ECE Student ~~Daily~~ Weekly Feedback

Each day will have highlights that demonstrate the student's progress toward becoming a fully qualified early childhood educator (ECE). It is not necessary to comment on each section every day. Use the following categories to document progress, over time, in the following categories:

Student Name: **Klyrth**   Date: **Feb 7/24**

Practicum (Circle)   ECED 1200   ECED 1300   ECED 2200   ECED 3300   ECED 3400

Professional Skills:

How is the student demonstrating a growing ability to be an effective employee in general. These qualities commonly describe employment skills like attendance/punctuality, professional communication, confidentiality, responsibility, initiative, reliability, preparedness, teamwork, ability to hear and act on constructive feedback, etc. (Please include specific examples)

Klyrth is great at communicating with us when she will be away/late and she's also great at communicating her practicum needs. She is very self reflective in our weekly meetings, she knows/follows and implements our daily routines and transitions and has taken initiative to lead the day.

Practical Skills:

How is the student demonstrating an ability to take on all the roles and responsibilities specific to the role of the early childhood educator. Skills like daily tasks and duties, knowledge/practice of policies and procedures, planning implementing and evaluating appropriate programming for a group of children, relational, responsive care, guidance, group management, supervision, effective communication with children, colleagues, families, mentors, instructors, etc. (Please include specific examples)

Klyrth can lead transitions, she does all of the same tasks we do without prompt and has improved her communication with the children and their families and continuing to build strong relationships with the children and their caregivers. She is working on running circle times, implementing curriculum and setting up environments. We are very proud of her growth in these areas.

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Klyrth continues to communicate effectively and lead transitions with ease. She is kind, respectful, joyful and positive. I appreciate her willingness to accept feedback and grow from it.

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Klyrth has done well at putting transitions, cleaning duties, supporting staff during nap time, participating in safety, preparedness, and participating in curriculum.

Pedagogical Skills:
Pedagogical skills demonstrate the student's ability to engage in a pedagogical process. The BC Early Learning Framework (2019), Section 2 (p-47-59) describes this process including Listening, Critical Reflection, Collaborative Dialogue and Pedagogical Narration (PN). The PN process is described in detail starting on p. 55 including examples and ideas for collecting and displaying documentation. This visible documentation process is **required** for the **Growing Curriculum Project (GCP)** to be posted on the wall in the program. This process will also be evident, though not required to be posted in the program) in their Learning Portfolio (SWAY) for activities and experiences they bring to the program daily. (Please include specific examples)

Klynth has started her PN in our centre and has asked a lot of great questions and has made some very valuable observations. She also engaged in reflective practices and shows a great deal of self-awareness.

Next Steps:
Keep track of next steps below and use this section to track progress in the above categories. For example: Under Practical Skills the comment is about the student reading a story to three children well, Next Steps may be for the student to read the story to all the children at group time tomorrow. If initial documentation is on the wall for the Students GCP, Next Steps may be to implement planned experiences to continue the documentation.

Klynth is developing her behaviour guidance skills and is continuing to participate in implementing different types/subjects of curriculum and running a complete circle time.

Once reviewed with student please sign below

Date reviewed: Feb/7/24

Mentor: Matt _____   Student _____

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Klyrth's PN question has sparked some very important conversations and everybody is enjoying the ongoing conversation around her chosen topic. It's clear Klyrth is putting her observation skills to use during her practicum and has gained a lot of insight about our program, the relationships within and the skills/tools we utilize.

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Klyrth is continuing to master her behaviour guidance and implement different subjects of curriculum.

Once reviewed with student please sign below

Date reviewed: Feb/14/24

Mentor: Matt   Student_____

Jan 24, 25 & 26

- Execution of curriculum - Dramatic Room
  - great collaboration with fellow student, however it took longer before the room was ready/playable
    - work on timelines
  - great ideas, very timely/seasonally alligned.

opening the Dramatic Room for the First time
- collaborate with fellow student on creating rules in AMA different spaces
- calling out "oh friends" - pausing until all children are ready to listen.
  - Mentioning of opening the room.
  - asking children to clean-up first in the space they are currently in
  - Briefing the children children about the different rules in the space
    - not taking off stickers from the wall
    - two children at a time in the igloo
    - not throwing snow balls etc at the ice rink
  - Clarifying, reiterating the rules by asking the children again - good follow-up
    - providing different ways on how to follow rules - reminding a friend if they forgot the rules - etc
      ↳ good follow-up.

When the children started playing in the dramatic Room:
- looking around - checking the space and the provocation
- quick to take out provocation that are not yet ready and convert it to something playable.
  - great idea - fishing to sticker board Fish.

- great interaction with children while playing
  - asking questions "what do you think"
    when they ask what's it for?
- asking and providing additional material to
  complement what is available in the room
    - marble run

* Klyrth starts to handle am transition calls - a little
  nervous but I am very positive she will gain
  confidence as she starts doing it more often.
    - ~~stops~~ pauses to make sure everyone
      is listening
    - reminds children of expectation
    - follow through for consistency
    - uses positive words to encourage
      children in cleaning up
    - provides choices when stuck
      with children refusing clean-up
        - e.g. "would you want help or
          do it by yourself" they D.R.
          when the
          open the
          there was when
          moment they're
          needed
          to be
          reminded
          of snack

Areas of Development
- Awareness of time/rhythm of day
    - e.g. calling for transition - (snack
      before snack time)
- I'd like to see her more conscious of what is
  needed or where support is required esp.
  ~~gors~~ during some transitions. ~~maybe there are~~
  ~~moments when~~ More consistent. Esp during
  the preparation of coming from outside.
- Timelines for curriculum preparation.

L.O.1 - Assume increased levels of assigned responsibility
         to manage a program.
ᴅ Klyrth has been very familiar of the center's
routine and would mostly move and work
on what is needed in the classroom. However, there
are moments of hessitations and would ask
what she if she should do what. i'd like to
see Klyrth take the lead of what needed
to be done- e.g. ~~should~~ should I call for clean-up
vs. I am going to call for clean-up or
Are you okay if I call on clean-up already.

L.O.2 Is an effective part of teaching team
       taking on roles.
ᴅ Klyrth never says no to roles assigned to her.
She is up for different challenges and I like that
she collaborates of how she plans to do things
with ~~everyone~~ everyone.

L.O.3. Continues to develop sophisticated interaction
       styles to support children's increasing
       competence and skills.
ᴅ Klyrth starts to develop ~~a~~ more meaningful connections
with children. She

Jan 21- Feb 2

This week klyrth was able to perform her tack as a lead teacher. We have seen how she worked on her confidence. However, next week we expect that she will step up on the next level of being more assertive as a lead teacher in terms of daycare's routine, planning the curriculum and facilitating the activities.

It has also been a very busy week and there were lots of daily activities were spontaneously planned by their mentors and she was able to accept them by being a quick responder to different situations. We are also very glad to see how she graciously accept the challenges that occured.