

Assessment Tool ECED 3400 Learning Outcomes

ECED 3400 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: Develop positive relationships with children	Walking in the classroom, I have set my goals to create a positive relationship with the children. I put effort to build relationships during play time, snack, diaper change, or napping where I can have one on one time with each children. This results in me being acknowledged now when I set foot in the classroom and being acknowledged when I leave the place. The moment where I hear “It’s Klyrth” gives a sense of accomplishment and confidence that I have created relationships with the children in my centre.
LO 2: Observe and reflect on development, temperament, interests of infants and toddlers to formulate a research question	Most children in my practicum for infant toddlers are not verbal yet. Therefore, there is a lot of pointing and one word spoken. My observation was almost all of the bigger children and some 1 year old are interested with bugs, spiders, and trees(nature). Now, I made a board with their photos in it to create an ongoing dialogue about those 3 words.
LO 3: Apply knowledge in establishing and maintaining a safe/healthy environment and nurturing routines for infants and toddlers in group care	I have always been respectful, reciprocal, and responsive to all the children. Learning the different developmental stages was challenging but I was able to support educators when activities that support their developmental needs. I have learned some sign languages as well for children that are not verbal yet like help, thank you, please, more, no more, etc. I find this very helpful because the communication towards children is much easier that talking to them in full sentence.
LO 4: Use the research question to plan, implement, and evaluate developmentally appropriate opportunities for the children to explore his/her sensorial environment and support social interactions with other infants and toddlers	My resources came from ELF, ECPN, ECEBC, class resources. I find them helpful and very theory based. Sometimes, though I think some articles are not practical in the real world. Though, it is great if we were able to do them in child care field.

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LO 5: Collaborate with educators and other professionals and work as a team to support the program and ongoing routines	I have been working with other educators smoothly. I tend to put myself in their position where I can lead circle time, going outside, changing diapers, preparing for snack/lunch time, guiding children with the right manners, etc. I do this because I want to feel confident and knowledgeable once I actually start working in a child care.
LO 6: Communicate the process and outcomes of the action-based research to children, families, and/or educators	Communication is one important part I learned in school from the program. I would say I have a good communication skills with other educators. Being able to respectfully communicate my thoughts and able to positively respond to their questions and thoughts. However, I still find it difficult talking with parents especially when its about bad news from their children. This is something, I want to improve on during my last remaining days of school.
LO 7: Engage in ongoing reflection of personal practice	I use the assessment tools or journal my own reflection. I find that when I reflect, I can think back what I did great and what I needed to improve on, and this actually help me to grow myself not only as an educator but as an individual as well.
LO 8: Demonstrate the personal and professional attributes related to conduct and professional communication as guided by the ECEBC Code of Ethics and the TRU ECE program	I am respectful to educators, children and parents. Using positive language and communication towards them.

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

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Mentor Educator Printed Name

Mentor Educator Signature

Student signature upon review