

Feb 5th - 9th

Feedback

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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). 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: Feb 7th

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 continues to demonstrate ~~ex~~ exemplary skills, for example, the last few days when I have been the closer at daycare, I have been playing with the last few children while Nadzima, unprompted, begins to do the finishing cleaning jobs.

#### 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)

This week Nadzima will be handling all the transitions each day. Nadzima handled all the transitions on Friday, I have seen a vast improvement in her confidence and ability to lead a transition without prompting or double checking with a staff first.

She has been implementing an activity each week, and the children really enjoyed her numbers game this week.



### 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 began to implement her PN observation process, the idea of care in our program this week. She asked "How can I show care when ~~the~~ children feel rejected?"

She implemented a "web" board, and everyone in the room is able to add their thoughts and ideas to it.

### 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.

Next week Nadzima will continue to lead the days transitions, and grow in confidence. She will work on having her activities ready to go the first day of the week, and grow in her confidence to talk to parents, and resolve interpersonal conflicts with children.

Once reviewed with student please sign below

Date reviewed: Feb 14th

Mentor: Sarah Doan

Student: [Signature]