

Kyla, ~~Kyla~~ Bumble & Beans

Oct 25, 2024 Time 8:57

- ★ Circle time -
 - Song- Hickley Dikley-Song, Witch Song.
 - Interactive during with song, children get an opportunity to share their ideas.
- ★ ~~Kyla~~. Lead a group of children to the Nambic room.
- ★ Team work.
- ★ Clean up time.
- ★ Supervise the Brothers routine and help them.

Assessment Tool ECED 2200 Learning Outcomes

ECED 2200 Learning Outcomes	Feedback/Evidence: Please provide specific examples of how the student has demonstrated competency in this area. Form can be completed electronically or in legible handwriting. If more space is needed, please indicate the Section and number.
LO 1: Demonstrate the ability to determine the development and interests of children through observation	<ul style="list-style-type: none">• Klyrth has demonstrated a strong ability to observe and assess the developmental stages and interests of the children in our care. She consistently uses observation as one of her tools in identifying each child's unique strengths, needs and areas of growth. Based on her observation and recognizing subtle cues that help inform individualize learning experiences she is able to offer the children a process art activity that she would think the children would like to do and are developmentally capable. During the thanks giving week, she prepared a collaborative art activity where children created their own turkey traced from their hands. Although Klyrth helped in tracing the children's hands and cut it out for them, the remaining parts of the activity was done by the children independently by creating their own turkey using glue, feather and googly eyes. She then extended this activity into her group time where she talked to children about thanksgiving and talk about what their thankful for. The turkeys made by the children was then collaged together to form the "thankful tree" that was posted in the centre's main floor where parents are able to see• Klyrth offered an obstacle activity to observe the children as they play outside. During this activity Klyrth was able to see the children's interest in outdoor play

<p>LO 2: Demonstrate skills working with groups of children; maintaining children's interest, promoting interaction and providing children with a choice about their involvement when appropriate</p>	<p>and was able to form an impression of what the children are capable to do in terms of gross motor activity such as hopping, skipping and balancing. Klyrth uses these insights to plan and adapt activities that engage children effectively, aligning both their developmental needs and personal interests. This demonstrates a thoughtful approach to supporting each child's growth in a meaningful way. Her skill in observation reflects a well-developed understanding of child development and an ability to translate observations into practical and child-centered strategies.</p> <ul style="list-style-type: none"> • Klyrth skillfully draws in the children's interests through keen attention and engaging interactions. She uses this understanding to creatively sustain their attention and enthusiasm during group activities. In one of her recent group sessions, Klyrth kept the children actively engaged by offering multiple ways for them to participate, encouraging them to share their ideas, and actively listening as she rephrased and validated their responses. Her approach fosters a cooperative and inclusive environment, making each child feel involved, valued, and respected within the group. • • Klyrth understands when to provide children with a choice about their level of participation or non-participation at all, showing a strong respect for individual preference and comfort levels. This approach reflects her thoughtful insight into the group dynamics and her personal familiarity with each child in our care.
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	<ul style="list-style-type: none"> • Klyrth demonstrated confidence in managing group interactions making a significant and meaningful contributions in our classroom. • Klyrth frequently led adventures to the nearby park, forest adventures, the beach and the bump track whereby she frontloads the children about safety and expectations and follow through those expectations all throughout. She would provide individual guidance to direct children on the set expectations. She is able to use different guidance strategies appropriate to the situation such as giving the children choices, redirection etc to help children follow through with these expectations. • She is able engage a big group of children (16) in a group time, reading a book, singing a song and playing games. The children love to participate Klyrth's group time.
<p>LO 3: Demonstrate an ability to plan, implement, revisit, extend, document and evaluate learning environments that are sensitive to, developmentally appropriate for young children and reflect current educational planning theory</p>	<ul style="list-style-type: none"> • Klyrth creates and carries out activities that align well with the developmental stages of the children, demonstrating a foundational understanding of current educational planning theory. In one group session, she led an engaging storytime that captivated the children's interest, highlighting her ability to connect activities with their curiosity and enthusiasm. While Klyrth effectively develops and implements her initial plans, she would benefit from additional practice in revisiting and extending activities based on the children's responses and needs, as well as consistently documenting these observations. • With further experience, Klyrth can deepen her understanding of planning theory and become more confident in adapting and evaluating activities to support on-going learning. Overall, Klyrth demonstrated

<p>LO 4: Demonstrate an ability to be an effective member of the educator team taking on assigned roles and assigning roles</p>	<ul style="list-style-type: none"> • a good foundation in this learning objective and is progressing continuously. • Klyrth displays a strong sense of responsibility and initiative, often stepping in to support team members and contributing positively to the overall team dynamic. <ul style="list-style-type: none"> - Klyrth demonstrated an ability to work as a team player. - She is very reliable. She fills in the gap where she is needed. She is able to assess the needs of the children and where to support when needed. - She collaborates with her classmate to come up with their daily plan. Klyrth also collaborate with all the teachers in the classroom and assess with the rest what changes is needed and how to go about those changes very effectively. - She is flexible. Although Klyrth writes the plan of the day, she is very flexible and is able to work around changes in the plan effectively. - Very good communication skills. She also quickly picks up non-verbal cues and act on them immediately when needed. - Klyrth also demonstrated confidence in assigning roles to main teachers when needed, clearly communicating expectation and respecting each team member's strengths and preferences.
<p>LO 5: Demonstrate an ability to accept and act on constructive feedback</p>	<ul style="list-style-type: none"> • Klyrth consistently approaches feedback with an open mind, carefully considering suggestions from team and mentors and actively working to incorporate these insights into her practice. One of the things that Klyrth

<p>LO 6: Demonstrate an ability to engage in ongoing self-evaluation</p>	<p>forgets during transition time is counting the number of the children before heading out to a new space which is a major safety precaution. When this was brought into her attention, she took it very seriously and positively and ensures that she does headcount every time she transitions children to different play spaces. On another occasion, Klyrth was respectfully pull aside to talk about the appropriateness of the clothing that she was wearing which has a negative connotation about women in general, and she turn this situation around as a learning dialogue with her mentor. Her positive attitude toward feedback reflects a high level of professionalism and dedication to developing skills and professional practice as an early childhood educator.</p> <ul style="list-style-type: none"> • Klyrth engages in an ongoing self-evaluation and shows a strong commitment to personal and professional growth. • Klyrth is very aware of her growth areas and focus where improvement is needed and continuously seeks avenue to practice and enhance her skills. She is consciously making an effort to reach out and communicate with her mentors where she needs support. In October, she dedicated more time to develop her command and confidence in leading the classroom which she has proven so much growth and development. By the last few weeks of her practicum, she demonstrated strong leadership by leading the classroom with confidence and this is reflected in the quality of interactions and experience for the children in our care.
<p>LO 7: Engage in ongoing reflection of personal practice and to demonstrate the personal and Professional attributes related to</p>	<ul style="list-style-type: none"> • Klyrth models professionalism in all aspects of her role, including respectful communication, active listening, and

conduct and professional communication as guided by the
ECEBC Code of Ethics and the TRU ECE program

- collaborative engagement with both colleagues and families of the children in our care. Throughout her practicum, Klyrth is able to communicate with families respectfully ensuring confidentiality is maintained while handling the interaction with both care and professionalism.
- Klyrth fosters positive and supportive environment for both children and colleagues at all times.

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Please include any final comments on the student's competencies assessment:

Congratulations Klyrth! The children and teachers at Bumble and Bean will surely miss you! Thank you for all that you do!

Vanessa Dahn
Mentor Educator Printed Name

[Signature]
Mentor Educator Signature

Klyrth Henriquez
Student signature upon review