

Hosting and Mentoring Students Resources

Sheridan ECE Field Placement Website

<http://ecefildplacement.weebly.com/>

College of Early Childhood Educators: Professional Supervision Practice Note

https://www.college-ece.ca/en/Documents/PN_Professional_Supervision_Supervisees.pdf#search=mentoring%20ece%20placement%20students

TRAINING NEEDS AND STAGES OF EDUCATOR DEVELOPMENT

Beginning educators, experienced educators, and educators of different age groups have different training needs. Experienced educators should attend training that meets their needs, interests, strengths, and weaknesses. For example educators involved with infants, toddlers or school age children should tailor their training for the appropriate age group.

As educators grow professionally, they move through developmental stages, just as children do. Lillian Katz differentiates four developmental stages of educators as outlined in the chart below. More details about the developmental stages of educators can be obtained in the journal, *The Child Care Professional, Volume 9, Issue 8, Training Needs Based on Stages of Educator Development*, Kim McIntyre, April 2001.

Stage 1: The Survival Stage
The educator's main concern is surviving during the first year. Feelings of inadequacy are typical. During this period, educators need support, guidance, and encouragement. On-site training, observations, and training on child development, behavior management, and appropriate activities are helpful.
Stage 2: The Consolidation Stage
The educator begins to focus on individual children, problem situations, and identification of atypical development. On-site training, self-assessment, opportunities for observation and discussions with experienced colleagues, and access to resources are important for the educator in this stage to grow.

Stage 3: The Renewal Stage

During the third and fourth year of teaching, the educator begins to tire of doing the same old things and searches for new, innovative ideas and approaches. Educators in this stage find it rewarding to meet with colleagues from other programs to share ideas, to attend regional and national conferences and workshops, and to experiment with developing new strategies.

Stage 4: The Maturity Stage

At this stage, the educator asks deeper and more abstract questions and develops a commitment to the child care profession. Educators in this stage need professional journals, opportunities to attend seminars and institutes, and opportunities to pursue recognition and to join professional organizations.

Adapted from *The Early Childhood Mentoring Curriculum*, by D. Bellm, M. Whitebook, & P. Hnatiuk,

Student Early Childhood Practitioners often experience some typical patterns of behaviour throughout their field experiences. It might be comforting to know that these behaviours are not individual, but may be experienced by all student educators as part of developmental growth in the role of the student educator in training.

Phase 1: Anxiety/euphoria

The student educator identifies with children – because it is important to be liked by them. They start making friends – an important early step in developing the authority relationship necessary in teaching

Phase II: Confusion/ clarity

The student educator may think “I don’t know anything about planning curriculum”, asks “What are the rules”, and “How should routines proceed”, wonders “When should I intercede between children?” Sometimes situations are avoided out of fear or not knowing whether it is the early childhood practitioner’s role.

Phase III: Competence/adequacy

The student educator feels triumph in guiding children, comes up with a good idea during planning, gets a hug, needs strong reinforcement from supervisor, focuses on the positive. Even though progress has been made, the student educator may feel everyone else seems to 'know it all'.

Phase IV: Criticism/new awareness

The student educator may say 'if it were my classroom, I would do it differently' and begin to notice imperfections and to question as part of the growth process.

Phase V: More confidence/greater inadequacy

The student experiences success more frequently and wants more responsibility.

Phase VI: Loss/relief

The student educator departs from placement/children with whom she has become close and is able to put standards of performance in proper perspective.

Essentials of ECE (2nd Cdn. Ed), by Gestwicki, Carol; Bertrand, Jane; Nelson, 2003