

**PLAR (Prior Learning Assessment & Recognition)**

Seminar I (FAM1233)

Teaching Practice I (FAM1234)

**PLAR (Prior Learning Assessment & Recognition)**

**Self-Assessment Guide**

A picture containing indoor, person, child, sitting

Description automatically generated

**Self-Assessment Form**

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# Self-Assessment

The first step in the PLAR process for FAM1233 and FAM1234 requires that you complete this self-assessment. As you do so, you will have the opportunity to reflect on your own work experience to ensure that you are able to demonstrate the knowledge and skills that are expected of a student who has successfully completed the field seminar course (Seminar I: FAM1233) as well as the field placement (Practice Teaching I: FAM1234).

The information you provide in this self-assessment form will help you and the academic area determine your eligibility.

## Step 1: Work Experience Checklist

Complete the following table by placing an X under either “Yes” or “No.”

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Yes** | **No** |
| You have a total of 300 hours of paid work experience where you worked directly with children. |  |  |
| Those 300 hours were in the capacity of an educator (work as a lunch/yard supervisor or educational assistant are not equivalent and will not be accepted). |  |  |
| Those 300 hours were in one of the following settings:   * licensed home childcare * a licensed childcare centre * a drop-in child and family centre * a preschool * a kindergarten program in a school * a before-and-after program in a school |  |  |
| Your work experience has occurred within the last 3 years. |  |  |

|  |  |
| --- | --- |
| **Eligibility Check:** | If you answered “Yes” to all of the eligibility criteria above, you may be a good candidate for PLAR for FAM1233/1234. Please continue onto step 2. |

## Step 2: Evidence of Learning

On the following two pages you will see two tables that reflect the CLRs (Course Learning Requirements) for FAM1233 and FAM1234. Complete both tables as directed below. **(Note: Please use a Word Processor to complete these tables.)**

1. Read through the CLRs (Course Learning Requirements) that appear in bold in the two tables on pages 4 and 5 of this document. The bullet points underneath each CLR are skills you may have demonstrated which could serve as evidence of those requirements; you may use those to help strengthen your understanding of each CLR but you do not need to comment on those specifically. Once you are comfortable with the details of each CLR (in bold), provide evidence of how you have met the requirements by reflecting on your professional experiences and including details of specific situations where you have demonstrated those particular skills.
2. Rate your comfort level with each CLR, according to the scale below:

5 = I am able to demonstrate the learning outcome well enough to teach it to someone else.

4 = I can work independently to apply the learning outcome.

3 = I need some assistance in using the outcome.

2 = I am developing skills and knowledge for this area.

1 = I have no experience with the outcome.

In order to be considered eligible for PLAR for FAM1233/1234, you will need at least a 4 or a 5 for each CLR.

### Evidence of Learning for FAM1233

|  |  |  |  |
| --- | --- | --- | --- |
| **CLRs** | **Details of Requirements** | **Evidence of Learning**  *Provide evidence of how you have met the requirements by reflecting on your professional experiences.* ***Be sure to include details of specific situations where you have demonstrated those particular skills.*** | **Level of Competence**  (1-5) |
| **CLR1** | **Reflect on how theory relates to practice**   * Articulate how interactions with children, families, and educators reflect pedagogical theory. |  |  |
| **CLR2** | **Identify the effectiveness of routines and transitions in order to identify specific strategies needed**   * Observe strategies used by educators to guide children during transitions and routines Evaluate the effectiveness of observed strategies. |  |  |
| **CLR3** | **Examine the Assist level competency manual section Professional Performance**   * Reflect on your own professional interactions with others. * Reflect on observed professional practices of educators.  Summarize your learning. * Discuss the definition of professionalism by providing specific examples to demonstrate what professionalism means. |  |  |

### Evidence of Learning for FAM1234

|  |  |  |  |
| --- | --- | --- | --- |
| **CLRs** | **Details of Requirements** | **Evidence of Learning**  *Provide evidence of how you have met the requirements by reflecting on your professional experiences.* ***Be sure to include details of specific situations where you have demonstrated those particular skills.*** | **Level of Competence**  (1-5) |
| **CLR1** | **Demonstrate skills and competence in working directly with children and their families. "Assisting" is described as: the student consistently shows the ability and willingness to follow through on requests and directions from the on-site supervisor (and other educators in the program when appropriate), and is beginning to take initiative in demonstrating responsibility for their participation in the program.**   * Maintain awareness of the group of children as well as individual children during routines and transitions. * Demonstrate initiative in leading routines and transitions. * Use observations to determine effective strategies for leading routines and transitions. * Discuss children's learning during routines and transitions with on-site supervisor. * Consistently demonstrate all competencies as outlined in the assist competency manual. All competencies must be marked as "demonstrated" at the end of the placement. |  |  |
| **CLR2** | **Use reflective practice to self-evaluate performance.**   * Identify strengths, create goals based on feedback, and develop strategies to successfully meet all requirements. * Using the competency manual, complete all requirements. * Seek feedback from on-site supervisor. * Act on feedback from on-site supervisor and Algonquin Liaison. |  |  |

|  |  |
| --- | --- |
| **Eligibility Check:** | If you assigned yourself a 4 or a 5 for all CLRs, you may be a good candidate for PLAR for FAM1233/1234. Please continue onto step 3. |

## Step 3: Employer Verification

All PLAR applicants will need to ask their previous or current employer to fill out the Employer Verification Form. If your work experience is in a school setting, you will also need to submit formal documentation from Human Resources that indicates your role, the number of hours you have worked as an educator, and the dates of employment. If your work experience is in a licensed centre, you do not need to submit this documentation.

Ask your previous or current employer to fill out the Employer Verification Form. Make sure that you ask a direct supervisor who has seen you “in action” and can speak to your ability to demonstrate all 70 competencies.

After you receive the completed form from your supervisor, answer the following questions:

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Yes** | **No** |
| Did your employer indicate that you worked at least 300 hours as an educator? |  |  |
| Does the employment period that is indicated on the form fall within the last 3 years? |  |  |
| Was “Yes” indicated for at least 65/70 competencies? |  |  |
| Did your employer circle “Yes” to indicate that they are confident in your skills and that they believe you are ready to move onto the next field placement? |  |  |
| If your work experience is in a school, did you receive formal documentation from Human Resources that indicates your role, the number of hours you have worked as an educator, and the dates of employment? |  |  |

|  |  |
| --- | --- |
| **Eligibility Check:** | If you indicated “yes” in response to all five questions above, you may be a good candidate for PLAR for FAM1233/1234.  If you did not meet the eligibility check for any of the steps above, you are not eligible for PLAR for FAM1233/1234 and you must register for these courses.  If you have met all of the requirements from steps 1-3 in this document, the next step in the process is to apply online for PLAR at the following site:  <http://www.algonquincollege.com/plar/apply-for-plar/>  Attach your self-assessment form. You will need to complete a separate application for FAM1233 and FAM1234, but can use the same self-assessment form. The PLAR Office will contact you via email about your eligibility, and, if you are determined to be eligible, provide you with your formal PLAR assessment guidelines. |

**Employer Verification Form**

EARLY CHILDHOOD EDUCATION

SCHOOL OF HEALTH AND COMMUNITY STUDIES

Algonquin College

Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position/Relationship to the Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employee’s Role/Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employment Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Has the employee worked at least 300 hours as an educator? \_\_\_\_\_\_\_\_\_\_

Using the checklist that appears on the following pages, please indicate “Yes” or “No” to evaluate the employee’s performance on each skill at an “Assist” level. (Assist level requires that the ECE “consistently shows the ability and willingness to follow through on requests and directions from the on-site supervisor (and other educators in the program when appropriate) and is beginning to take initiative in demonstrating responsibility for their participation in the program. Takes responsibility for initiating and implementing routines and transitions.”)

|  |  |
| --- | --- |
| **Can Demonstrate at Assist Level** | |
|  | **Yes** | **No** | |
| **Professionalism:** |  |  | |
| 1. Is punctual at all times. |  |  | |
| 1. Is dependable at all times (follows through on commitments to on-site supervisor and/or the agency). |  |  | |
| 1. Is self-motivated and takes initiative. |  |  | |
| 1. Is adaptable/flexible |  |  | |
| 1. Models a professional appearance by wearing appropriate clothing for both the indoor and outdoor environment. |  |  | |
| 1. Is receptive to new ideas and constructive feedback and acts upon it. |  |  | |
| 1. Recognizes effect of own behavior on others. |  |  | |
| 1. Functions under pressure. |  |  | |
| 1. Understands the meaning of confidentiality and maintains confidentiality at all times. |  |  | |
| 1. Displays non-judgmental understanding of diverse family systems. |  |  | |
| **Communication:** |  |  | |
| 1. Speaks slowly, concisely. |  |  | |
| 1. Uses appropriate voice tone and expression. |  |  | |
| 1. Listens attentively. |  |  | |
| 1. Listens and responds positively to direction from agency staff. |  |  | |
| 1. Models appropriate language |  |  | |
| 1. Is consistently responsive to child’s communication (verbal and/or nonverbal) |  |  | |
| 1. Acknowledges parent/s upon arrival in the program. (At the beginning and end of the day). |  |  | |
| 1. Introduces self to educators and parents. |  |  | |
| 1. Writes clearly, concisely and in a grammatically correct form. |  |  | |
| **Human Qualities:** |  |  | |
| 1. Shows enjoyment and appreciation of the children and their individual differences. |  |  | |
| 1. Acknowledges each child by name. |  |  | |
| 1. Displays patience. |  |  | |
| 1. Responds appropriately to children’s cues. |  |  | |
| 1. Follows through on commitments to children. |  |  | |
| **Behavior Guidance:** |  |  | |
| 1. Establishes and maintains eye contact. |  |  | |
| 1. Acknowledges positive behavior. |  |  | |
| 1. Works comfortably with a child on a one-to-one basis. |  |  | |
| 1. Works comfortably with children in a group setting. |  |  | |
| 1. States directions in a clear, positive manner. |  |  | |
| 1. Gets down to the child’s level when interacting. |  |  | |
| 1. Integrates a solitary player into groups when child needs support to play with others. |  |  | |
| 1. Builds child’s trust and respect. |  |  | |
| **Supervision:** |  |  | |
| 1. Supervises children in playgrounds with the direct guidance of the onsite supervisor. |  |  | |
| 1. Supervises children in activity rooms with the direct guidance of the onsite supervisor. |  |  | |
| 1. Positions self to maximize view of the area. |  |  | |
| 1. Scans the learning environment frequently. |  |  | |
| **The learning environment:** |  |  | |
| 1. Keeps the environment organized and tidy. |  |  | |
| 1. Encourages children to keep environment tidy and safe. |  |  | |
| 1. Identifies and protects children from dangerous or unsafe materials. |  |  | |
| 1. Is aware of available materials and supplies in the agency |  |  | |
| 1. Brings a variety of resources to use with the children. |  |  | |
| 1. Actively participates in circles and/or community time, or one-on-one. |  |  | |
| 1. Actively participates in outdoor activities. |  |  | |
| **Routines and Transitions:** |  |  | |
| 1. Reinforces agency’s expectations/timetable. |  |  | |
| 1. Provides a pleasant and orderly transition from the previous activity. |  |  | |
| 1. Models appropriate safety and health practices. |  |  | |
| 1. Demonstrates awareness of health and safety issues |  |  | |
| 1. Maintains awareness of the whole group during the routine. |  |  | |
| 1. Uses the time as a learning opportunity for the children. |  |  | |
| 1. Smiles and greets children. |  |  | |
| **Dressing:** |  |  | |
| 1. Dresses child appropriately for the weather. |  |  | |
| 1. Ensures each child is fully dressed. |  |  | |
| 1. Encourages attempts at self-help skills/independence. |  |  | |
| 1. Praises cooperation. |  |  | |
| **Bathroom:** |  |  | |
| 1. Carries out sanitary practices as outlined by the agency. |  |  | |
| 1. Provides help with clothing if necessary. |  |  | |
| 1. Is attentive to hand washing. Assists if necessary. |  |  | |
| 1. Respects the child’s need for privacy. |  |  | |
| **Lunch or Snack:** |  |  | |
| 1. Provides a pleasant and orderly transition from the previous activity. |  |  | |
| 1. Makes sure children’s hands are washed before and after snack (according to the agency’s policy). |  |  | |
| 1. Serves the children promptly. |  |  | |
| 1. Provides a pleasant, relaxed social atmosphere. |  |  | |
| 1. Is aware of allergies and taken necessary precautions to prevent allergic reactions. |  |  | |
| 1. Encourages conversation with and between the children. |  |  | |
| 1. Encourages self-help skills. |  |  | |
| 1. Recognizes individual skills and provides assistance when necessary. |  |  | |
| 1. Respects the family’s practices regarding specific foods and dietary requirements. |  |  | |
| **Sleep/Rest Time:** |  |  | |
| 1. Assists the child (ren) to prepare for rest. |  |  | |
| 1. Provides physical comfort if required, (eg. pat back, etc). |  |  | |
| 1. Assists early risers. |  |  | |

The employee is applying to receive credit for the first “Assist” level field placement in Algonquin’s ECE program. If successful, they will skip the first field placement and move directly onto the second “Practice” level field placement. In your experience as a supervisor of the employee, do you believe they have consistently demonstrated the competencies listed above and are ready to move onto the second field placement?

**(Please circle yes or no):** Yes No

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please provide your contact information if we feel we need to discuss any details with you:

Work email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you very much for your assistance.