

UNIVERSITY OF THE FRASER VALLEY



Early Childhood Education Handbook

2024 / 2025

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MESSAGE FROM THE DEAN



It is my pleasure to welcome you to the Early Childhood Education programs in the Faculty of Education, Community, and Human Development (FECHD) at the University of the Fraser Valley (UFV). This is my third year as the Dean of Education, Community, and Human Development.

I congratulate you on being one step closer to realizing your goal of becoming an early childhood educator. I have been an educator for over thirty-five years, and it's been an incredible privilege to affect young people's lives in positive and powerful ways. My own view of my work is to care ever more deeply in relationship to those around me: students, colleagues, staff, and the community UFV is about:

Engaging learners, transforming lives, building community.

yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

We live in interesting times. The last couple of years have seen unprecedented action taken by educational institutions across Canada (and beyond!) to adapt to ways of working and learning during a pandemic. The Early Childhood faculty, sessionals, and staff in the School of Education have a reputation of ensuring the best quality education regardless of the mode of delivery. Whether online or in person, our faculty and staff are committed to excellence. They are leaders in their field with a focus on one thing: your success.

We have a strong relationship with our local Early Childcare Sites and School Districts and together we will ensure you have the resources needed to move forward in your careers in the best possible way. I can assure you that, together, you will experience a supportive and collaborative learning environment where you can engage with the community in Early Childhood Education, engaging in various ways of knowing and being in the world as you prepare for your career. This School of Education is especially known for its focus on incorporating Indigenous worldviews where personalized learning, play and inquiry-based learning are at the core of your education.

And in closing, I encourage you to work hard, but to also have some fun along the way. Get to know your classmates, teachers, and community early childcare centres.

So, laugh, dance, and play along with your students!

Dr. Allyson Jule

Dean of the Faculty of Education, Community, and Human Development

Welcome to UFV's Early Childhood Education Program!

Ey swáyel and Hiddy Ho,

I am so excited to welcome everyone to the Early Childhood Education (ECE) 2024 – 2025 year! We are very fortunate to do our work on the territory of the Stó:lō Peoples; specifically the Leq'á:mel, Máthxwi, Semá:th, Sq'éwlets, and Qwó:tl'el Nations; the traditional and ongoing stewards of this land. It is a privilege to learn here and that privilege comes at the expense of the Stó:lō Peoples. This makes it critical that we educate ourselves and our students in relation to decolonization and Indigenization as purposeful acts of reconciliation. Every course, and every additional programmatic activity in ECE, aims to increase our understanding of what it means to do our work in a good way, ensuring that Indigenous Peoples, and all those who have been historically equity seeking in education, have strong voices and representation in the content and pedagogy of ECE. We look forward to teaching and learning with you on this journey.



We have an exciting number of courses, and even practicum field experiences that will help you be the best early childhood educator you can be. As early childhood educators, you have an enormous responsibility to support, nurture, and walk alongside young children as they learn, explore, and start to understand the world around them. This work requires a great deal of energy, time, patience, and care. Working with young children is a privilege; we become a part of their lives and growth and that is an incredible honour. It is my hope that you find your passion in the ECE program and realize how important your work and learning is to so many.

Thank you to all of those who work tirelessly to deliver these courses. Faculty, staff, sessionals, Sponsor Supervisors, and site managers work collaboratively to support ECE students in this important work. Without the dedication, voices, support, and expertise of many different people, the ECE program would not be the successful program that it is. We value the voices of all those involved and look forward to a challenging and rewarding year.

All the best,

Hóyòwélh,

Sheryl MacMath
Director, School of Education

MISSION STATEMENT | UFV EARLY CHILDHOOD EDUCATION

UFV's Early Childhood Education (ECE) faculty believe that:

- Working with children and families is an honour.
- Every child is unique, with their own special **gifts and strengths**.
- It is important to be mindful and intentional when **guiding** children through **diverse new experiences**.
- Play and place-based activities are needed to support the development of the **whole child**.
- Our work is **relational** as we work with families to meet the developmental needs of children and support their **well-being**.
- **Learning from and with local Indigenous nations** is critical to understand how to take care of our surroundings and learn from different worldviews.
- **Celebrating the many cultures that make up our community**, taking care to reach out to our local communities, and inviting community members into our spaces is vital.
- We **walk alongside** as children explore their environments, try new skills, and build friendships.
- Prioritizing the building of **safe and inclusive** environments where everyone **feels they belong**; we create spaces where each child brings their unique perspectives, experiences, and personalities as they come together as a **community**.

Students in UFV's ECE courses:

- **Actively experience** firsthand how to build safe and inclusive environments, while learning how to meet the developmental needs of children.
- Learn to **guide alongside** in a way that values and builds on the strengths and interests of each child.
- Learn how to communicate with children and families as **professionals in an ethical way** that values the gifts that come with each family.
- Learn how to **integrate different cultural perspectives and Indigenous worldviews** in their activities.
- Involve **engaging activities** that enable children to explore the world outside the classroom, recognizing that the land itself can be a teacher.
- Explore how the **First Peoples' Principles of Learning** inform our planning and support every child.

The integration of practicum experiences and supportive seminars ensures that students have powerful experiences in the field working with children and families. **UFV's ECE programs have faculty who "practice what they teach," ensuring that graduates of our programs are prepared to meet the needs of children and families in local communities.**

STATEMENT OF RESPECT AND INCLUSIVITY

ECE at UFV is committed to creating a respectful learning and working environment where the fundamental principles of human rights, as laid out in the Canadian Charter of Rights and Freedoms, are upheld. ECE is committed to providing accessible, usable, and welcoming spaces for all people regardless of their race, ethnicity, age, ability, gender, sexual orientation, socio-economic status, religion, nationality, and/or citizenship status.

ECE courses occur in learning environments that recognize and celebrate the diversity found within Canadian society. In keeping with the Early Childhood Educators of BC Code of Ethics and the School of Education's Values and Commitments, it is expected that ECE students at UFV will also uphold this commitment to respect and inclusivity in course work, in field experiences, and in their daily interactions with others.

Please feel welcome to email your instructors with your name and pronouns and how you would like these to be used.



SCHOOL OF EDUCATION COMMITMENTS AND VALUES

SCHOOL COMMITMENTS: DECOLONIZATION & INDIGENIZATION AND SOCIAL JUSTICE & ANTI-RACISM

DECOLONIZATION & INDIGENIZATION

The School of Education has made a strong commitment to decolonizing practices, and Indigenizing curriculum and pedagogy. We warmly welcome Indigenous students into ECE, and actively seek to incorporate Indigenous Ways of Knowing and perspectives into our curriculum.

Terrible things have been done in the name of education in Canada – not the least of which were the attempts by the Canadian government to assimilate thousands of Indigenous children into White Settler society through Indian Residential Schools. The primary goal of these early childcare centres was to “kill the Indian in the child”. Senator Murray Sinclair (the Chief Commissioner for the Truth and Reconciliation Report), when speaking about the harm perpetrated in the name of education in these early childcare centres, stated, “Education is what got us into this mess; and education is what will get us out.”

Armed with the new understandings we have come to because of the stories of truth shared by IRS Survivors through the Truth and Reconciliation Commission Report, ECE programs at UFV recognize this damage and work to create a society where Indigenous children and adolescents are valued for who they are.

SOCIAL JUSTICE & ANTI-RACISM

Social Justice, as one of the five School Values, is a tenet that all faculty, staff, and students are expected to uphold. This value will be demonstrated through the ways in which we work together, and the ways in which we work with children and families. We will create inclusive learning environments that are ethical and safe by using individualized and equitable approaches that engage learners and include their voices, and by exposing gaps programs and curriculum that serve to minimize or marginalize children and educators.

However, social justice also requires us to become knowledgeable about racism and discrimination, challenging status quo, power, and privilege within education and early childcare centring. We all hold prejudice and discriminate against others -- this is built into the way that we are hardwired as human beings. Our job as educators is to acknowledge and push against this within all aspects of our daily lives -- to become *antiracist* educators. This means interrogating ourselves, our experiences, and our practices, and wrestling with the discomfort that will emerge. It also means engaging in critical discourse, acknowledging, and examining our own biases, and having courageous conversations about injustice and our own experiences with it.

SCHOOL OF EDUCATION VALUES

The School of Education programs are informed by these values:

Social Justice

The School of Education believes that educators must be open to and respectful of diversity and difference. Educators require the ability to see beyond their own ways of defining the world and to be advocates of social justice and inclusive childcare. A high value is placed on the ethical responsibilities of educators.

Critical Mindedness

The School of Education believes that educators must understand the complexity, subtlety, and difficulty of contemporary educational questions and issues. This understanding is extended to colleagues as educators value the experiences of their peers, recognize the diversity that is possible in childcare techniques, and choose to learn all that they can without passing judgment on fellow professionals. In an attempt to solve problems, educators must show a high degree of flexibility in comparing various perspectives, seeking alternative solutions, and engaging in collaboration.

Pedagogical Sensitivity

The School of Education supports a child-centered view of education. Educators must develop an understanding of the primacy of the child-educator relationship and its ethical underpinning while honouring and respecting the needs of each child. Educators must have the knowledge, skill, and confidence to adapt and develop curriculum to meet the specific needs of each child.

Integration of Knowledge and Practice

The School of Education supports the seamless connection between knowledge, theory, and practice. Educators must constantly engage in the recursive interplay of knowledge, theory, and practice throughout their professional lives.

Reflective Practice

The School of Education believes that educators must engage in reflective practice. Reflective practice is the ability to reflect in a thoughtful way on the significance of different childcare situations and on their role in defining a learning environment. Educators must demonstrate self-knowledge by openly identifying personal biases and projections. Reflective practice, guided by the principles of self-evaluation and self-directed learning, is considered the foundation of continuous professional growth.

OVERVIEW OF THE ECE CERTIFICATE AT UFV

UFV's Early Childhood Education (ECE) certificate program is an excellent foundation to pursue a career working with young children.

Especially designed for students who are coming out of high early childcare centre, and those already in the workforce, the four-semester program takes you through basic courses in communication, interpersonal growth, human development, and the early childhood curriculum.

You explore the theories and current trends in physical, cognitive, and psycho-social development, from conception to the age of eighteen. In addition, you are introduced to different recording techniques that have been developed from observing children's social, play, language, motor, and cognitive development.

In the third and fourth semesters, you also complete a 200-hour introductory and a 200-hour advanced practicum where you put Early Childhood Education theories into practice, document your experience, and apply advanced competencies including parent interaction, self-evaluation, and peer evaluation.

After completing the program and obtaining a first aid certificate, you can apply to the Provincial Licensing Board of B.C. for a basic license as an early childhood educator.



PROGRAM OUTLINE

There are two non-ECE requirements that you need to take. These can be taken at any time, even before you start your ECE courses.

- HSER 120: Interpersonal communications for human services 3 credits
- ENGL 105: Academic writing 3 credits
- or CMNS 125: Communicating professionally to academic and workplace audiences

Within the ECE program there are 13 courses, in a specific order, to take that include two practica.

Semester I (Fall)

- ECE 100 Human Development 3 credits
- ECE 101 Introduction to Early Childhood Education 3 credits
- ECE 103 Introduction to Observing and Recording Behaviour of Young Children 3 credits

Semester II (Winter)

- ECE 102 Introduction to Early Childhood Guidance 3 credits
- ECE 120 Human Development II 3 credits
- ECE 132 Nutrition, Health, and Safety 3 credits

Semester III (Fall)

- ECE 122 Introductory Practicum 6 credits
- ECE 123 Art in Early Childhood Education 1.5 credits
- ECE 124 Music in Early Childhood Education 3 credits
- ECE 125 Early Childhood Programs 3 credits

Semester IV (Winter)

- ECE 130 Presenting Literature to Children 3 credits
- ECE 133 Advanced Practicum 6 credits
- ECE 135 The Process of Curriculum Development 3 credits

For official course outlines, please see <https://www.ufv.ca/calendar/current/CourseDescriptions/ECE.htm>

ECE PRACTICUM AND SUPERVISION

UFV's School of Education provides ECE students the opportunity to draw on the experiences of faculty, experienced early childhood educators, an education librarian, and a part-time Field Experience Coordinator. Each member of the School supports students to ensure they develop professionally and successfully, and have a high-quality educational experience.

The ECE faculty (including sessional instructors) and the Program Chair (PC) teach within ECE, and some will supervise students during their practica. On occasion, other UFV faculty members may take on instructional responsibilities depending upon the subject matter and their areas of expertise. ECE faculty are also involved in the overall planning and direction of the program.

The ECE *Field Experience Coordinator* facilitates practicum placements for students. They ensure completion of criminal record checks, identify appropriate placements, organize affiliate agreements, assist in clarifying placement procedures, and they collaborate with faculty in the supervision and support of individual students in a variety of situations. The coordinator liaises with ECE placements and promote cooperative positive working relationships among students, faculty, supervisors, and ECE personnel. The Field Experience Coordinator acts as a liaison between the early childcare centres and the School of Education.

The role of the *Sponsor Supervisor* is crucial to the growth of the ECE student. The Sponsor Supervisor is based in the early childhood education placement, introduces the ECE student to the life of the professional early childhood educator, assists in developing their skills, and helps them understand what it means to be a professional supporting the learning of young children. Sponsor Supervisors have a vital role in preparing novices for the complex experiences in the daily lives of early childhood educators.



ECE PRACTICUM PLACEMENT POLICY

The ECE student should be prepared to accept a practicum placement deemed appropriate by the ECE Field Experience Coordinator. While every effort is made to place the ECE student in an early childcare centre within a reasonable distance from their home, the ECE student should be prepared to travel *up to one hour* to their early childcare centre placement. The Field Experience Coordinator considers many factors in finding the best possible placement, including location and preference. That being said, a practicum placement within a reasonable distance from home with a specific early childcare centre is not always possible.

It is the Field Experience Coordinator's role to contact the early childcare centre administration and staff to recruit Sponsor Supervisors and to facilitate placements. Under no circumstances may an ECE student make their own arrangements for a practicum placement. Placements are intended to provide the ECE student with a new context to support their development; therefore, the ECE student should inform the coordinators of any prior or existing relationships with individuals in an early childcare centre where the ECE student has been placed. These relationships would include close friends of the ECE student, family members, parents or siblings working/attending the early childcare centre, or an early childcare centre where the ECE student has volunteered or worked.

SUPERVISION OF ECE STUDENTS

The Field Experience Coordinator, Practicum Instructor, and Sponsor Supervisor all have important roles to play in the supervision and support of the ECE student.

Field Experience Coordinator

- Facilitate early childcare centre placements through early childcare centre administrators
- Recruit and support Sponsor Supervisors
- Initiate contact and communication with early childcare centre administrators
- Review the progress of ECE students with Sponsor Supervisors and Practicum Instructors
- Initiate feedback from faculty, Practicum Instructors, and Sponsor Supervisors for the future direction of ECE student placements
- Formalize closure of the placement

Practicum Instructors

- Design experiences for the ECE student so they have adequate information, preparation, instruction, and supervision during ECE 122 or 133
- Complete a minimum of two formal observations of each ECE student at their practicum centre, recognizing that if there are difficulties, additional observations may be required
- Work in partnership with Field Experience Coordinator and Sponsor Supervisor
- Work in conjunction with the Field Experience Coordinator to support early childcare centre administrators and Sponsor Supervisors to familiarize them with ECE at UFV
- Develop systematic, on-going, and consistent procedures for observing and recording information about the ECE student's work in the practicum seminar and, possibly, the childcare centre

- Discuss early childcare centre and early childcare centre district policies with the ECE student
- Support the Sponsor Supervisor and Field Experience Coordinator as needed
- Provide feedback as needed to help the ECE student to identify strengths and areas of needed growth
- Discuss the ECE student's professional development, and assess the ECE student's progress in reaching certification readiness in relation to the ECE Program Goals
- Ensure open lines of communication between all members of the early childcare centre placement

Sponsor Supervisors

The role of the Sponsor Supervisor is crucial to the growth of the ECE student. The Sponsor Supervisor introduces the ECE student to the early childcare centre life and professional role, assists in developing their skills, and helps them understand expectations. Sponsor Supervisors have a vital role in preparing novices for the complex experiences in the daily lives of early childhood educators.

- Prepare children for the arrival of the ECE student.
- Welcome and introduce the ECE student to staff, administration, and children
- Become familiar with the UFV ECE Program forms and procedures
- Share resources, a seating plan or name tags, and your daybook/plans with the ECE student
- Schedule meetings on a regular basis with the ECE student to discuss responsibilities, expectations, professional growth, and the application of theory and practice
- Think about initial in-centre involvement and phase-in for the ECE student
- Make expectations clear with respect to how the centre is run and what is required of the ECE student
- Discuss ways to observe and supervise the ECE student's performance
- Discuss your interpretation of the ECE competencies with the ECE student
- Schedule regular meetings with the ECE student to discuss their performance
- Complete a formal three-week review of the ECE student in the five competency areas
- Document and discuss the ECE student's in-centre experiences with the Practicum Instructor and the ECE student to ensure agreement about the extent and nature of the ECE student's development as an effective and professional early childhood educator
- Communicate regarding expectations and responsibilities so that the ECE student can gain competence as an early childhood educator
- Designate a space in the centre for the ECE student where they can work
- Allow for flexibility so that the ECE student experiences a variety of groupings, management strategies, routines, and strategies—these may not necessarily be your preferred, personal practice, but balance your ECE student's opportunity for growth with the needs of your children
- Model, reflect upon, and articulate good educator practice, remaining open to alternatives
- Share any concerns you may have about how the ECE student is behaving in your centre immediately with the Field Experience Coordinator
- Meet with the ECE student and the Practicum Instructor to collaborate on the Final Assessment for the practicum that highlights the ECE student's growth in relation to the five competency areas

RESPONSIBILITIES OF ECE STUDENTS

ECE students are expected to:

- Ask questions if unclear about expectations and/or requirements
- Maintain professional relationships with all ECE faculty, students, teachers, and early childcare centre personnel
- Become familiar with the ECE competency areas, School of Education values and commitments, initiating conversations about them with supervisors
- Obtain complete and accurate information about the placement prior to practicum
- Under the direction of the Field Experience Coordinator, communicate with the Sponsor Supervisor prior to the start of ECE 122 or 133
- Ensure that you arrive at your early childcare centre at a minimum of 30 minutes prior to the start of your shift and remain at your early childcare centre at least 30 minutes afterwards (or at the discretion of your Sponsor Supervisor to ensure that all your planning for the next day is complete)
- Prior to your scheduled first morning of ECE 122 or 133, visit the early childcare centre and introduce yourself to the administrator and/or Sponsor Supervisor
- Take time to meet with other early childcare centre personnel during practicum
- Get acquainted with the observation and assessment tools used during practica
- Complete reflections and assignments for your Practicum Instructor
- Initiate contact with parents/guardians in a professional capacity, under the direction of your Sponsor Supervisor
- Integrate into the early childcare centre community, progressively increasing that integration throughout ECE 122 and 133
- Assume responsibility for the organization and submission of reflections and assignments
- Work with the Sponsor Supervisor to plan appropriate activities and centres
- Regularly seek feedback from your Practicum Instructor and Sponsor Supervisor in relation to the five competency areas
- Prepare a written self-reflection summary of your development in the five competency areas at the completion of ECE 122 and 133



PRACTICUM

Practica are a significant part of the ECE program, and often a favourite part of the program. Please note that while there will be commonalities to all ECE students' experiences, there will also be marked differences – depending upon the early childcare centre administration, the Sponsor Supervisor(s), and the children whose needs will always come first.

ECE 122 - Introductory Practicum

The ECE student participates in the **Introductory Practicum** usually in the Fall. Recognizing that each ECE student will progress at their own rate during ECE 122, it is expected that ECE students will participate in a series of leading opportunities designed to scaffold their learning and allow for a demonstration of increased responsibilities. In ECE 122, the student is responsible for the following as a minimum:

1. The student will create a variety of curriculum experiences for children. The student must write up an Activity Plan before implementing these curriculum experiences and gain the approval of the Sponsor Supervisor ahead of time to move ahead. These curriculum experiences need to include:
 - a. 6 Art
 - b. 6 Music Circles
2. The student will design and implement one learning centre.
3. The student will design and create one aesthetic display.
4. The student will design, implement, and evaluate two "One Day Plans." The student will take on the perspective of a "supervisor" for this assignment.
5. The student will organize and compile a Practicum Day Book that is completed daily throughout the practicum to document their progress. This Day Book will be shared with the Sponsor Supervisor and Practicum Instructor.
6. The student will attend a weekly seminar on campus.
7. The student will receive regular and ongoing "feedback" through written comments and evaluations throughout the practicum by the Sponsor Supervisor and the Practicum Instructor (minimum of two).
8. The student will be expected to observe, record and evaluate children's responses to program experiences and daily events.

After the first three weeks, the Sponsor Supervisor will complete a "three-week review." This review should reference the five competency areas. It is the ECE student's responsibility to address the concerns and challenges identified by the sponsor teacher in a timely manner.

Midway through the ECE 122 practicum, the ECE student should use the five competency areas outlined in the practicum booklet to self-assess themselves. Arrange a time to meet with your Sponsor Supervisor to review your self-assessment. During this meeting, it is important to identify those areas that the student is not yet competent with and identify a strategy on how to become competent by the end of the practicum. If there are any self-assessments that the Sponsor Supervisor sees differently, it is important to discuss these different perceptions (e.g., an ECE student rates themselves as competent when the Sponsor Supervisor sees them as still learning).

At the end of the ECE 122 practicum, the Sponsor Supervisor is to rate the ECE student on the five competency areas. They will then meet with the Practicum Instructor to determine whether the ECE student has successfully demonstrated the five competency areas.

ECE 122 Competency Areas

1. Professionalism

a. Accountability

- i. Arrives / departs at designated times.
- ii. Calls if expecting to be late or absent.
- iii. Reports to appropriate staff and keeps attendance records.
- iv. Responsive to daily routines and schedules.
- v. Adheres to centre's policies RE: confidentiality, ethical conduct, health practices, dress code, use of telephone, parking and other resources.
- vi. Knows about and can articulate centre's philosophy.
- vii. Attends meetings, if invited.
- viii. Remains engaged and focused.

b. Interpersonal Communications

- i. Communicates and cooperates with adults in a sincere, courteous manner which demonstrates respect and trust.
- ii. Selects appropriate times for requesting clarification.
- iii. Accepts constructive criticism.
- iv. Adjusts with flexibility to unforeseen circumstances.
- v. Demonstrates an appreciation for this practicum as a learning experience.

c. Personal Development

- i. Appears eager and enthusiastic to learn.
- ii. Uses self-evaluation to assess personal and professional growth.

2. Relations with Children

a. Non-Verbal Communications

- i. Is an appropriate adult role model.
- ii. Demonstrates a genuine enjoyment when interacting with children.
- iii. Is at the child's physical level when greeting, conversing, sharing ideas.
- iv. Remains attuned with the child's feelings and responds with congruent non-verbal gestures—eye contact, listening to what is happening.
- v. Demonstrates "open-access" which encourages children to initiate contact.

- b. Verbal Communication
 - i. Speaks with clear diction and uses correct language [avoids slang / colloquial terms and “parroting” phrases].
 - ii. Is respectful of a child’s presence and avoids “talking over a child.”
 - iii. Uses active listening skills to reflect and verbalize a child’s thoughts and feelings.
 - iv. Assists and encourages a child to begin to understand another child’s emotions RE: socially – appropriate behaviour, at the child’s developmental level of comprehension.
 - v. Views conflict situations as pro-social learning opportunities for children.
 - vi. Respectfully dialogues with children and has a sense of humour appropriate to the situation.
 - vii. Provides constructive guidance strategies which nurture a child’s sense of self-esteem and confidence.
3. Knowing Schedules and Routines
- a. Taking Initiative
 - i. Appears to be responsible in understanding the functions of the daily schedule.
 - ii. Encourages children to feel competent in routines.
 - iii. Encourages and guides a child’s dressing skills.
 - iv. Encourages and guides a child’s hygiene procedures, e.g., follows procedures for hand washing and other sanitary policies.
 - v. Assists children in the development and practice of basic health habits.
 - vi. Encourages and guides a child’s eating behaviours by modelling what is appropriate.
 - vii. Encourages and guides positive and collaborative behaviours during “tidy-up / clean-up” times.
 - viii. Is sensitive to a child’s needs for sleep and to a “non-napper.”
 - ix. Articulates what is safe for children in a positive way.
 - b. Sensitivity to Atmosphere
 - i. Recognizes children’s needs for calm, non over-stimulating atmosphere during all routines.
 - ii. Is aware of a need for appropriate atmospheric room light and temperature, e.g., avoids the use of intrusive background music.
 - iii. Is sensitive to aesthetics in an early learning environment.
4. Planning and Implementing the Program
- a. Preparation
 - i. Discusses “Activity Plans / Practicum Assignments” well before their implementation.
 - ii. Plans developmentally appropriate experiences where objectives are realistic.
 - iii. Brings in resources and materials for experiences and programming.
 - iv. Designs settings for experiences that are attractive and inviting for the children.
 - v. Introduction of experiences evokes curiosity and a sense of wonder.
 - vi. Is becoming aware of how experiences connect with a child’s interests and the possibility of themes.
 - vii. Aware of emergent curriculum and is becoming confident in taking the child’s intrigue to create “instant and spontaneous” experiences at the opportune moment.

b. Practicum Assignments

- i. Works conscientiously to design and implement a variety of music experiences.
- ii. Understands that art is a process and encourages creativity when preparing, implementing and evaluating art experiences.
- iii. Plans and implements whole group / circle times.
- iv. Designs an aesthetic display.
- v. Plans and engages in the full two days of programming with enthusiasm and achieves overall objectives.
- vi. Encourages children to “flow” between experiences / routines through constructive and well-varied transitions.
- vii. Facilitates play as children’s learning in all areas of development.
- viii. Articulates clearly their knowledge and demonstrate skill in responding to children’s play.
- ix. Program planning demonstrates evidence of child development theory; research from ECE courses taken to date.
- x. Engages which encourage children’s learning in play by being a facilitator, listener, observer, encourager, supporter, inquirer, and an enthusiastic “player.”

5. Guiding Children’s Behaviour

- a. Positions self close to children with a clear view of the room.
- b. Demonstrates room awareness.
- c. Circulates as is necessary to guide the children.
- d. Gives children help only when help is needed.
- e. Prevents problems by manipulating equipment or space.
- f. Places the action part of the guidance statement at the beginning of the statement.
- g. Gives directions one at a time.
- h. Gives only the directions the child really needs.
- i. Gives a choice only when children have a choice.
- j. Gives a logical reason for requests.
- k. States rules clearly and positively.
- l. Avoids making comparisons between children.
- m. Leads a child when appropriate.
- n. Removes a child appropriately if necessary.
- o. Gives attention before a child demands attention.
- p. Gives child labels for emotions.
- q. Observes children.
- r. Speaks firmly, yet gently and is friendly.
- s. Avoids shaming or blaming a child.
- t. Is consistent yet flexible when necessary.

ECE 133 – ADVANCED PRACTICUM

The ECE student participates in the **Advanced Practicum** usually in the Winter. Recognizing that each ECE student will progress at their own rate during ECE 133, it is expected that ECE students will participate in a series of leading opportunities designed to scaffold their learning and allow for a demonstration of increased responsibilities. In ECE 133, the student is responsible for the following as a minimum:

1. The student will create a variety of curriculum experiences for children. The student must write up an Activity Plan before implementing these curriculum experiences and gain the approval of the Sponsor Supervisor ahead of time to move ahead. These curriculum experiences need to include:
 - a. 2 Science
 - b. 2 Math
 - c. 2 Health, Safety, and Nutrition
 - d. 2 Art
 - e. 4 full circles including Music and a Literature experience
2. The student will design and implement one documentation board.
3. The student will design and implement one parent bulletin board.
4. Two “One Week Plans” will be designed, implemented, and evaluated by the student. The student will take on the perspective of a “supervisor” for this assignment.
5. The student will organize and compile a Practicum Day Book that is completed daily throughout the practicum to document their progress. This Day Book will be shared with the Sponsor Supervisor and Practicum Instructor.
6. The student will attend a weekly seminar on campus.
7. The student will receive regular and ongoing “feedback” through written comments and evaluations throughout the practicum by the Sponsor Supervisor and the Practicum Instructor (minimum of two).
8. The student will be expected to observe, record and evaluate children’s responses to program experiences and daily events.

After the first three weeks, the Sponsor Supervisor will complete a “three-week review.” This review should reference the five competency areas. It is the ECE student’s responsibility to address the concerns and challenges identified by the sponsor teacher in a timely manner.

Midway through the ECE 133 practicum, the ECE student should use the five competency areas outlined in the practicum booklet to self-assess themselves. Arrange a time to meet with your Sponsor Supervisor to review your self-assessment. During this meeting, it is important to identify those areas that the student is not yet competent with and identify a strategy on how to become competent by the end of the practicum. If there are any self-assessments that the Sponsor Supervisor sees differently, it is important to

discuss these different perceptions (e.g., an ECE student rates themselves as competent when the Sponsor Supervisor sees them as still learning).

At the end of the ECE 133 practicum, the Sponsor Supervisor is to rate the ECE student on the five competency areas. They will then meet with the Practicum Instructor to determine whether the ECE student has successfully demonstrated the five competency areas.

ECE 133 Competency Areas

1. Professionalism

a. Accountability

- i. Arrives / departs at designated times.
- ii. Calls if expecting to be late or absent.
- iii. Reports to appropriate staff and keeps attendance record.
- iv. Responsive to daily routines and schedules.
- v. Adheres to centre's policies RE: confidentiality, ethical conduct, health practices, dress code, use of telephone, parking and other resources.
- vi. Knows about and can articulate centre's philosophy.
- vii. Attends meetings, if invited.

b. Interpersonal Communications

- i. Communicates and cooperates with adults in a sincere, courteous manner which Demonstrates respect and trust.
- ii. Selects appropriate times for requesting clarification.
- iii. Accepts constructive criticism and appreciates this practicum as a learning experience.
- iv. Adjusts with flexibility to unforeseen circumstances.

c. Personal Development

- i. Appears eager and enthusiastic to learn.
- ii. Uses self-evaluation to assess personal and professional growth.

2. Relations with Children

a. Non-verbal Communication

- i. Is an appropriate adult role model.
- ii. Demonstrates a genuine enjoyment when interacting with children.
- iii. Is at the child's physical level when greeting, conversing, sharing ideas.
- iv. Remains attuned to the child's feelings and responds with congruent non-verbal gestures—eye contact, listening to what is happening.
- v. Demonstrates "open-access" which encourages children to initiate contact.

b. Verbal Communication

- i. Speaks with clear diction and uses correct language [avoids slang / colloquial terms and "parroting" phrases].
- ii. Is respectful of a child's presence and avoids "talking over a child."
- iii. Uses active listening skills to reflect and verbalize a child's thoughts and feelings.
- iv. Assists and encourages a child to begin to understand another child's emotions RE: socially – appropriate behaviour, at the child's developmental level of comprehension.

- v. Sees conflict situations as pro-social learning opportunities for children.
 - vi. Respectfully dialogues with children and has a sense of humour appropriate to the situation.
 - vii. Provides constructive guidance strategies which nurture a child’s sense of self-esteem and confidence.
3. Knowing Schedules and Routines
- a. Taking initiative
 - i. Appears to be responsible in understanding the functions of the daily schedule.
 - ii. Encourages children to feel self-competent in all routines.
 - iii. Encourages and guides a child’s dressing skills.
 - iv. Encourages and guides a child’s hygiene procedures, e.g., follows procedures for hand washing and other sanitary policies.
 - v. Assists children in the development and practice of basic health habits.
 - vi. Encourages and guides a child’s eating behaviours by modelling what is appropriate.
 - vii. Encourages and guides positive and collaborative behaviours during “tidy-up / clean-up” times.
 - viii. Is sensitive to a child’s needs for sleep and to a “non-napper.”
 - ix. Articulates what is safe for children in a positive way.
 - b. Sensitivity to Atmosphere
 - i. Recognizes children’s needs for calm, non over-stimulating atmosphere during all routines.
 - ii. Is aware of a need for appropriate atmospheric room light and temperature, e.g., avoids the use of intrusive background music.
 - iii. Is sensitive to aesthetics in an early learning environment.
4. Planning and Implementing the Program
- a. Preparation
 - i. Discusses “Activity Plans / Practicum Assignments” well before their implementation.
 - ii. Plans developmentally appropriate experiences where objectives are realistic.
 - iii. Brings in resources and materials for experiences and programming.
 - iv. Designs settings for experiences that are attractive and inviting for the children.
 - v. Introduction of experiences evokes curiosity and a sense of wonder.
 - vi. Is becoming aware of how experiences connect with a child’s interests and the possibility of themes.
 - vii. Aware of emergent curriculum and is becoming confident in taking the child’s intrigue to create “instant and spontaneous” experiences at the opportune moment.
 - b. Practicum Assignments
 - i. Works conscientiously to design and implement a variety of music experiences.
 - ii. Understands that art is a process and encourages creativity when preparing, implementing and evaluating art experiences.
 - iii. Prepares, implements, observes and evaluates a variety of literature experiences.
 - iv. Prepares, implements, observes and evaluates a variety of science, social studies and math experiences.
 - v. Prepares, implements, observes, and evaluates a variety of health, safety and nutrition experiences.

- vi. Plans and implements whole group / circle times.
- vii. Designs and implements one documentation board.
- viii. Designs a parent bulletin board.
- ix. Plans and engages in the full two, one-week programming with enthusiasm and achieves overall objectives.
- x. Encourages children to “flow” between experiences / routines through constructive and well-varied transitions.
- xi. Facilitates play as children’s learning in all areas of development.
- xii. Articulates clearly their knowledge and demonstrate skill in responding to children’s play.
- xiii. Program planning demonstrates evidence of child development theory; research from all ECE courses taken to date.
- xiv. Engages in roles that encourage children’s learning in play by being a facilitator, listener, observer, encourager, supporter, inquirer and an enthusiastic “player.”

5. Guiding Children’s Behaviour

- a. Positions self close to children with a clear view of the room.
- b. Demonstrates room awareness.
- c. Circulates as is necessary to guide the children.
- d. Gives child help only when help is needed.
- e. Prevents problems by manipulating equipment or space.
- f. Places the action part of the guidance statement at the beginning of the statement.
- g. Gives directions one at a time.
- h. Gives only the directions the child really needs.
- i. Gives a choice only when children have a choice.
- j. Gives a logical reason for requests.
- k. States rules clearly and positively.
- l. Avoids making comparisons between children.
- m. Leads a child when appropriate.
- n. Removes a child appropriately if necessary.
- o. Gives attention before a child demands attention.
- p. Gives child labels for emotions.
- q. Observes children.
- r. Speaks firmly, yet gently and is friendly.
- s. Avoids shaming or blaming a child.
- t. Is consistent yet flexible when necessary.

STUDENT GUIDELINES AND POLICIES

These guidelines and policies are a supplement to the University of the Fraser Valley (UFV) Student Handbook and the UFV Policy Manual. In some cases, the School of Education policies reflect and/or restate the UFV-wide policies. **It is the responsibility of the ECE student to familiarize themselves with these policies.**

The guidelines described in this section have a significant role in ensuring ECE student success in the program. The ECE student should thoroughly review these guidelines and policies throughout their time in the program. It is the ECE student's responsibility to read and understand all guidelines and policies. If an ECE student has any questions, it is their responsibility to contact the Program Chair or School of Education Academic Advisor for clarification.

LATE ARRIVALS AND ATTENDANCE

The School of Education aims to prepare the ECE student to enter the profession. As a result, the policies surrounding attendance, tardiness, and assignment completion align with both the Professional Standards for early childhood educators and our local early childcare centres. The five competency areas speak to the many ways in which an ECE student can demonstrate readiness to shoulder the responsibilities of being an educator through their professional conduct, and the ECE expectations align with those of professionals working in early childcare centres today. For example: notification in advance of absences, reasons for absence provided (with supporting documentation such as a doctor's note if needed), arrival on time for all coursework/practica, prepared and ready to work prior to the start of class, and responding to administrator/instructor requests and tasks.

Note: While classes may begin at either 4pm or 8pm, the ECE student is expected to be in class and ready to begin at least 10 minutes prior to the start of class.

The ECE program is highly participatory. Regular and timely attendance for all program-related activities is mandatory. As well, timely completion of assignments is essential to success in the program.

Note: Any non-urgent absences for personal reasons during coursework or practica must be requested, in writing, to the Program Chair at least 2 weeks prior to the absence. The ECE student is advised that non-urgent absences may not be authorized.

Guidelines while on Campus

1. The ECE student is required to notify the instructor and advisor of any absences ahead of class.
2. The ECE student is responsible to make-up for any lost learning time due to absence.
3. The ECE student is to communicate with the instructor to determine what was missed and to suggest ways in which the lost learning can be 'made-up' to a satisfactory level. This make-up work must meet the expectations of the course instructor.
4. Prolonged illness (3+ days) may require a doctor's certificate to be submitted to the Advisor, supporting the absence, and confirming the ability to return to full-time study. It is recommended that prolonged illnesses be registered with the Centre for Accessibility Services (CAS).
5. If illness or another unavoidable absence prohibits an ECE student from completing course assignments in a timely manner, the ECE student will:

- notify the instructor in advance of missing course assignments;
 - provide a medical certificate or other appropriate documentation if requested; and
 - notify the instructor(s) regarding the planned return date.
6. Patterns of late arrivals or leaving early are the responsibility of the instructor to observe and/or record. If there is a concern, the information is forwarded to the Program Chair (or Director if for a dual credit course) and dealt with accordingly.

Procedure

Attendance, tardiness, and/or incomplete assignments have become a problem that warrants the attention of the Program Chair when:

- Tardiness is affecting 30% or more of class time;
- An assignment is deemed incomplete by an instructor; and/or
- The Program Chair, who in consultation with the instructor(s) records attendance through the Program year, determines that an ECE student has:
 - Been absent for a total of 5 days, even if not consecutive; and/or
 - Demonstrated a repeated pattern of absences. (e.g., missing for the same class three times in a term, missing the same day over a period of weeks, etc.).

Once a concern has been directed to the Program Chair, they can take one of two actions:

- If it is the first time a concern is brought forward, the Program Chair will discuss the concern with the ECE student and together develop strategies for success. This may involve the advisor.
- If it is the second time a concern has been brought forward, a NOC may be implemented by the Program Chair. Please refer to *“Program Continuance/Due Process”* in the *ECE Program Handbook* for more information.

Guidelines while on Practica

- If an ECE student will be absent due to illness, they must immediately notify the early childcare centre. They should also ensure the following people are informed: the Sponsor Supervisor(s), the Practicum Instructor, and the Field Experience Coordinator.
- Prolonged illness (more than 3 days) may require a doctor’s note to be submitted to the Practicum Instructor, substantiating the absence, and confirming the ability to return to practica. This information will be shared with the Field Experience Coordinator and may impact ECE student certification.



Photo credit to Natasha Rainkie, past student

GRADING

GRADING SYSTEM

Grading for ECE courses utilize UFV letter grades and adhere to [UFV's Policy 109 on Grade Reporting](#). ECE practicum courses (ECE 122 and 133) are evaluated using a credit/no credit basis. The ECE student must demonstrate competence in all five competency areas to receive credit for ECE 122 and 133.

PROGRAM CONTINUANCE

Students in the ECE certificate program must maintain semester and cumulative grade point averages of at least 2.33 (C+ average) to be awarded the certificate. Students who do not maintain the required cumulative GPA will be placed on program warning for one semester. If they do not attain the required GPA, they will need to meet with the School of Education Advisor before continuance in the program and may need to withdraw from the program.

For any courses identified as prerequisites to ECE practica (ECE 122 and 133), students must achieve a minimum grade of a C- to be placed on practicum.

STUDENT ACADEMIC AND PERSONAL CONDUCT

UFV Student Conduct Policies 70 and 204

It is expected that the ECE student will abide by all UFV Policies. However, given the nature of the profession the ECE student plans to enter, of particular importance are those related to student conduct: Student Academic Misconduct (Policy 70) and the Safe Student Learning Community (Policy 204). These policies refer to academic misconduct such as plagiarism or cheating, and personal misconduct, such as inappropriate use of social media and/or any behaviour that represents potential risk or harm to self or others.

Note: both policies apply while on UFV premises and while participating in UFV-sanctioned activities, including practica and field studies.

Information on procedures and sanctioned options are outlined in these two policies, together with information on the Student Conduct Registry. Please see www.ufv.ca/secretariat/policies/.

Moreover, the ECE student is expected to demonstrate ethically responsible professional conduct that includes knowledge, skills, dispositions, and behaviour consistent with the established [BC Childcare Sector Occupational Competencies](#) and the [Early Childcare Educators of BC \(ECEBC\) Code of Ethics](#).

This expectation is in place while on UFV premises and while participating in UFV-sanctioned activities, including practica and field studies.

CONDUCT DURING COURSEWORK

Completion of the ECE certificate requires the successful completion of both university coursework and practica. Because licensing as an early childhood educator is granted by an outside governing body (the Ministry of Education and Child Care as per the Community Care and Assisted Living Act Child Care

Licensing Regulation), successful completion of your ECE certificate, as detailed in your final transcript, is used by the ECE Registry to determine licensing. As such, certificate completion means that an ECE student has not only demonstrated the necessary knowledge and skills, but also the professional conduct worthy of a BC early childhood educator. *To that end, the behaviour ECE students demonstrate during coursework and practica must be professional.* As such, to complete coursework successfully, an ECE student's participation and conduct in class must demonstrate that they are 'workplace ready' – meaning that their behaviour during their time on campus should mirror their behaviour during practica.

What does 'workplace ready' look like?

This means full participation in classroom activities, timely completion of assignments, effective and respectful communication with colleagues and instructors, and inclusive and supportive engagement with peers. This is an expectation that the School of Education has of ECE students, and that ECE students should expect from the program. If an ECE student has concerns with any activities or classroom behaviours, they should speak to their instructor. If the instructor has any concerns with an ECE student's participation in activities or classroom behaviour, expect that the instructor will speak to them.

WRITTEN ASSIGNMENTS

Early childhood educators, as role models in society, are held to a higher standard in all things – including their oral and written communication. While in the program, the ECE student is expected to speak and write in a professional manner. Please consider this as you draft your emails to your instructors and fellow colleagues.

While each instructor may have specific requirements for written assignments, the following general guidelines will assist you in creating professional looking, readable documents.

Written Assignments:

- Word document
- Single spaced
- Size 12 font (larger font may be used for headings)
- Professional font such as Times New Roman
- Correct spelling, grammar, punctuation
- Pages numbered
- Cite your sources when using quotations or the ideas of others
- Information may be bulleted (partial sentences acceptable if they are readable)
- Submit electronically as an attachment

COMMUNICATION

Strong communication skills are a necessity. Early Childhood Educators in the field must interact with many different people throughout the day (in a variety of communication forms) and must become used to being 'on call'. Therefore, it is an expectation of the program that the **ECE student will check their UFV email at least twice a day.** As a growing professional, it is incumbent upon the ECE student to remain updated and to respond to emails in a professional and timely manner (**a 48-hour turnaround is expected, except under exceptional circumstances**).

SOCIAL NETWORKING SITES

As an ECE student within ECE courses, you are in the process of joining a professional group of educators and are to be adopting the established standards of the Ministry of Education and Child Care in areas of your personal and professional life. Human Resources staff from early childcare centres may try to gain information about you on the internet. As such, please review with a critical eye any pages or contributions (including pictures/videos) that you have made on social networking sites and check your privacy settings. Pay attention and ensure that the content and your personal conduct are appropriate to the profession you are now entering and will not negatively impact your professional identity as a future Early Childhood Educator. **NOTE: An ECE student cannot be 'friends' with parents/guardians of practicum children, regardless of any previously established relationships.** We realize that this might be complicated for some of you. If you have any questions about this, please contact the advisor or the Field Experience Coordinator.

COMPUTER/INTERNET/INTERACTIVE TECHNOLOGY USE ON CAMPUS (NOTE: THIS DOES NOT APPLY TO ONLINE LEARNING)

All instructors wish to promote effective technology integration and preserve the constructivist environment where everyone is participating. The School of Education strives to model contemporary learning that integrates multiple forms of technology and management systems. To support this, we have set the following guidelines:

1. During any class, each instructor will be responsible for allowing any computer use. Please accept each instructor's decision when computers, other forms of technology, and/or the internet can be used. If there is assistive technology in use, this should be cleared with your instructor and CAS.
2. The ECE student will be permitted to use computers and personal devices during breaks, and before and after class. **However, personal devices are not allowed in the practicum centre. They are to remain locked in your car.** If there is a valid reason to need your phone for safety reasons, you are to discuss this with your Sponsor Supervisor and Practicum Instructor.

The ECE student is required to abide by [UFV's Policy 14](#), the policy on the appropriate use of computing and network resources while on campus and in practica.

WHEN AN ECE STUDENT HAS A CONCERN

An ECE student with concerns regarding any aspect of the ECE program should utilize the following procedures:

1. The ECE student will discuss the problem with the involved faculty member (e.g., course instructor) as soon as possible after encountering the problem. The faculty member will attempt to resolve the issue and may request that the problem be clarified in writing.

2. If the concern is not resolved, the ECE student and the faculty member will:
 - i. Consult directly with the Director; or,
 - ii. If the concern is related to practica, they will consult with the Field Experience Coordinator. If the concern is not resolved at this level, the ECE student, faculty member, and Field Experience Coordinator will consult with the Director.
3. A written record of all meetings will be maintained. The outcomes of any discussions related to the concern will be communicated to the ECE student.
4. Any ECE student who still has concerns about an instructor after having consulted with the Director can address the issue with the Dean of the Faculty of Education, Community, and Human Development. If the concern is regarding the Director, and they are not satisfied with resolution established by the Director, the ECE student should address this issue directly with the Dean.



Celebrating National Ribbon Skirt Day

ECE CONTINUANCE/DUE PROCESS

INTERRUPTION OF THE PROGRAM DUE TO EXTENUATING CIRCUMSTANCES

An ECE student may request permission, in writing, to interrupt the ECE program due to extenuating circumstances such as medical, personal, or financial difficulties. There is a Program Interrupt form which must be completed by the ECE student and is reviewed by the Program Chair. Conditions for the ECE student's re-entry into the program are specified at this time. Re-entry into the program must occur within two years of the interruption. **A Program Interrupt is not an option once performance issues have been identified.**

DUE PROCESS

Sometimes serious concerns arise with an ECE student during coursework and/or during their practica. Because the School of Education sees these challenges as opportunities for growth and learning, we typically follow something called due process. **Due process** means that the ECE student is given notice and a specified amount of time to take care of the issue(s). Key to this process is the adequate documentation of concerns.

DUE PROCESS DURING COURSEWORK

Coursework due process is followed when concerns with an ECE student's performance are identified during classes on campus. For campus coursework, ECE students are assessed against the School of Education Values and Commitments and the learning outcomes listed on each of the course outlines.

Coursework Due Process includes three stages and is articulated as Notices of Concern:

- *Notice of Concern*
- *Notice of Potential Withdrawal/Fail*
- *Fail or no credit grade* issued and removal from the ECE course

There are four course-related concerns that will warrant a Notice of Concern:

1. The ECE student receives a D on any assignment.
2. The ECE student does not hand in an assignment on the due date (or the pre-arranged time).
3. The ECE student does not successfully incorporate feedback into revisions or previous assignment.
4. The ECE student demonstrates actions or behaviours that are contrary to the School of Education Values or Commitments.

Note: It is presumed that all instructors of ECE courses demonstrate best practice in both instruction and assessment. Therefore, it is expected that ECE students are provided with sufficient information such that they can successfully complete assignments (i.e., learning outcomes, clear directions, criteria, rubrics, and/or exemplars).

Coursework Due Process Procedures:

- The instructor determines that an assignment (or action/behaviour demonstrated in relation to the course) is of major concern (1, 2, 3, and/or 4 from the list of course-related concerns).
- The instructor provides the ECE student with written feedback outlining the recommendations (for future assignment or action/behaviour) that are required and informs them to consider this a Notice of Concern (NOC).
- In the case of a Notice of Potential Withdrawal/Fail (NOPWF), the instructor would again provide written feedback outlining the revisions required and shares this information with the Program Chair. The ECE student would also be informed that another serious course-related concern in that particular course would result in a Fail grade for the course.
- If a course-related concern occurs for a third time within a specific course, the ECE student will receive a grade of fail. The instructor will notify the Program Chair, and it is the responsibility of the Program Chair to arrange a meeting with the ECE student to formalize their removal from the course.

Note: *If it is determined by the Program Chair that an ECE student is receiving Notices across multiple courses, concerns related to the safety of children, or not adhering to the ECEBC Code of Ethics or School of Education Values and Commitments, then a Programmatic Notice of Concern (NOC) or Notice of Potential Withdrawal/Fail (NOPWF) may be put in place by the Program Chair. Given that these concerns exist at a programmatic level, if they are not addressed, they may result in a student being removed from all ECE courses. Any Programmatic Notices may follow an ECE student into ECE 122 or 133.*

DUE PROCESS DURING PRACTICA

Practica-related due process is followed when concerns with an ECE student's performance are identified during ECE 122 or 133 (practica). The assessment measures for the practica are competency based in all five areas.

Documenting Concerns

When concerns with an ECE student's performance during practica are identified, it is the responsibility of the Sponsor Supervisor or Practicum Instructor to communicate these concerns to the ECE student. To ensure receipt/awareness of these concerns, they should be made in writing. Concerns may be communicated via:

- a practicum evaluation;
- a reflective journal;
- a Sponsor Supervisor assessment form;
- email; and/or
- any other written communication that relays this information.

Any meetings to address these concerns should be documented. This information should then be shared with all participants in the ECE placement (ECE student, Sponsor Supervisor, Practicum Instructor, Field Experience Coordinator), in order to ensure that everyone is aware of the concerns and the decisions reached regarding how to address these concerns.

Notice of Concern (NOC)

If concerns persist, or are serious enough, the Practicum Instructor will complete a *Notice of Concern* form in consultation with the Sponsor Supervisor and the Field Experience Coordinator. The NOC identifies, in relation to the 5 competency areas:

- the areas of concern;
- the specific, observable behaviours needed to address these concerns; and
- a timeline for successfully demonstrating these behaviours.

If the ECE student successfully demonstrates these behaviours, this is noted on the *NOC* form and shared with all those involved. **The expectation is that these successful behaviours will be continued throughout the remainder of the ECE practica.** If they are not continued, or if the ECE student fails to demonstrate these behaviours by the timeline identified in the NOC, the ECE student will move to a *Notice of Potential Withdrawal/Fail (NOPWF)*.

Notice of Potential Withdrawal/Fail (NOPWF)

If an ECE student does not demonstrate the necessary behaviours within the timeline of the NOC, or if their behaviour is not consistently demonstrated after completion of the NOC, the ECE student will be placed on a NOPWF. A *NOPWF* form is completed by the *Field Experience Coordinator* in consultation with the Practicum Instructor and usually the Sponsor Supervisor.

- The *NOPWF* form identifies the ECE student's insufficient competencies in relation to the five competency areas. The School of Education Values and/or Commitments and/or the ECEBC Code of Ethics may be referenced as well.
- It will specify the conditions the ECE student must meet to demonstrate improvement and the timeline for completion of these improvements.
- The ECE student will have a specified number of days (typically 5) to meet the conditions of the *NOPWF*. This may involve observations by a variety of instructors/mentors/faculty.

When the ECE student has demonstrated that they have met the conditions by the specified deadline, this will be noted in writing on the *NOPWF* form and communicated to all participants. **The ECE student must demonstrate that these improvements are sustained throughout the remainder of the ECE practica.**

Note: Where an ECE student has received a *NOPWF* in a previous course (including a campus course and/or ECE 122) and the behavior appears again in a subsequent course (including a campus course and/or ECE 133), a grade of NC will be applied.

Note: In rare circumstances where concerns regarding an ECE student's performance during ECE 122 or 133 are serious enough (e.g., potential threat to the physical, emotional, social, or intellectual safety of children), the Field Experience Coordinator may choose to bypass the usual due process. Please see the Fitness to Study section for more information.

ECE Practicum Discontinuance

Leaving the ECE practicum is a difficult experience for all concerned. It is important that all affected parties have a thorough understanding of the discontinuance process to lessen any discomfort and ensure transparency throughout the process. There are two situations in which this may occur: (1) through a self-initiated decision to leave the practicum; or, (2) a school-initiated decision to remove an ECE student from the practicum.

1. **Voluntary Practicum discontinuance:** If an ECE student acknowledges their inability to meet the ECE competency areas, they may discontinue the ECE practicum. The ECE student is required to inform their Practicum Instructor and/or Sponsor Supervisor and the Field Experience Coordinator. It will be the responsibility of the ECE student to withdraw from the practicum course through MyUFV. As well, the ECE student must complete *the ECE Program Discontinuance* form with the Field Experience Coordinator. When an ECE student decides to discontinue their practicum, a variety of conditions for re-application (or re-entry if beyond three semesters) will be identified on the *ECE Program Discontinuance* form. These conditions will reflect the ECE student's performance issues and circumstances and note that the ECE student needs to connect with the Academic Advisor to ensure re-enrolment in the ECE certificate program.
2. **School-initiated ECE Practicum Discontinuance:** A school-initiated ECE practicum discontinuance can occur in one of two ways:
 - i. *Immediate ECE Practicum Discontinuance:* For situations that are considered very serious, an ECE student may be immediately removed from their practicum placement (in either ECE 122 or 133). This removal occurs when, based upon their professional opinion, the site manager at the sponsoring early childcare centre refuses to allow the ECE student to continue, or if the Field Experience Coordinator deems it necessary due to the severity of the situation. This results in a grade of NC (for either ECE 122 or 133), leading to discontinuance in the ECE practicum. In this very rare situation, the Field Experience Coordinator removes the ECE student from the practicum immediately, bypassing the previously outlined process.
 - ii. *ECE Practicum Discontinuance process:* For situations in which an ECE student has not met the conditions of a *Notice of Potential Withdrawal/Fall*, or the ECE student has not sustained their performance after completion of a *Notice of Potential Withdrawal/Fail*, the ECE student will receive a grade of NC for the course. This NC grade results in discontinuance in the ECE practicum. An *ECE Program Discontinuance Form* is completed by the Field Experience Coordinator. The ECE student is asked to sign that they have read and received this *ECE Practicum Discontinuance Form*. The discontinuance form lists the reasons for the practicum removal and specifies any conditions, including time limits, that the ECE student must meet before they can re-apply or re-enter (if more than three semesters later). *Note: Refusal to sign the Discontinuance Form does not negate its reality. If the ECE student refuses to sign, the process continues regardless and signing just confirms that it was read.*

Depending upon when the ECE student discontinues from the ECE practicum (whether voluntary or school - initiated), to return to the practicum the ECE student will complete either a re-application or a re-entry. An ECE student will need to connect with the Academic Advisor to ensure re-enrolment in the ECE certificate program

RE-ADMISSION

Students in the ECE certificate program who fall into any of the following categories must apply for re-admission.

1. Absence from the ECE certificate program for more than three consecutive semesters (including Fall, Winter, and Summer).
2. Withdrawal from the first semester of attendance before completing any course work, or failure to register.
3. A change to another program.
4. Students who have been required to withdraw from UFV under the [Undergraduate Continuance policy \(92\)](#) are subject to readmission and continuance requirements as listed in the Academic Calendar.

Students seeking readmission to the ECE certificate must meet the entrance requirements stated in Option 2, University entrance.

Note: *Although every effort is made to accommodate an ECE student who wishes to re-enter the program in the semester of their choice, this cannot be guaranteed. Space availability for re-entering ECE students, as well as the total number of applicants in any given semester, inevitably influences the possibility of re-entry, even for an ECE student who is otherwise qualified.*

SCHOOL OF EDUCATION FITNESS TO STUDY POLICY

Not everyone is meant to be an early childhood educator – the profession is multi-faceted and complex, requiring competency in many different areas and conduct above and beyond those of the general public.

In cases where unprofessional conduct has occurred, such that the Code of Ethics for ECEBC have been severely violated, the School of Education may determine that an ECE student is unsuited to proceed with their practicum. The Field Experience Coordinator is responsible for providing a written recommendation to the Program Chair, providing relevant documentation regarding the matter. The Program Chair, in consultation with the Academic Advisor and the Director, will review the recommendation to determine if the ECE student is unsuited to continue, and make a final decision.

In cases where an ECE student is removed from the ECE program for contravening the above policies, re-acceptance and/or re-entry into the ECE may not be granted.

DEPARTMENT APPEAL PROCEDURES FOR A NO CREDIT GRADE IN ECE 122 or 133

Given the number of external bodies potentially involved in awarding a NC grade in ECE 122 and 133, the School of Education has an internal appeal process that occurs *prior* to the UFV institution-wide appeal process. Similar to the institution-wide appeal process, the purpose of an appeal is to establish that due process was followed and was consistent with discontinuance procedures; and, to review the evidence on which the decision was made. The following internal steps are to be followed:

1. When an ECE student receives a grade of NC for ECE 122 or 133, they will meet with the Field Experience Coordinator to review the ECE program discontinuance form. Note: If for some reason, a meeting cannot occur, the paperwork will be emailed to the ECE student.

2. The ECE student has 10 working days from the date the paperwork is reviewed/emailed to seek an appeal. The appeal must be in writing and given to the Director.
3. The Director will call for a meeting that includes the ECE student, the Field Experience Coordinator, the Practicum Instructor, and possibly the Sponsor Supervisor. This meeting should occur within 5 working days of receiving the written appeal. During that meeting all parties will have the opportunity to explain why or why not due process was followed and present evidence to support their position.
4. The ECE student will receive a written appeal decision from the Director within 3 working days of the meeting. If the appeal is not granted, the NC grade will be immediately entered in the UFV system which enables the ECE student to then take their appeal forward.
5. In the case where no appeal is made, the NC grade will be entered 11 working days after the discontinuance paperwork has been given to the ECE student.

UFV INSTITUTION-WIDE APPEAL PROCEDURES FOR A NO CREDIT GRADE

In the case of receiving a NC grade for ECE 122 or 133, or not being successful in a School appeal for a NC grade in ECE 122 or 133, an ECE student has the right to appeal. The final grade appeal is made to the Dean of the Faculty of Education, Community, and Human Development. If the ECE student is still not satisfied, the ECE student may appeal to the Office of the Registrar as they manage the process for [Student Academic Misconduct \(UFV Policy 70\)](#) and [Final Grade Appeals \(UFV Policy 217\)](#). The appeal is then heard by the Senate Committee for Student Appeals. The purpose of the appeal is to:

- a. Establish that due process was followed and was consistent with program discontinuance procedures; and,
- b. Review the evidence on which the decision was made to establish that an appropriate decision was made.

Please see www.ufv.ca/ai/ for more information.

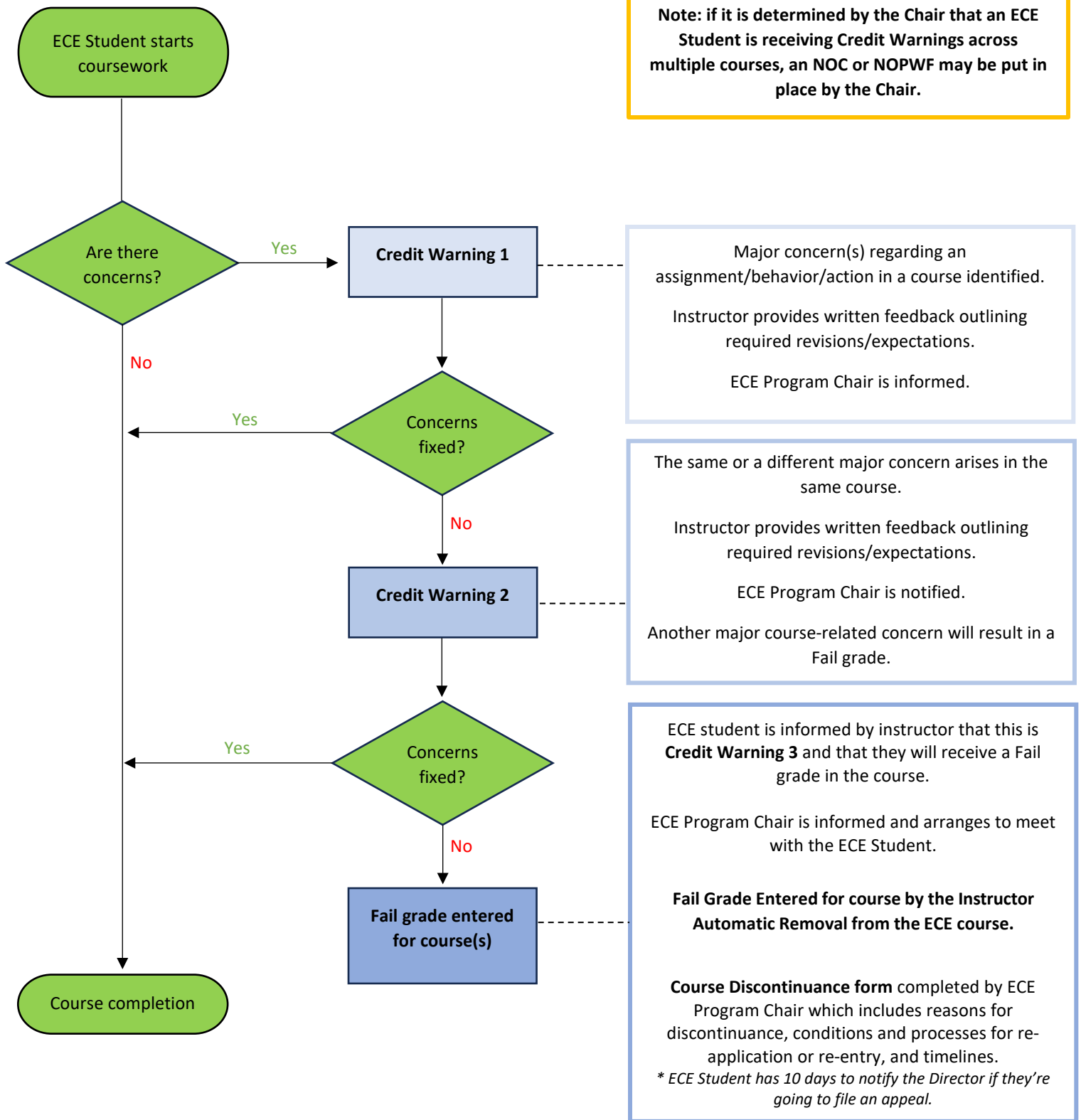
When an ECE student receives a grade of NC, they will be automatically removed from the ECE practicum. If the Senate Committee decide in favour of the ECE student's final grade appeal the School of Education will automatically re-instate the ECE student into the ECE practicum. The Director will be responsible for evaluating how best to re-instate the ECE student and the options that are possible. Re- instatement does not mean that the grade of NC is automatically turned into a credit (CR) grade, given the external requirements of the Ministry of Education and Child Care and the ECE Registry.



ECE Faculty and Field Experience Coordinator in a School of Education classroom

EARLY CHILDHOOD EDUCATION

PROGRAM CONTINUANCE/DUE PROCESS: COURSEWORK

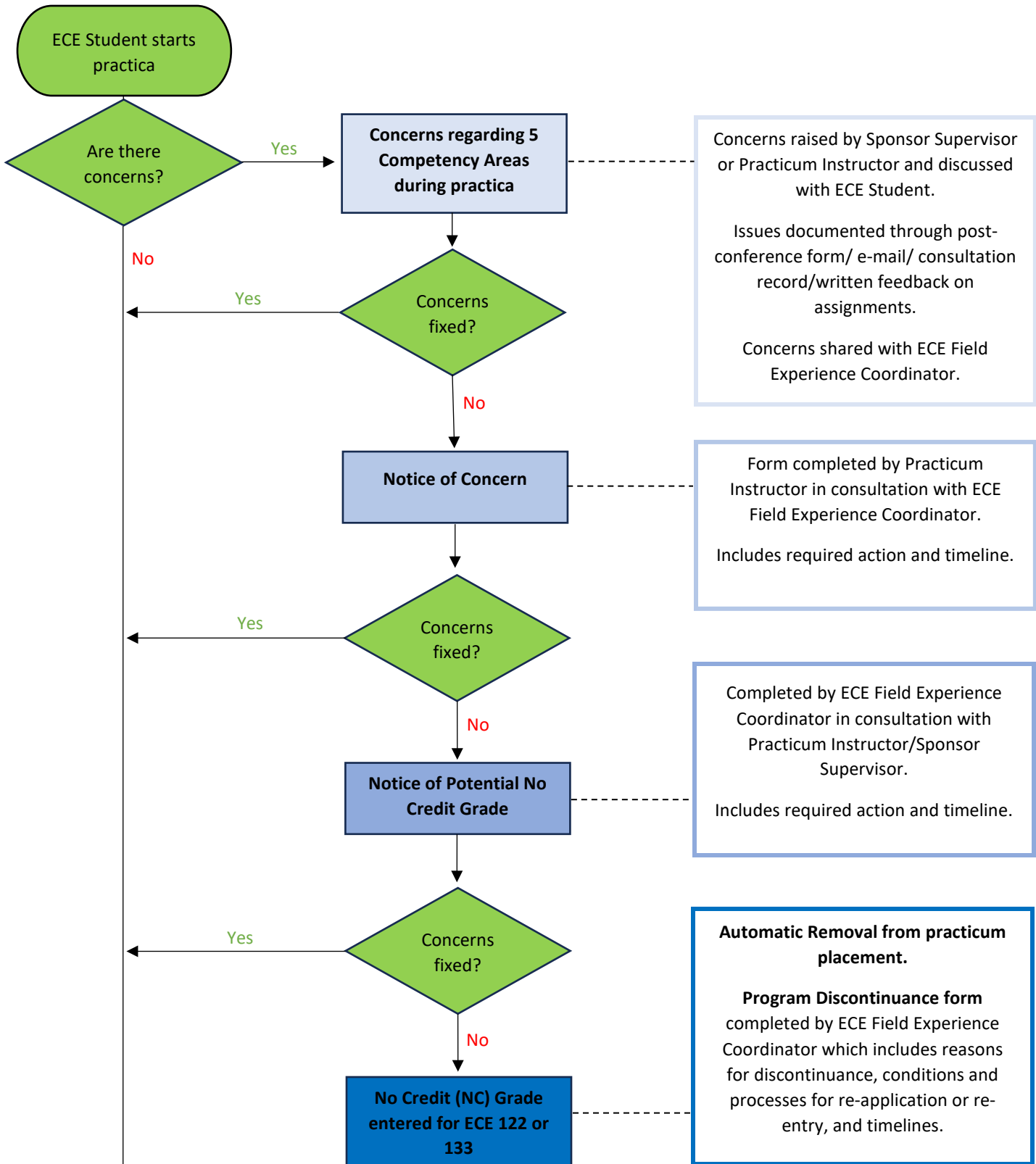


There are four course-related concerns that will warrant a Credit Warning:

1. The ECE Student receives a D on any assignment;
2. The ECE Student does not hand in an assignment on the due date (or a pre-arranged time);
3. The ECE Student does not successfully incorporate feedback into revisions (requiring a 2nd revision);
4. The ECE Student demonstrates actions or behaviours that are contrary to the SOE Values and/or Commitments or ECEBC Code of Ethics.

EARLY CHILDHOOD EDUCATION

PROGRAM CONTINUANCE/DUE PROCESS: PRACTICA



Note: During ECE 122 and 133, the SOE and/or the Practicum Site Administrator may terminate the practicum at any time if the psychological, academic or physical well-being of children is in serious question. In such a case, the ECE Student will receive a NC grade for ECE 122 and 133 and, therefore, be automatically removed from the practicum by the Field Experience Coordinator in consultation with the ECE Program Chair. Students who are involuntarily removed have the right to appeal. At any point in the program an ECE Student may choose to voluntarily discontinue. In doing so they will receive a NC grade for their practicum. This NC grade is not appealable when an ECE student voluntarily discontinues. The ECE Fitness to Study Policy circumvents the due process outlined above. Please see p. 33 for detail

ADDITIONAL COURSE INFORMATION

RESIDENCY

Students are required to complete a minimum of 45 credits. Students must complete at least 50% of the coursework at UFV; excluding ECE 133.

ARTIFICIAL INTELLIGENCE

UFV's ECE courses adhere to the [guidelines of the Teaching and Learning Centre around generative AI use](#) for assignments. Unless an instructor's course outline details a different expectation, these guidelines are to be adhered to for all coursework.

AUDITING COURSES

Students will not be permitted to audit courses.



School of Education 2022-2023 students at Zilla's Donuts

SCHOOL OF EDUCATION STUDENT SUPPORT

The School of Education has within it a variety of faculty roles designed to offer ECE students a comprehensive support structure unique to the needs of the program. School of Education faculty include the Academic Advisor, Program Chair, Director, instructional faculty, Field Experience Coordinators, and an Education Librarian. The student support team also includes diverse and specialized sessional instructors. In many cases the ECE student is encouraged to connect with the Academic Advisor who can either work with the ECE student directly or connect the ECE student to others, based upon the individual situation.

EDUCATION LIBRARIAN

The School of Education is fortunate to have access to an Education Librarian whose specific mandate is to support its students and faculty. The Education Librarian assists in the collection and creation of resource materials, activity plans, and centre aids; as well, they help faculty and students to research educational publications, find materials and source out current professional literature. A dedicated curriculum lab has been set aside for the School of Education at the Mission campus library, and is overseen by the Education Librarian. The Education Librarian is an integral part of the School of Education team.

For library hours, please refer to the library website: library.ufv.ca/

UFV STUDENT SUPPORT

COUNSELLING

Counsellors at UFV can help students with studying, personal issues, and career choice. Services are available by phone or online through a secure virtual platform. Students can make a confidential appointment through Student Services by calling 604-854-4528 (Abbotsford), or 604-795-2808 (Chilliwack) anytime. If students do not feel comfortable calling in, they can also email ssfrontdesk@ufv.ca to book an appointment. In the event of a personal crisis, contact the counsellors right away. After hours, please use the Crisis Line at 604-820-1166.

FINANCIAL AID

The Financial Aid and Awards Office oversees the distribution of awards, bursaries, loans, and scholarships. See their website www.ufv.ca/fineaid/ for important application and deadline information. For specific questions, call 604-864-4601 or email financial.aid@ufv.ca.

CENTRE FOR ACCESSIBILITY SERVICES

Access Advisors in the Centre for Accessibility Services are available to facilitate and provide accommodations for students with disabilities. Contact them anytime at 604-795-2843 (Chilliwack), or 604-504-7441 local 4283 (Abbotsford).

CRISIS LINE

If you are experiencing a personal crisis, contact Student Services immediately. Counsellors will make every effort to stop everything and help you. Please call 604-854-4528 (Abbotsford) or 604-795-2808 (Chilliwack) If you have a personal crisis after 4:30 p.m., please call the crisis line at 604-820-1166. In the event of a medical crisis, call 911.

INDIGENOUS STUDENT CENTRE

The Indigenous Student Centre at UFV provides easy access resources and services, including cultural and academic support, to assist Indigenous students to reach their full potential. Please see www.ufv.ca/isc/ for more information.

STUDENT LIFE

The Student Life department offers all UFV students a connection to the UFV community. Events and programs available are: Intramural Sports, Leadership Institutes, Campus Recreation and Wellness, facilitation of student organizations, associations, and clubs, and anything else that is fun around UFV. A monthly calendar of events can be found here www.ufv.ca/studentlife/. Note: COVID-19 may impact the scheduling of certain programs.

TEACHING AND LEARNING CENTRE (TLC)

TLC provides leadership, support, and resources to advance your learning at UFV. You can book the ThinkerSpace for collaborative sessions, online meetings, or broadcasts. TLC also allows you to [reserve AV equipment](#). TLC is located in the Peter Jones Library Centre (G Building). More information can be found at <https://www.ufv.ca/teaching-and-learning/> or call 604-854-4546.

UFV INSTITUTIONAL LEARNING Outcomes [\(ILO'S\)](#)

Each learner possesses the following competencies and therefore can demonstrate the following interconnected institutional learning outcomes.

Know

1. Apply Knowledge and Competencies Proficiently

Learners develop knowledge and information literacy, skills, and competencies within and across disciplines and knowledge systems. They access, organize, and examine written, oral, visual, and numerical information. Learners use and share knowledge responsibly and ethically, abiding by legal restrictions and cultural protocols for published, confidential, and/or proprietary information. Learners demonstrate technical proficiency and effectively apply knowledge in a variety of situations.

2. Examine Critically and Holistically

Learners use critical and creative thinking strategies, drawing on multiple perspectives and experiences to examine problems. They weave ideas together to expand on and create new ways of analyzing complex issues in a rapidly changing world. Learners pose questions and propose solutions using multiple literacies (digital, technical, numerical, media, and language-based) to develop a fuller understanding of concepts.

Connect

3. Communicate Effectively

Learners communicate ideas and build connections using a variety of oral, written, digital, and visual strategies. They listen attentively, seek clarification, and are open to other points of view. They effectively present information using a variety of technologies, modes, and media. They communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation.

4. Lead Collaboratively

Learners promote trust and foster collaboration across and within communities, groups, and organizations to lead change and address challenges in society. They value contributions from members of diverse groups and recognize the importance of collaborating with others to develop attainable goals. Learners provide opportunities for others to lead and they challenge themselves and others to demonstrate growth.

Transform

5. Engage with Indigenous Knowledge Systems

Learners engage with diverse Indigenous worldviews, perspectives, and knowledge systems. They learn about Indigenous communities and the lands where they live, work, and learn. Learners value and respect the knowledge held by Indigenous Peoples and understand that much of that knowledge is misrepresented and absent in commonly available resources and media due to colonization.

6. Contribute Locally and Globally

Learners gain knowledge in sustainability and model practices that effect positive change for humanity and the Earth. They recognize that they have a role in environmental stewardship and use what they learn at UFV to address local and global concerns. Learners make connections between course content and international and geo-political issues. They contribute to and are productive participants in communities.

7. Advocate for Equity, Diversity, and Inclusion

Learners are socially just, acknowledging and valuing diversity in all its forms. They understand that systems can favour certain individuals and groups over others, creating inequities and systemic barriers. Learners use their knowledge and skills to advocate for inclusive educational, professional, and community spaces. They develop and apply strategies that promote positive change in society.

Reflect

8. Engage in Reflection for Action

Learners utilize strategies to reflect on their growth and development. They work independently and draw on feedback to support personal, academic, and professional growth. Learners seek out experiences that enable them to clarify their values, beliefs, and motivations. They develop a mindset that favours life-long learning. Learners set personal and professional goals and identify ways to attain those goals.

CODE OF ETHICS FOR EARLY CHILDHOOD EDUCATORS OF BC

The Code of Ethics articulates the principles and standards of practice endorsed by ECEBC. Members of ECEBC, as a condition of membership, agree to incorporate the Code principles into their practice. ECEBC advocates the acceptance of these principles and standards by all early childhood educators.

1. We promote the health and well-being of all children.
2. We provide high-quality early care and learning environments for all children by drawing on specialized knowledge, education, and diverse perspectives.
3. We demonstrate caring and compassion for all children through responsive and reciprocal relationships.
4. We work in partnership with families, supporting them in meeting their responsibilities for their children.
5. We establish and maintain respectful partnerships with colleagues, allied professionals, community partners, and decision-makers to support the well-being of children and their families.
6. We work in ways that affirm and enhance human dignity, respect fundamental human rights, and celebrate difference and diversity.
7. We maintain the knowledge, skills, and self-awareness needed to be professionally competent.
8. We prioritize our personal health and well-being.
9. We demonstrate integrity and respect in our professional relationships.
10. We advocate that our profession is vital to establishing healthy and resilient communities.

See: <https://www.ecebc.ca/resources-merchandise/code-of-ethics>

SCHOOL OF EDUCATION CONTACTS

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