

UNIVERSITY OF THE WEST INDIES GLOBAL CAMPUS

Certificate and Bachelor in Education
Early Childhood Development & Family Studies



Academic Programming and Delivery (APAD)

CONTACT Information for Practicum Courses

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Overview of the Practicum Experiences

The practicum courses are a necessary requirement for the successful completion of the UWIGC Early Childhood Development & Family Studies Certificate and Bachelor in Education programmes. The purpose of the practicum courses is to provide the students with a supervised teaching/learning experience, a period of observation, internalisation of theoretical ideas, and further study to bring together the theory and practice of Early Childhood Development & Family Studies. As such, students are expected to participate in all facets of the early childhood curriculum and the functioning of the early childhood programme.

Practicum 1

Practicum 1 is scheduled for ten (10) days, Monday through Friday for a minimum of five (5) hours per day (during the morning period). This practicum consists of 50 contact hours. For working adults who are not in an early childhood centre, we make two recommendations for you to complete the required fifty (50) contact hours:

- Three consecutive days are to be completed per week until the ten (10) days requirement has been met.
- One consecutive week until the ten (10) days requirement has been met.
- During this practicum course, students would be required to design and implement ONE of the following thematic integrated activities: 1. Storytelling or 2. Cooking.

Recommended Course Pre-Requisites for Practicum 1

In order to complete Practicum 1, it is recommended that students complete the following courses:

- ECFS1001 History & Philosophy of Early Childhood Development
- ECFS1002 Child Growth & Development
- ECFS1003 Health, Safety & Nutrition
- ECFS1006 Curriculum Dev. & Assessment **MUST** be completed together with Practicum 1 (ECFS1007)

Practicum 2

Practicum 2 is scheduled for ten (10) days, Monday through Friday for a minimum of five (5) hours per day (during the morning period). This practicum consists of 50 contact hours. For working adults who are not in an early childhood centre, we make two recommendations for you to complete the required fifty (50) contact hours:

- One consecutive week until the ten (10) days requirement has been met.
- Two consecutive weeks.
- During this practicum course, students would be required to design and implement ONE of the following thematic integrated activities: 1. Dramatic Play or 2. Music & Movement.

Recommended Course Pre-Requisites for Practicum 2

In order to register for Practicum 2, students must successfully complete ECFS1007- Practicum 1.

Practicum 3

Practicum 3 is scheduled for ten (10) days, Monday through Friday, for a minimum of five (5) hours per day (during the morning period). This practicum consists of 50 contact hours. For working adults who are not in

an early childhood centre, we make two recommendations for you to complete the required fifty (50) contact hours:

- One consecutive week until the ten (10) days requirement has been met.
- Two consecutive weeks
- During this practicum course, students would be required to design and implement TWO of the following thematic integrated activities: 1. creative arts and 2. an activity of the student's choice.

Recommended Course Pre-Requisites for Practicum 3

In order to register for Practicum 3, students must successfully complete ECFS2003 - Practicum 2.

Practicum 4

Practicum 4 is scheduled for four weeks, Monday through Friday. Practicum 4 consists of 120 contact hours. For working adults who are not in an early childhood centre, we make two recommendations for you to complete the required one hundred and twenty (120) contact hours for Practicum 4:

- Two consecutive weeks until the twenty (20) days requirement have been met.
- Four consecutive weeks until the twenty (20) days requirement have been met.

During this practicum course, students would be required to:

- Teach one daily integrated activity
- Plan and implement a parent education workshop
- Plan and implement a fundraising activity
- Have two activities assessed by an assigned UWIGC practicum supervisor

Recommended Course Pre-Requisites for Practicum 4

In order to register Practicum 4 students must successfully complete ECFS2005 - Practicum 3.

Documentation Required Prior To Practicum Placement

Students would be required to complete an online practicum form by the given deadline to indicate their interest in registering for a practicum course and the submission of the required documents and information. If you do not submit ALL your practicum information and documents with the practicum form during the stated period, you will not be able to register for your practicum course.

Do note that all required practicum documents need to be scanned and submitted with the practicum form. The **Google link is provided for this submission.** <https://forms.gle/p5AhJsMW4pqbM2Hz5>

All students **MUST** download and complete the online practicum form to indicate their intent to pursue the practicum courses.

➤ Semester 1 (2025/2026 Academic Year) – Practicum 3

August 22nd, 2025, to September 30 2025.

Practicum form for your uploads. <https://forms.gle/p5AhJsMW4pqbM2Hz5>

Documents to be submitted for Practicum 3 – a completed Practicum 3 Form and a valid Police Certificate of Good Character to cover your chosen practicum dates.

➤ Semester 2 – Practicum 1

November 1, 2025 to December 12, at midnight

Practicum form for your uploads. <https://forms.gle/p5AhJsMW4pqbM2Hz5>

Documents to be submitted for Practicum 1 – a completed Practicum 1

form, a completed **Health Assessment Form**, a valid **Police Certificate of Good Character** (must cover your chosen practicum dates), and an **In Case of Emergency Form**.

➤ **Semester 2 - Practicum 4**

November 1, 2025, to December 12, 2025, at midnight
Practicum form for your uploads. <https://forms.gle/p5AhJsMW4pqbM2Hz5>

Documents to be submitted for Practicum 4- a completed Practicum 4 form and a valid Police Certificate of Good Character, which would cover your chosen practicum dates.

➤ **Summer - Practicum 2**

February 1, 2026, to March 30, 2026, at midnight
Practicum form for your uploads. <https://forms.gle/p5AhJsMW4pqbM2Hz5>

Documents to be submitted for Practicum 2– a completed Practicum 2 form and a valid Police Certificate of Good Character, which would cover your chosen practicum dates.

Practicum Documents to be Submitted with the Online Practicum Form

- **In Case of Emergency Form – (This form should ONLY be re-submitted for Practicums 2, 3, and 4 if there is a change in your contact information)**

Students would complete this form listing name, address, contact information for two family members and a doctor that should be contacted if an emergency arises at a practicum site.

- **Recent Police Certificate of Good Character – (A valid Police Certificate of**

Good Character should be submitted for **EACH** practicum course and must cover your chosen practicum dates)

Students would be required to obtain a recent Police Certificate of Good Character and submit a copy with the online practicum form. (A copy of the Police Certificate of Good Character should be kept by the student to show the administrator at the practicum site).

- A completed Health Form (signed by a registered physician in your country)- (This form should ONLY be submitted once for Practicum 1. The completed medical form would be valid for ALL four practicum courses).

All students completing the Practicum courses are required to complete a current UWIGC health form. It is suggested that you obtain the TB shot first and then about six weeks after you can obtain the immunization shots.

Other Required Information

- Students need to clearly indicate on the practicum form if they require placement at a practicum site. Please note **ONLY** students who are not employed in an ECCE/school setting should provide this information. However, we recommend that you try to seek placement for yourself first before requesting our assistance.
- All students employed in an ECCE centre or primary school will complete the practicum courses at their place of employment to avoid taking time off from their jobs. (Students working in the primary school would only be allowed to use the first class: infant 1, first year, kindergarten, etc., to complete their practicum courses. These students need to seek permission from their respective principals to facilitate this change. UWIGC is NOT responsible for this personal arrangement.

Practicum Site Selection

All sites are nationally accredited by the appropriate authorities in the respective countries and approved by UWIGC, APAD. APAD tries to select sites that:

- Serve a variety of ages of children
- Serve children both with and without disabilities
- Are willing to help foster the skills of volunteers who are training to be professionals in the field of early childhood education programmes
- Serve children with diverse backgrounds

Practicum experiences may be at Government early childhood programmes, private early childhood centres, SERVOL early childhood centres, early childhood programmes operated by faith-based organisations and childcare programmes.

Practicum Experience at Current Worksite

Students may complete their practicum experiences at their current place of employment once it is accredited by the respective national authorities. For the students who are the administrators of their early childhood centres, they will be placed at a practicum site for Practicums 1 and 2. For Practicums 3 and 4, these students could return to their early childhood centre to be supervised by a UWIGC practicum supervisor.

Placement Of Students at Practicum Sites

In the event the practicum sites are limited, the decision of the practicum placement will be made by the Programme Manager on the advisement of the relevant Ministry of Education Officials within the region. Once a student is given a placement, it is up to the student to introduce him/herself to the administrator/principal of the ECCE programme/school and agree upon specific procedures to be followed and a work schedule to be determined.

Practicum Time Commitment and Credits

- *Practicum 1* will include a total of 50 hours in addition to the 39 hours on the Learning Exchange. The practical assessment grade and the grades obtained from the online assignments would be used to obtain the final grade for Practicum 1.

ECFS1007 3 credits

- *Practicum 2* will include a total of 50 hours in addition to the 39 hours on the Learning Exchange. The practical assessment grade and the grades obtained from the online assignments would be used to obtain the final grade for Practicum 2.

ECFS2003 3 credits

- *Practicum 3* will include a total of 50 hours in addition to the 39 hours on the Learning Exchange. The practical assessment grade and the grades obtained from the online assignments would be used to obtain the final grade for Practicum 3.

ECFS2005 3 credits

- *Practicum 4* will include a total of 120 hours of fieldwork in addition to the 39 hours on the Learning Exchange. The practical assessment grades and the grades obtained from the online assignments would be used to obtain the final grade for Practicum 4.

ECFS3006 6 credits

Structure of the Practicum Courses

ECFS1007 Practicum Course (3 credits)

In addition to completing the 10 days practical experience in an early childhood centre, the students need to complete the assigned online activities in ECFS1007 with the support of the Course Instructor. These activities will make up the remaining percentage of the course work – online graded discussions, reflection activities, and teaching portfolio activities.

Specific Tasks to complete in ECFS1007 Practicum 1

- To provide the administrator with a brief introduction of themselves, with an appropriate picture (close-up shot from the neck upwards). The introduction should include the student's name, the name of the programme they are pursuing at UWIGC, the reason why they have chosen to become an Early Years Practitioner, and their hobbies or special interests.
- To observe, practice, and assist in the supervision of the children during any of the following activities: circle time, activity time, fruit time, lunchtime, nap time, and outdoor activities as appropriate.
- To observe activities and assist the staff with the children's transition routines
- To design and implement **ONE** of the following thematic integrated activities:
1. Storytelling or 2. Cooking.
- To complete the 'Teacher Self-Evaluation Form
- To maintain an organised activity plan folder
- To complete the given 'Time Sheet, obtain the administrator's/assigned teacher's signature and submit it to your Course Instructor.
-

Practicums 1 and 2 Teaching, Observation, and Reflection

When the students observe, they need to make the connections between what they have observed and the theorists/theories they have learnt about in ECFS1001, ECFS1002, ECFS1003, and ECFS1006.

The students would observe and record in their journal the how/what/why of the following information:

- How the staff manages the physical organisation of the classroom space/physical environment (create a floor plan to support this observation).
- The structure/or different components of the activity plan: from the introduction to the closure.
- The type of instructional strategies used with different age groups.
- The strategies used by the staff to accommodate the different learning styles of the children.
- How the staff manages the routines of the daily schedule.
- How the staff interacts with the children, their colleagues, and the parents.
- The types of positive reinforcement used by the staff to manage children's behaviour.
- The techniques used by the staff to manage children who may display disruptive behaviour.

ECFS1007 & ECFS2003 Practicum 1 & 2 Field Supervision

The administrator/assigned teacher of the practicum site would be responsible for assessing the students during Practicums 1 & 2. Each administrator/assigned teacher will complete an assessment form that will focus on the skills, competencies, and attitudes expected of students. The administrator/assigned teacher would provide students with feedback on

their performance and interaction with the students and staff, and the feedback includes but is not limited to the following areas:

- Interpersonal Relationships/Teamwork
- Communication
- Interaction/Relationship with Children
- Planning and Organisation of Web-Topic/Curriculum
- Activity Plans
- Teaching Strategies/Instructional Process
- Resources For Activity
- Questioning/Responses
- Closure/Evaluation

ECFS2003 Practicum 2 Course (3 credits)

In addition to completing the 10 days of practical experience in an early childhood centre, students need to complete the assigned online activities in ECFS2003 with the support of the Course Instructor. These activities will make up the remaining percentage of the coursework – online graded discussions, reflection activities, and teaching portfolio activities.

ECFS2003 Practicum 2 Field Supervision

The administrator/assigned teacher of the practicum site would be responsible for assessing the students during Practicum 2. Each administrator/assigned teacher will complete an assessment form that will focus on the basic skills, competencies, and attitudes expected of students. The administrator/assigned teacher would provide students with feedback on their performance and interaction with the students and staff, and the feedback includes but is not limited to the following areas:

- Interpersonal Relationships/Teamwork

- Communication
- Interaction/Relationship with Children
- Planning and Organisation of Web-Topic/Curriculum
- Activity Plans
- Teaching Strategies/Instructional Process
- Resources For Activity
- Questioning/Responses
- Closure/Evaluation

Student's responsibility during Practicums 1 and 2

- Students are to have an initial interview with the administrator/principal in which the students obtain information about the policies and procedures, and receive an orientation to the programme. Exact hours will be arranged, and assignments to the classroom will be made. All information should be recorded as journal entries.
- Students are to call their practicum site regarding absences. If no one is available, a voicemail message is to be left for both the site supervisor as well as via other forms of communication with their Course Instructor as applicable.
- Students are to complete all assignments.
- Students are to follow professional codes of conduct at the practicum site.
- To design and implement **ONE** of the following thematic integrated activities:
 1. Dramatic Play or 2. Music and Movement.

Practicum 3 Guidelines Part 1: Thematic Activity Plans

- All thematic activity plans must contain the following sections: name of activity plan, date, age of children, learning outcomes, the procedure of the activity, materials/resources, and evaluation of the activity. (The evaluation section of the activity plan would be completed at the end of the activity).
- All activity plans should be typed and professionally presented in a three-ring binder. The students should also have a copy of the curriculum web and topic web used to guide them in the planning of the activity stored in their activity plan folder.
- In the first week, the student would teach a thematic integrated creative arts activity to be assessed by the supervisor. This activity should be considered as teaching practice in preparation for the final assessment by the practicum supervisor.
- In the first week of your practicum, you would have a meeting with your supervisor so he/she can provide feedback on your draft thematic activity plan. It is the student's responsibility to edit the thematic activity plan before they teach the activity in the second week of their practicum.
- All students would be assessed by their assigned UWIGC Practicum supervisor by teaching one thematic activity in the second week of their practicum. It would be the student's responsibility to provide all materials and resources to teach their activity. (The practicum site **is not** responsible for providing you with materials for your activity)
- During Practicum 3, the students need to meet with the administrator to discuss suitable ideas for a parent education workshop and a fundraising project for Practicum 4. This pre-planning must be done during Practicum 3 and then executed in Practicum 4. Your ideas for the parent education workshop and the fundraising project should be shared with your supervisors as well as the Course Instructor, so you can obtain appropriate

feedback before implementing the parent education workshop and fundraising project in Practicum 4.

- **NB: For the T&T students placed in Gov't ECCE centres, you would be assigned another activity other than the fundraising venture because fundraising exercises are NOT allowed at these centres.**

Students' Responsibility during Practicum 3

- Make yourself available to meet with your assigned supervisor to participate in the planning of your activity plan. This is a mandatory meeting to be held during the first week of your practicum. For Practicum 3, the student would be assessed by their supervisor as they teach one thematic activity plan.
- Converse respectfully at all times during meetings with your supervisor, administrators, colleagues, and course instructor.
- You need to keep your activity plan folder looking professional at all times. Ensure that your activity plan folder is available during the practicum session. The folder can be a three-ring binder divided into the following sections: curriculum web, topic web, daily activity plans in sequential order, and a sample of materials used or made by the children in your group.
- It is your responsibility as the student to ensure you have all the required materials and equipment for your activities. It is your responsibility to source your materials/resources for your activities at all times.
- Ensure that you communicate with your supervisor and administrator if you are going to be late or absent any day during your practicum.
- It is the student's responsibility to work with their practicum site administrator to determine a suitable fundraising project they can undertake for Practicum 4. The fundraising project should be for the centre's or children's benefit. E.g., Purchase of an appliance/furniture for the centre or materials and equipment for the children to use.

- Discuss with your practicum site administrator and supervisor to determine a suitable topic for a parent workshop, which you would have to plan, implement and present for Practicum 4.

Practicum 4 Guidelines

PART 1 – Parent Education Workshop

- The topic of each workshop must be based on the identified needs of the parents using the services of the early childhood centre, as well as the identified needs of the community.
- An example of an appropriate parent education workshop: You should conduct an initial needs assessment of the community and its parents during Practicum 3. Your needs assessment should indicate to you in what areas the community or parents might need assistance in preparing a variety of nutritious snacks for preschoolers from local fruits and vegetables. Some past students invited nutritionists or chefs to come in and provide demonstrations, teaching parents how to prepare and attractively present nutritious snacks for young children.
- Each workshop must have the following items:
 - ✓ An invitation for parents
 - ✓ An agenda
 - ✓ A signed registration form (must have workshop participants' signatures)
 - ✓ A refreshment menu offered to participants of the workshop (This is the student's responsibility).
 - ✓ An evaluation form for parents to complete
 - ✓ A one-page report about the meeting, its purpose, content, and the date it was conducted
 - ✓ A maximum of 10 pictures of the workshop (minimum 5)
- The items listed above need to be stored in your activity plan folder to share the information with your Course Instructor and practicum supervisor. Please note that a sample of the evaluation forms will be adequate do not include all the forms in your activity plan folder.

PART 2 – One Fundraising Project For ECCE Centre

- Students need to have a meeting with the administrator during Practicum 3 to identify the need(s) of the centre. Once the need of the centre has been identified, the student will work in partnership with the administrator, teachers, and parents to meet the identified need(s).
- An example of appropriate fundraising projects: the centre may need certain kitchen appliances, outdoor and indoor furniture, and equipment for the children to use or an extension or renovation to the physical space of the centre.
- For the Trinidad and Tobago students placed at the Ministry of Education (MOE) ECCE centres, a donation would be given to your ECCE centre because you are not allowed to engage in fundraising activities at these centres. Your Course Instructor and practicum supervisor will guide you with this process.

Sample Fundraising Project Ideas:

- Purchase of fans, microwaves, fridges, stoves, blenders, pot sets, cutlery, etc.
- Building of furniture – sand & water tables/trays, child-size tables and child-size chairs, outdoor equipment.
- Purchasing of equipment – books, puzzles, blocks, toys, science, math, music, dramatic play, and language equipment.

The fundraising project report should be stored in your activity plan folder for your supervisor to view and should include the following:

- Documentation of the project from beginning to end. You can use pictures, video recordings, signed statements from parents and community members, etc.
- The project must be accompanied by a two-page report of the project and its process (from start to finish)

- Some headings that can be included in the two-page report are as follows:
- ✓ Title
- ✓ A brief overview of the project
- ✓ Reasons for choosing the project, people who helped/contributed to the project
- ✓ The timeline of the project
- ✓ Challenges you encountered completing the project? What did you learn from the experience?
- ✓ How the centre benefitted from the completion of the project?

Part 3 – One Thematic Activity Plan Per Day

- During Practicum 4, the students would teach one thematic activity plan per day with an assigned group of children.
- The student would be responsible for managing the group of students while they teach each activity.
- The student is responsible for providing **ALL** the required materials and resources for their activities each day.
- All activity plans must be **professionally stored in sequential order** in an activity plan folder
- The students would meet with their supervisors to review the contents of their activities before they begin their practicum, so therefore the **students should be prepared from the first day of the practicum to begin teaching.**
- To quantify the number of activity plans required: 20 thematic activity plans are required for Practicum 4 which equates to one thematic activity per day.

Student's Responsibility for Practicum 4

- Make yourself available to meet with your assigned supervisor to participate in the planning of your activity plan. This is mandatory.

- Ensure that you communicate with your supervisor and administrator if you are going to be late or absent any day during your practicum.
- Converse respectfully at all times during meetings with your supervisor, administrators, colleagues, and course instructor.
- Each student needs to keep his/her activity plan folder in a professional manner at all times. Ensure that the activity plan folder is available during the practicum session for your supervisor to review. The folder can be a three-ring binder divided into the following sections: curriculum web, topic web, daily activity plans in sequential order, a sample of materials used or made by the children in your group, parent education workshop, and fundraising project.
- It is your responsibility to ensure you have all the required materials and equipment for your activities. It is your responsibility to source your materials/resources for your activities at all times.
- It is your responsibility to work together with your practicum site administrator and colleagues to execute a suitable fundraising project efficiently. The fundraising project should be for the centre's or children's benefit. For example, purchase of an appliance/furniture for the centre or materials and equipment for the children to use.
- It is the student's responsibility to work together with your practicum site administrator and colleagues to execute a parent education workshop. It is the student's responsibility to plan, implement and present the parent education workshop, depending on the **topic a guest speaker can be used, but the student would have to present the guest speaker with a token of appreciation.**

Responsibilities of Supervising Administrator/Teacher

Practicum 1 and 2

The *supervising administrator/teacher* is responsible for providing experiences related to the following areas:

- Preparation: of indoor and outdoor environments.
- Observation and Recording: observing, responding/planning, assessing, and maintaining records in order to implement the curriculum and provide classroom leadership.
- Interaction: relations among parents, staff, and children to develop community involvement and family partnerships.
- Instruction: designing activities; individual and group presentations in order to implement the curriculum and provide classroom leadership.
- Management: individual and group strategies in order to provide classroom leadership.
- Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house.
- Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques for community involvement.

Practicum 3 and 4

- Observe the trainee students interacting with children and staff at the practicum site (ECCE Centre or the first class of a primary school) for the stated period of the required practicum.

- Assess the student's teaching skills
- Assist the students in critiquing and reflecting on their teaching skills
- Provide the students with suggestions/recommendations for general improvement

Utilisation Of Students at Practicum Sites

Practicum students are to serve as support to the employed staff at the site. Practicum students are NOT to be responsible for groups of children unless the paid staff is in the room and is working alongside the students.

When a student is placed at a practicum site, the requirements for that student will be presented at the beginning of their practicum placement.

An on-site supervisor will need to sign off on your attendance time sheet to ensure practicum requirements of attendance etc. have been completed. The on-site supervisor would also help evaluate the students during Practicums 1 and 2. Students are expected to develop their skills with the help of leaders/teachers who are skilled and confident in evaluating and demonstrating proficiency to students.

Professional Ethics and Expectations

Students represent the UWIGC when they are at practicum sites. Students are expected to exhibit behavioural appropriateness such as:

- Observe professional discretion and confidentiality with families, staff, and site
- Follow standards, expectations, and chain of command at the site and/or school
- Maintain standards of dependability for attendance and punctuality
- Observe good employment practices, such as calling in when sick or otherwise unable to attend arranged practicum session(s)
- Deal with conflict in a professional manner
- Be responsible for arranging own emergency transportation and care of their own children
- Keep all personal problems private during the day hours spent at the practicum site
- Practice good health, hygiene, and safety standards
- Routine attendance to childcare related tasks while at the practicum site
- Use appropriate language and grammar during all interactions
- When in doubt about the value of a decision, put the child's welfare first
- Get to know the children and their names as soon as possible and learn the correct spelling
- Gain confidence in your ability to guide the children
- When you need help, ask for it; record, reflect on and learn from mistakes but do not worry over mistakes
- Always know how many children are in your group or class and constantly be aware of where they are and what activities they are involved in

- Take action in unsafe situations immediately; be alert to the entire room
- Take part physically and verbally in the routines of the centre
- When speaking or interacting with children, get down on their level; look children in the eye when speaking to them; do not shout at them or speak to them from across the room
- Explain to the child what to do, rather than what not to do
- Remember, the most difficult child needs the most love and guidance. Children want what we want---love, approval, and recognition
- Recognise stress and deal with it as effectively as possible
- A sense of humour and a smile are important teacher tools
- Make it apparent you enjoy being with children by your **ENTHUSIASM**, facial expression, and body language!

Self-Disclosure

It is important for students who are planning to enter an early childhood education career to learn the basic skills and techniques associated with the process of appropriate self-disclosure. Classroom settings are for educational processes; therefore, students are encouraged to display only the level of self-disclosure that is appropriate to a learning environment.

Assignments, Grades and Accountability

Assignments

Students will be given specific online assignments and activities to complete in their journals during the ten-day on-site visit. Students must complete assignments in a satisfactory manner by the deadlines indicated in the course delivery schedule.

Grades

Your final grade for the practicum courses would be the result of a combination of your scores on the completed assessment form by the administrator at the practicum site for Practicums 1 and 2 and your assigned supervisor for Practicums 3 and 4. The grades from the online graded discussions, reflective pieces, and teaching portfolio would be added to the practical assessment grade. If a student does **NOT complete** the practicum requirement at an ECCE centre/school, they will **NOT pass** the practicum course.

Accountability and Absences

Students must be in attendance at the practicum site during the required hours, follow sign-in policies, and have a supervisor sign the attendance time sheet verifying the hours. Absences must be made up in a timely manner and with the agreement of the practicum site administrator.

Dress Requirements/Recommendations for Practicum Students

As a student in Early Childhood Education, you will want to present a positive image for UWIGC and for yourself by being in professional attire that is appropriate for your assignment and position. Check with the administrator at your site as to their standards of dress and staff

requirements. Students are expected to comply with the dress codes of their degree-granting programme and the dress code of the practicum site. Keep in mind that any one of these sites could be a future place of employment. A UWIGC student photo ID will be worn when at the practicum site.

The following are unacceptable at any practicum site:

- Bare mid-drifts
- Casualwear or sweatpants
- Short dresses or short shorts
- Casual sweatshirts or t-shirts
- Low necklines or low ride pants
- “Sagging” pants
- Inappropriate slogans or advertisements on clothing
- Chewing gum or smoking at or near the site
- Use of cell phones, pagers, and taking personal calls
- Any visible body art or piercing; except earrings

Sanitation Guidelines

In order to contain the spread of germs and disease, regular hand washing is needed. Students should wash their hands with soap and water at the following times:

- On arrival/departure
- Before handling food
- Before/after eating
- After each bathroom use-yours or child’s
- After wiping any nose-yours or child’s
- After assisting with any open injury
- After handling animals

- After any activity that involves handling items at the site

Removal from Practicum Site

Students who are not meeting the requirements of the practicum may be asked to leave a practicum site by an administrator. This will serve as a warning and the student may/will be withdrawn from the practicum site. A department meeting would be held to determine if the student will be allowed to be placed at another site. The student may also be given an “incomplete” and allowed to complete the practicum the next Semester the practicum course is offered. The Programme Manager will communicate with students if any such action is taken.

Practicum Termination

1. Reasons for discharge from practicum include the following:

- Breaking confidentiality
- Displaying inappropriate or unprofessional behaviour
- Use of illegal chemical substances or alcohol
- Not meeting the site's policies and procedures
- Violations of professional code of ethics
- Unsatisfactory performance/evaluations as determined by the practicum site administrator and/or Course Instructor/ Programme Manager
- Excessive absences at the practicum site and/or non-participation in the online practicum course
- Violation of the practicum site and/or UWIGC policies and procedures
- Violation of standards of practice consistent with the profession including:
 - Maintaining accurate records and reports
 - Appropriate and professional clothing
 - Using appropriate language and/or behaviour

- Adherence to code of ethics and relevant laws
- Use of alcohol or other mood-altering, non-prescription drugs prior to entering a practicum site

UWIGC Practicum Site Requirements

Please note that all practicum sites are to abide by the Early Childhood standards, policies, and regulations of that country. Below are general standards:

STAFFING:

- Each centre must have a designated person with the approved training and experience responsible for the overall operation and management of the centre.
- The staff at the early childhood institutions must have the training, knowledge, skills, and attitude to help promote positive behaviours in children and to achieve their full potential.
- One (1) trained member of staff is present at all times with any group of children with access to another staff when required.
- Adequate support services for cooking and cleaning must be available.
- Ratios of staff to children should reflect the requirements of the age of the child:
 - ✓ 1:15 for children 3-5 years
 - ✓ 1:6 for children 2-3 years
 - ✓ 1:4 for children 1-2 years
 - ✓ 1:3 for infants birth to 1 year
- All staff must have up-to-date medical as required by the local Ministry of Health.

PROGRAMMES:

- Early childhood institutions must have comprehensive programmes designed to meet the language, physical, cognitive, creative, socio-emotional, and school readiness needs of children.
- The overall programme must comprise the following components: structure of the day, activities and experiences planned and offered to the children, and the physical environment and equipment.

PHYSICAL ENVIRONMENT:

- Early childhood institutions have physical environments that meet building, health, and safety requirements and allow adequate space for children.

EQUIPMENT & FURNISHING:

- Early childhood institutions must have indoor and outdoor equipment and furnishings that are safe, child-friendly, and promote optimal development of children.

HEALTH AND SAFETY:

- Early childhood institutions must have physical facilities, policies, programmes, and procedures that promote healthy lifestyles and protect children and staff from illness.
- Early childhood institutions must provide safe indoor and outdoor environments for children, staff, stakeholders, and visitors to the institution.

NUTRITION:

- Early childhood institutions must provide children in their care with nutritious meals and model good nutritional practices for children and families.

CHILD RIGHTS, CHILD PROTECTION, AND EQUALITY:

- Early childhood institutions must uphold the rights of children protect them from harm and ensure that all children have equal access to services.

PARENT PARTICIPATION:

- The management and staff of early childhood institutions must have good relationships with parents, caregivers, family members, and the community.

ADMINISTRATION:

- Early childhood institutions must have a management structure with policies, procedures, and programmes that ensure child, family, and staff well-being.
- Early childhood institutions must have sound financial practices and adhere to standard accounting principles.