

Klyrth

Weeks: Feb 14-16 ; Feb 28 - March 1 & March 7-8

Learning Outcomes:

LO1: Assume increased levels of assigned responsibility to effectively manage a program.

- Klyrth has taken the lead to bring a big group of children (2 groups) to the park along with her fellow student. She ~~has~~ frontload the children with expectations prior their walk and gone over through the different safety rules while walking and playing in the park all by herself. She has assumed the role of the main teacher during that walk. It required her very minimal supervision & reminders.
- On a daily basis whenever Klyrth comes in to her practicum, she comes in prepared for the day and has made herself familiar with the daily routine. She calls in for 5/10 mins warning prior to transitions. Calling for clean-up when it's time for clean-up & supports children as they go.
- Klyrth ~~has~~ plan for an art activity with children that is connected to the dramatic room (space theme) that both involves sensory and art activity. She provided the children paint and paper to paint using their hands - she step back and allowed children to work independently and has given them enough room of autonomy as children uses different medium (not just hands) as they paint.
(during the prep-time though - she needed time to prepare and look for materials she needed)

- Because of Klyrth familiarity with the program, instead of asking (like what she would usually do in the beginning of her practicum) ~~how~~ she would just let the teachers know of what she will do next or if at all she needed to support children in pottying etc.
- Klyrth's level of confidence working with teachers and other student has grown tremendously. She is very effective in coordinating and communicating plans and incident or situations that needed to be communicated.

LO 2 : (is) an effective part of a teaching team taking on roles.

• Klyrth's ^{is confident} ~~confidence~~ in leading the ~~group~~ classroom by herself. She ~~takes~~ ~~it~~ is able to plan of how the day will go (to head outside and at which space children will play or go on adventure etc) and carries out logistics and laid out ^{her} plan to the teachers respectfully. She would also check-in first whether her plan works well with the other teachers.

• Klyrth ^{is} ~~knows~~ an effective teacher support during group time and ensures ~~that~~ that children who wish to play can play while the other teacher are having group time.

• Klyrth is ready to take on different roles through- ^{out} the day. She assesses the environment and take on roles of cleaning, supporting children, guidance or even mini group times when needed.

- Klyrth ensures the environment is safe for children to play when out for adventure. She checks playground before she sends children to play and checks public washrooms before going in with the children.

L03 - Continues to develop sophisticated interaction styles to support children's increasing competence and skills.

- Klyrth's use of the vernaculars used at the center has increased. ~~She~~ She uses ~~an~~ appropriate and respectful gestures to both children and adults in the center. ~~in many~~

- Klyrth's guidance strategy has improved. She is now more confident when interacting with children. She rarely hesitates anymore when she is required to be firm during individual guidance. She is assertive ^{when} pulling out children that are not safe to themselves and others and ensures she touches back with a child that is pulled out from the space.

L04 - Ability to plan, prepare, implement, document and evaluate learning environments, based on observations, and (collaborative) curriculum approach, reflecting and working with course learning, and pedagogical documentation purposes.

- Klyrth needs more organization and time management in providing curriculum and invitations / provocation to children. ~~She~~ She brings in ~~invitations~~ invitations / activities mostly on the second day of the week ~~and~~ although plan has been laid

out to meet the students the week before. We need to see at least one curriculum of her choice (arts, sensory, ~~the~~ extension of dramatic room, group time or any invitation to play) every week - at least on the first day (Wednesday). Also, when asked of her curriculum, it appears that it is not fully ready as ~~she~~ still discusses with teachers (e.g. what materials she plan to use and whether it is not readily available at the center.). She needs to work on planning her activities including logistics and how she ~~per~~ perceives children interact with her invitations as well as having contingency if materials are not available.

- ~~Reflection~~ We would like to see Klyrth's reflection of her previous invitations by working on upcoming invitations. ~~She should be able to reflect on her previous invitations and how they went and how she can improve them.~~ ~~She should be able to reflect on her previous invitations and how they went and how she can improve them.~~ extending her activities or even offering it differently ~~and~~ reflective of how children interacted with her previous invitations.

LO 5 Engages in ongoing reflection of personal practice and demonstrate personal and professional attributes related to conduct and professional communication as guided by ECEBC code of Ethics & the TRU program

- Klyrth is gaining confidence in communicating with parents effectively during pick-up and drop off time. She projects welcoming body and facial gestures that supports her message as she converse with parents.

- Klyrth is very receptive of teachers' feedback. One thing^{of the} that stood out during our last meeting was her reflection towards her need to improve time management relative to her coming in prepared with at least one curriculum on the first day of each week.
- She also has reflected on the intentions of making small groups versus big groups when it is called for - such as lesser guidance when in small groups whereas she assessed that she has more time to bond individually with children when we are in the bigger group because of other teacher's availability.

LO 6

Working with mentor educators, specific goals for skill development are identified, explored and practiced.

- Klyrth is very keen in honing on her guidance skills. She had a one-on-one shadowing w/ Miss Stephanie and she have observe different individual guidance strategies in different situations - We have observe her navigating a few of the guidance strategies we showed her and practice a few of them when approaching children that needs guidance.