

Jan 22nd - 26th

ECE Student Daily 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: Nadzima

Date: Jan 22nd - 26th

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)

Nadzima is more and more taking over transitions by calling all children and is creating mutual respect between herself and children.
Nadzima called most of the transitions this past week. She also, once all nappers ~~are~~ asleep, consistently asks what needs to be done, or checks the list and finds jobs to do.

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)

Nadzima and Klytha set up our dramatic play room and Nadzima saw that several pieces in the room could be improved. She collaborated with Klytha to change those things, and I was impressed with her ability to observe what children liked and didn't like.
Nadzima is active in walking around our classroom and monitoring children's play, as well as engaging in play with the children.

Student Name: Nadzima Date: Jan 5 2024

Use the following categories to document progress over time in the following categories. (ECE) If it is not necessary to comment on each section every day will have indicators that demonstrate the student's progress toward becoming a fully

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)

Nadzima has not thus far posted any pedagogy in the room, but her dramatic room has adapted to fit children's needs, and this shows some level of pedagogy.

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.

Nadzima would like to continue her work in DP (Dramatic play) and I agree we would both like to see more activities that fit her winter theme and create meaningful experiences with children.
In regards to calling transitions, the next step will be leading outings, with myself taking more of a background role.

Once reviewed with student please sign below

Date reviewed: _____

Mentor: _____ Student _____