidelines for the ECE Mentor (EM)

The on-site ECE Mentor (EM) is considered to be the **certified ECE/ITE/SNE** who is directly supervising the student during the practicum.

Preparation for Practicum

1. To prepare for the responsibilities and obligations inherent in practicums, the EM will:
 - a. read and agree to abide by the [ECEBC Code of Ethics](#);
 - b. ensure that everyone involved in the centre is not only informed but supportive of the proposed placement of student (staff, administration, parents, and children);
 - c. ensure that the centre is functioning effectively as a positive learning environment before accepting a student (e.g., that the environment is physically and emotionally safe for children and adults alike, that all licensing requirements are being met, that the student is not expected to act as a substitute, and that staff are working in an informed and cooperative manner);
 - d. participate, with student and practicum instructor, in an initial orientation call arranged by the student (at the convenience of the ECE Mentor and student) to outline practicum assignments and evaluation procedures and to participate in a final call prior to the completion of the practicum; and
2. To prepare for the student's comfortable entry into the centre, the EM will:
 - a. be prepared to meet and discuss with the student the centre's philosophy, means of administration, the names of children and staff members, the usual daily schedule, the basic rules or limits for outdoors as well as inside, and the requirements of the centre during the practicum (e.g., student's arrival, departure, break, and lunch times, phoning to report absence, etc.).
3. To ensure that the centre's insurance coverage covers liability for any incident that may happen involving the student during the placement.

Practicum

1. To establish comfortable communication with the student, the EM will:

- a. use the teachable moments throughout the day to provide the student with impromptu interpretation of the program as well as clear directions as to their role in the centre; and
 - b. plan with the student for a weekly time when the student's participation and progress can be reviewed.

2. To provide the student with beneficial opportunities to practice and develop the competencies of the early childhood education and care program, the EM will:
 - a. participate with the student in formulating practicum goals that will match experiences in the program with the student's ongoing academic studies, e.g., Practicum I, child development, personal and professional development, observation skills, guiding and caring skills, promoting learning through play, providing music, language and literature experiences; Practicum II and III are a continuation of Practicum I adding art, sciences, social studies, and creative movement experiences; and post-basic practicums (Infant/Toddler and Inclusion in Early Childhood Settings);
 - b. provide opportunities for the student to undertake challenges in a supportive environment;
 - c. share personal knowledge of child development, programming, centre and community resources with the student; and
 - d. include the student as part of the centre's teaching team where appropriate.

3. To provide the student with a role model in professional behaviour, and to expand the student's awareness of the professional life of an early childhood educator, the EM will:
 - a. maintain a professional attitude in interactions with colleagues, students, parents, support personnel, and the children;
 - b. share observations of children, and occurrences in the program with the student and staff;
 - c. decide and explain about information that should not be shared with the student;
 - d. receive confidential complaints and concerns from the student or advise the student, when appropriate, of the channels available for reporting them;
 - e. show tolerance of others' cultural values and attitudes;
 - f. demonstrate enthusiasm for work with children and adults; and
 - g. participate in workshops and courses that will refresh and upgrade professional skills.

4. To establish a relationship with the practicum instructor of mutual trust and respect, the EM will:

- a. be willing to discuss the centre’s philosophy when necessary, and general practicum requirements in teleconferences;
- b. inform the practicum instructor, in advance, of the need to rearrange a teleconference; and
- c. seek the practicum instructor’s advice regarding questions or difficulties that may arise during the practicum.

Evaluation Process

1. To compile a comprehensive evaluation of the student’s development throughout the practicum, the EM will:
 - a. be objective regardless of personal or professional relationships or circumstances;
 - b. keep a record of the student’s daily activities and participation throughout the practicum;
 - c. regularly discuss the ongoing evaluation report with the student;
 - d. base the evaluation on observations and discussions with the student, the centre staff, and the practicum instructor;
 - e. discuss the final evaluation report with the student and sign in their presence;
 - f. be ethically responsible to ensure the hours signed off on the final evaluation are accurate; and
 - g. ensure that at least 80% of the practicum hours reflect time the student has spent interacting directly with children of the appropriate age range and no more than 20% of the hours is spent doing administrative or programming tasks such as lesson planning and cleaning.

Guidelines for the Practicum Instructor (Pacific Rim Instructor)

Preparation for Practicum

1. To prepare EM and student for the obligations and responsibilities inherent in practicums, the practicum instructor will:
 - a. instruct student in the purpose and value of the practicum;
 - b. be available for an initial orientation teleconference of EM, student and practicum instructor in order to outline practicum assignments and evaluation procedures; and
 - c. distribute an evaluation form to student.

2. To establish a team relationship with the EM, the practicum instructor will;
 - a. be available to the EM for consultation, when required; and
 - b. arrange for conversations at appropriate times during the practicum period.

1. To maintain a team relationship with the EM throughout the practicum, the practicum instructor will:
 - a. respond immediately to any EM concerns regarding the student's progress or well-being; and
 - b. inform the EM of the channels established for the EM or the student for reporting complaints, concerns, or difficulties, e.g., Executive Director of Pacific Rim Early Childhood Institute Inc.
2. To provide support to the student during the practicum, the practicum instructor will:
 - a. assist and encourage the student to try out activities in the centre that will coordinate theory with practice;
 - b. in cooperation with the EM, encourage the student to take appropriately increased responsibility in the centre according to changing developmental levels;
 - c. spend a minimum of two hours observing the student's video recordings and written material and discuss the student's progress with the student;
 - d. inform the student of the channels established for reporting complaints, concerns, or difficulties;
 - e. share indications of student's growth with the student and set goals for improvement in areas of limitation; and
 - f. after close consultation with the student and the EM, be prepared to withdraw a student from a placement when necessary.
3. To provide the student with a role model in professional behaviour, and to expand the student's awareness of the professional life of an early childhood educator, the practicum instructor will:
 - a. maintain a professional attitude in interactions with student and EM;
 - b. guide discussions away from personal criticisms regarding a child, an early childhood educator, a parent, or a colleague;
 - c. receive confidential complaints and concerns for students, EM and colleagues;
 - d. show tolerance of others' cultural values and attitudes;
 - e. demonstrate enthusiasm for daily work with students and colleagues; and
 - f. participate in workshops and courses that will refresh and upgrade professional skills.

Evaluation Process

1. To ensure that the student receives a comprehensive and fair evaluation, the practicum instructor will:

- a. be available for a final teleconference call with the EM, student and practicum instructor to discuss the student's progress during the practicum and any concerns/highlights;
- b. encourage the EM to openly discuss any negative aspects of the student's performance with the student; and
- c. determine the final grade of the student taking into consideration the ECE Mentor's written and verbal reports.

The Student, ECE Mentor and Institute instructor have all read and agreed to follow the above Guidelines.

Student's Signature

Date

ECE Mentor's Signature

Date

PRECI Instructor's Signature

Date

These guidelines must be signed and sent to the practicum instructor prior to the student's start date in the practicum.

PARENT CONSENT FORM

Pacific Rim Early Childhood Institute Inc. is committed to the belief that children should have an opportunity to participate in quality child care programs with trained staff. Although the Institute offers a distance program of study, students are required to complete practicums in licensed early childhood centres in their community. Part of their practicum experience is the requirement to do a developmental profile of a child, including their observation of a child in terms of their physical/motor, social, emotional, language, and cognitive development. This “child study” is shared with the ECE Mentor and their practicum instructor, and then destroyed. Students will not make any recommendations based on this case study.

This form seeks approval for a practicum student to complete a Developmental Profile with your child as the subject.

Please sign below if you agree that your child can participate in this study. Results will be shared with you if you wish.

Student Information

Student Name:

ECE Mentor Name:

Child Information

Child Name:

Parent/ Guardian Name:

Observation Information

Center Name:

Dates of Observation:

Parent/ Guardian Signature:

Date:

Do you wish to see a copy of the report?

Yes No



Information for ECE Mentors that are Supervising Practicum Students

Students should give this document to the ECE Mentor where they are taking their practicum

- *The **ECE Mentor (EM)** is the certified early childhood educator that directly supervises the student for the entire duration of the practicum. All documents and evaluations must be completed by the in-class ECE Mentor rather than a centre owner or director.*

Pacific Rim Early Childhood Institute (PRECI) is designated by the Private Training Institutions Branch and has been offering individual courses and certificate programs in early childhood development since 1989. PRECI offers three Certificate Programs and a Diploma Program in Early Childhood Education that are offered via distance education. The training is recognized by certification authorities in British Columbia and across Canada.

The staff at PRECI would like to express our appreciation for accepting one of our students into your program for practical experience. As our early childhood education programs are distance education programs, your input to the students on the practical component of their work in this field is valued.

Once students register for a practicum, they are sent a comprehensive package outlining assignments, hours, guidelines to follow when in the centre, guidelines for you as their ECE Mentor (these are attached and should be signed by you and returned to the student), and guidelines for the instructor. They also receive a Practicum Plan. The Practicum Plan must be completed by them, signed off by you, and sent to their instructor in advance of their first day at the centre. Students are also expected to abide by the [Early Childhood Educators of BC Code of Ethics](#).

The Basic Early Childhood Educator Certificate program has three practicums. The emphasis of Practicum One is to develop observation skills and communication skills in working with young children. Practicums Two and Practicum Three build on the skills developed in Practicum One and allow students to become more involved in planning and executing developmentally appropriate activities. The Post-Basic Infant/Toddler and Inclusion in Early Childhood Settings programs each have one practicum. In all of the practicums, students are expected to be involved with the children and the daily routines of the centre, to the extent that ECE Mentors are comfortable with their participation.

Practicum One is five weeks. In the first observation week, students will observe several different high-quality programs and complete observation and reflection assignments. The fifth and last day of the observation week will be spent completing a 3-hour in-centre observation and reflection in the block practicum placement they have selected and had approved. After the first observation week, the remaining 4-weeks of the block practicum will be completed full-time, at the approved practicum. This must be a licensed group (3-5) centre.

For **Practicum Two** and **Practicum Three**, students will spend three weeks (for each practicum) in a licensed group (3-5) centre. For the **Infants and Toddlers Practicum**, students will spend five weeks in an Infant Toddler Centre, and for the **Inclusion in Early Childhood Settings Practicum**, students will spend five weeks in a centre that includes children who require additional support.

Each of the practicums has a set number of hours that must be completed. These hours include time spent in the centre as well as time spent on their assignments. Students should be in attendance at the centre for 8 hours a day including breaks, or 7 hours a day if they do not get breaks. Students should keep track of their hours, and have you “sign them off” at the completion of the practicum. If a student is ill, or has an appointment, they should arrange to make up the hours missed.

Students are advised to complete their practicum in a centre outside of the one that they are currently working in (for maximum objectivity). Under appropriate conditions, PRECI may permit students to take two out of the three practicums in their own centre as long as the student’s supervisor recognizes that the student will not be able to carry their normal workload during the time that they are completing their practicum, that objectivity is maintained, and that there are no conflicts that may interfere with the integrity of the practicum.

For most practicums, we ask that our students video record some of their activities with the children so that our instructors have the opportunity to view the students interacting with the children. We are looking for certain competencies in developmentally appropriate activities, communication skills and guidance techniques. This also gives students the opportunity to review and reflect on their practice. The student is responsible for both providing the recording device and creating the video clips. The videos will be sent to their PRECI instructor for review. No video clips are required for Practicum One. There are three videos to be completed for Practicum Two, seven for Practicum Three, and six for each of the Infants and Toddlers and Inclusion in Early Childhood Settings Practicums. Videos are sent to the instructor electronically through our secure online portal. After the videos are reviewed and evaluated, the digital copies are permanently deleted.

Students are responsible for setting up conference calls between themselves, their ECE Mentor, and their PRECI instructor. Usually two calls are made – one during the first week of the practicum, and one in the last few days. These calls take approximately 10-15 minutes. For the first call, the instructor will answer any questions that the student or ECE Mentor has, and go over the assignments. The last call is made to have a quick “chat” about how things have gone for the student. It is also possible to set up additional calls if the student or ECE Mentor requires additional support.

If you have any further questions regarding the practicum or our program, please call our main office at (250) 597-4547 or e-mail studentservices@earlychildhoodeducator.com. An overview of our program can also be browsed at www.earlychildhoodeducator.com. A member of the student’s instruction team will contact you by email as soon as the placement has been reviewed and approved.