

ECEBC Code of Ethics

Name: Klyrth

Date:

(circle) ECED 1200 ECED 1300 ECED 2200 ECED 3300 ECED 3400

ECEBC Code of Ethics	Feedback/Evidence: Please provide specific examples of how the student has understood and practiced this principle
Principle 1 We promote the health and well-being of all children.	yes, Klyrth supported children with eating, drinking water, and creating and maintaining a safe environment.
Principle 2 We provide high-quality early care and learning environments for all children by drawing on specialized knowledge, education and diverse perspectives.	yes.
Principle 3 We demonstrate caring and compassion for all children through responsive and reciprocal relationships.	yes, Klyrth provides children with comfort, reassurance and kindness.
Principle 4 We work in partnership with families, supporting them in meeting their responsibilities for their children.	yes, Klyrth has spent times communicating with parents about their child's needs.
Principle 5 We establish and maintain respectful partnerships with colleagues, allied professionals, community partners, and decision-makers to support the well-being of children and their families.	yes.
Principle 6 We work in ways that affirm and enhance human dignity, respect fundamental human rights, and celebrate difference and diversity.	We respect and enhance dignity, and rights, but we could work on celebrating differences & diversity.

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Principle 7 We maintain the knowledge, skills, and self-awareness needed to be professionally competent.	yes.
Principle 8 We prioritize our personal health and well-being.	yes, Klyrth clearly communicated when she felt she did not feel well and needed a days rest.
Principle 9 We demonstrate integrity and respect in our professional relationships.	yes.
Principle 10 We advocate that our profession is vital to establishing healthy and resilient communities.	yes.

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Please include any final comments on the student's assessment using the ECEBC Code of Ethics

Over the course of Klyrth's practicum she created and built on family relationships. She bonded with the children and provided high quality care. Klyrth started recognizing children's individual needs and worked hard to observe and learn how to best meet them. By the end I saw her confidence grow and saw how she was eager to teach the children new things and was open to new challenges. Klyrth was kind and caring to everyone and provided a kind and caring learning environment.

Nelly Baechmann

Mentor Educator Printed Name

Nelly Baechmann

Mentor Educator Signature

Student Signature upon review

Name: Klyrth Date: _____

1. Professionalism:	Feedback/Evidence: Please provide specific examples of how the student has demonstrated or is growing in each competency in this area. Form can be completed electronically or in legible handwriting. If more space is needed, please indicate the Section and number on additional pages.
1-1. Seeks to understand and respect the placement/practicum program's philosophy and practice in the context of their role as a student.	yes
1-2. Courteously, clearly and consistently communicates practicum requirements to the Mentor Educator and other staff as appropriate.	yes, Klyrth communicated requirements and assignments to all staff involved.
1-3. Is punctual and takes responsibility for notifying their Mentor Educator and Instructor of factors affecting attendance: illness, extenuating circumstances, etc.	yes.
1-4. Models professional appearance and dress as per program policy: clothing is comfortable and nonrevealing, wears designated "inside" shoes indoors, and appropriate clothing for outdoors.	yes
1-5. Demonstrates professional conduct while supervising children: adheres to staff policies such as use of cell phone, food and beverages, professional communication etc.	yes, Klyrth was great at dealing with situations in the way the staff does.

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1.6 Uses respectful language and humor while working with staff and children.	yes
1-6. Practices reflection and self-evaluation: identifies strengths and areas where more knowledge, skill or change of approach is required and works with instructors and Mentor Educator to build on identified competencies.	yes, we had many conversations about how and why we handle situations.
1-7. Seeks constructive feedback from the Mentor Educator about knowledge, skills and attitudes on a regular basis and is observed implementing new learning in practice.	yes
1-8. Engages in professional dialogue with Mentor Educators and placement staff by sharing on a regular basis what they are learning in ECED courses in an open and respectful way.	yes
1-9. Maintains confidentiality with respect to staff, children and families; communicates any concerns appropriately.	yes
1-10. Seeks personal or professional guidance as needed to cope with stressful situations.	yes, Klyrth will ask how the best way to handle a situation is, and we discussed if how she would do it, would be correct.

2. Health and Safety:	Feedback/Evidence: Please provide specific examples of how the student has demonstrated or is growing in each competency in this area. Form can be completed electronically or in legible handwriting. If more space is needed, please indicate the Section and number on additional pages.
2-1. Demonstrates knowledge of and complies with current licensing regulations and requirements.	Competency achieved
2-2. Scans the whole group effectively when working with one child or a small group and is aware of the number of children in attendance at any time.	Competency achieved.
2-3. Models universal hand-washing; explains hand washing and toileting routines expected of children in developmentally appropriate ways.	Competency achieved, Kyrin was very supportive in spending time helping children wash properly.
2-4. Supports the program's physical environment cleaning and sanitizing routines for toys, equipment and furniture.	Competency achieved.
2-5. Supports safety checks- both inside and outside (furnishing, equipment, materials, outdoors).	Competency achieved.

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2-6. Supports children's safety routines: models safe behaviour and explains safe practice to children in appropriate ways. Understands and supports children as they negotiate and navigate risk taking.	Competency achieved.
2-7. Is aware of children's allergies and where medications and the first aid kit are kept. Can describe the medication and emergency medications procedures.	Competency achieved.
2-8. Understands their role in the event of fire and emergency situations (including injuries, allergic reactions, reportable incidents etc.).	Competency achieved.
2-9. Practices universal precautions for all personal care activities.	Competency achieved.

3. Program Planning	Feedback/Evidence: Please provide specific examples of how the student has demonstrated or is growing in each competency in this area. Form can be completed electronically or in legible handwriting. If more space is needed, please indicate the Section and number on additional pages.
3-1. Utilizes informal and formal observations of children to facilitate experiences which support a variety of curriculum areas.	Competency achieved
3-2. Utilizes informal and formal observations of children to facilitate experiences that support children's social play.	Competency achieved
3-3. Contributes to and creates play environments that facilitate participation by children with a range of physical abilities.	Competency achieved
3-4. Contributes to and provides children with access to space for individual, small and large group experiences.	Competency achieved.
3-5. Accesses and contributes appropriate resources and materials for children and staff (professional dialogue with Mentor, BCELF framework and course articles, hands-on resources for children).	Competency achieved.

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3-6. Supports and provides a wide range of stimulating and challenging play-based (emergent/interest-based) experiences that foster the development of the whole child.	Competency achieved
3-7. Demonstrates use of variety of facilitator (educator) techniques to enhance children's development and learning.	Competency achieved
3-8. Supports, develops, implements and maintains programming that is developmentally appropriate and affirms diversity.	Competency achieved.
3-9. Identifies and acts on opportunities to improve programming based on self-reflection, current research (BCELF/Emergent Curriculum) and emerging trends that reflect good practice.	Competency achieved.
3-10. Provides programming that ensures an appropriate balance of child-initiated, adult-guided, structured and open-ended experiences.	Competency achieved.

Name: _____

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4. Family Partnerships:

Feedback/Evidence: Please provide specific examples of how the student has demonstrated or is growing in each competency in this area. Form can be completed electronically or in legible handwriting. If more space is needed, please indicate the Section and number on additional pages.

4-1. Shares in the development of an environment that is safe, accessible, and welcoming for each child and family.

Competency achieved.

4-2. Supports opportunities with families for support and network with each other.

Competency developing, as we focused on building relationships to start.

4-3. Communicates with families through a variety of creative and respectful methods that builds trusting relationships.

Competency developing, as we were keeping some confidentiality, and were building relationships.

4-4. Develops and maintains a consistent relationship with each family (as appropriate to the student role).

Competency developing, some families it was easier to reach out and connect to and she was working on some families.

4-5. Listens and responds to each family's views in a manner that supports and respects the individual family (as appropriate to the student role) and their role as primary caregiver of the child.

Competency achieved.

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4-6. Maintains confidentiality in all verbal and written communication with and about, families in keeping with legislative, professional and centre policies.	Competency achieved.
4-7 Provides program activities and materials that respect and reflect a full range of family structures.	Competency achieved.
4-8. Identifies, research and shares/discusses information with their Mentor about community resources that responds to family diversity and needs.	Competency developing.
4-9. Advocates on behalf of and with, children and families, supporting them as they access resources and fulfilling their rights.	Competency developing.

Name: _____ Date: _____

5. Relationships with Program Staff and Other Professionals:	Feedback/Evidence: Please provide specific examples of how the student has demonstrated or is growing in each competency in this area. Form can be completed electronically or in legible handwriting. If more space is needed, please indicate the Section and number on additional pages.
5-1. Identifies and/or contributes to local, provincial, & federal child care related organizations (BCELF, ECEBC, CCCF, Licensing etc.)	Competency not achieved.
5-2. Shares personal/professional development experiences with colleagues in an open and respectful manner.	Competency achieved.
5-3. Models current practice and engages in conversation with program staff.	Competency achieved.
5-4. Reflects on and evaluates professional practice on an on-going basis using the ECEBC code of ethics.	Competency achieved.
5-5. Develops and implements personal, professional development plan, identifying achievable, realistic and appropriate short and long-term goals.	Competency developing.

5-6. Invites input, feedback, and evaluation by colleagues and others.

Competency achieved

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

Klyrth was wonderful to have as a practicum student. She worked well with everyone and created beautiful connections. She worked hard to provide a safe, supportive space for the children. She did great at circle time learning and observing ways to do it successfully. She was hard working and always open to learn.

Nelly Baechmann

Mentor Educator Printed Name

Nelly Baech

Mentor Educator Signature

Student signature upon review

ECED W 2021 Practicum Attendance and Daily Health Check

Student to fill in each day before entering practicum site to confirm health check was done and to record practicum hours. Mentor Educator to initial daily/weekly as needed. By initialling each day the student is confirming they are not a risk according to the indicators on the Work Safe BC health check poster above.

Student Name: Kyle Kyrth Gennilga

Mentor Educator:

Date	Hours in Practicum	Has met Work Safe Health Check criteria Student Initial	Hours confirmed Mentor signature
	9-4		
Feb 24, 2025	7 hours		<i>[Signature]</i>
Feb 25, 2025	7 hours		<i>[Signature]</i>
Feb 26, 2025	4 hours (a-1)		<i>Nelly Boeck</i>
Feb 27, 2025	7 hours		<i>Nelly Boeck</i>
Feb 28, 2025	7 hours		<i>Nelly Boeck</i>
March 3, 2025	7 hours		<i>Nelly Boeck</i>
March 4, 2025	4 hrs (9-1)		<i>Nelly Boeck</i>
March 5, 2025	7 hours		<i>Nelly Boeck</i>
March 6, 2025	7 hours		<i>Nelly Boeck</i>
March 10, 2025	7 hours		<i>Nelly Boeck</i>
March 11, 2025	7 hours		<i>Nelly Boeck</i>
March 12, 2025	7 hours		<i>Nelly Boeck</i>
March 13, 2025	7 hours		<i>Nelly Boeck</i>
March 13, 2025	4 hrs (9-1)		<i>Nelly Boeck</i>
March 17, 2025	7 hours		<i>Nelly Boeck</i>
March 18, 2025	7 hours		<i>Nelly Boeck</i>
March 19, 2025	7 hours		<i>Nelly Boeck</i>
March 20, 2025	7 hours		<i>Nelly Boeck</i>
March 21, 2025	7 hours		<i>Nelly Boeck</i>
March 24, 2025	7 hours		<i>Nelly Boeck</i>
March 25, 2025	7 hours		<i>Nelly Boeck</i>
March 26, 2025	7 hours		<i>Nelly Boeck</i>
March 28, 2025	7 hours		<i>Nelly Boeck</i>
March 31, 2025	7 hours		<i>Nelly Boeck</i>
April 1, 2025	7 hours		<i>Nelly Boeck</i>
Total hours			

April 2, 2025 7 hours
 April 3, 2025 7 hours
 April 4, 2025 7 hours
 April 7, 2025 7 hours
 April 8, 2025 7 hours

Nelly Boeck
Nelly Boeck
Nelly Boeck
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Nelly Boeck