

Wednesday

Thank-you for all your help these past few weeks. Hearing about your long term goals is encouraging for ECE's. We need ~~to~~ feel we are providing all children with positive, nurturing spaces. All children deserve the best we can give them. I believe you are going to be a great spokes

person for all ECE's. Keep up your positive attitude and remember all children need to be loved! (As you already know) You will be missed, March seems far off! I'm sure you'll learn more and I'm excited to see where your at in a few months! Come back to us with confidence and know you will be awesome!

Ms. Mel  
(Melanie Agnew) 3-5 lead

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### ECE Student Daily Feedback

Each day will have highlights that demonstrate the student's progress toward becoming a fully qualified early childhood educator (ECE). Each practicum builds on the next in an Observe, Practice, Demonstrate process. For ECED 1200 you might note evidence the student is becoming familiar with pedagogical thinking as they observe and discuss. In later practicum courses the pedagogical process is more robust and includes depth of thinking, practice and pedagogical documentation. 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: Wednesday Date: Dec 2/24

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)

First Day: Crazy day to start as  
it was our Christmas concert.  
She came in on time, prepared and willing  
to help.

#### 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)

Wednesday promptly got down with the  
children to play and get to know  
them. She showed them respect by  
introducing herself and asking if she  
could join. Great attitude to keep, knowing  
children deserve respect.

**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. Emerging and growing competency during each practicum will be evident in students' practice and documentation in the program and in their Learning Portfolio. (Please include specific examples)

not applicable for first few days

**Next Steps:**

Keep track of next steps below and use this section to track progress in the above categories.

learn names and something about  
some children.

Once reviewed with student please sign below

Date reviewed: \_\_\_\_\_

Mentor: \_\_\_\_\_ Student \_\_\_\_\_

## ECE Student Daily Feedback

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Student Name: Wednesday Date: Dec. 6

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)

As Wednesday got more comfortable with the routine she did not hesitate to help where it was needed. Her ~~eye~~ observation skills came in handy as she would help very often without being asked. This was very appreciated by all staff as ~~she~~ she became part of team.

### 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)

Wednesday is very observant in the classroom, often she was seen looking around the room while engaging with children. Scanning to see where she may be needed she would quickly make herself present when she noticed children escalating in their free play.

**Pedagogical Skills:**

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Wednesday always presented herself as a co-player during play times with the children. She listened to the children and enjoyed letting them lead the play. During these times she was able to get to know some of the children on a more personal level as they also enjoyed their time spent with Wednesday.

**Next Steps:**

Keep track of next steps below and use this section to track progress in the above categories.

Gently guiding children to follow directions. Help keep children manageable at circle time.

Once reviewed with student please sign below

Date reviewed: \_\_\_\_\_

Mentor: \_\_\_\_\_ Student \_\_\_\_\_

## ECE Student Daily Feedback

Each day will have highlights that demonstrate the student's progress toward becoming a fully qualified early childhood educator (ECE). Each practicum builds on the next in an Observe, Practice, Demonstrate process. For ECED 1200 you might note evidence the student is becoming familiar with pedagogical thinking as they observe and discuss. In later practicum courses the pedagogical process is more robust and includes depth of thinking, practice and pedagogical documentation. 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: Wednesday Date: December 10

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)

Wednesday arrives to the center prepared to work and keep up with our busy days. She has come w all essentials such as name/ID tag. She presents herself as a team player as she continues to step in and help with daily tasks.

### 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)

During circle times Wednesday was a popular person to sit with. She was able to redirect children to keep their focus back onto the teacher. During an altercation between two children Wednesday was able to deescalate the situation without assistance.

**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. Emerging and growing competency during each practicum will be evident in students' practice and documentation in the program and in their Learning Portfolio. (Please include specific examples)

By observing the children's direction of play Wednesday <sup>who</sup> ~~was~~ is often approached by the children was able to jump right in to their games without hesitation. She followed along and brought back some of the play from previous days.

**Next Steps:**

Keep track of next steps below and use this section to track progress in the above categories.

Continue guiding children to follow direction. Continue to form relationships with the children

Once reviewed with student please sign below

Date reviewed: \_\_\_\_\_

Mentor: \_\_\_\_\_ Student \_\_\_\_\_