

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: Yaguelin Date: Nov 30/23

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)

Yaguelin is punctual, responsible, reliable and very professional.

I regret to say I was sick and absent for a lot of her time here but from my brief experience and feedback from my staffs Yaguelin has been very kind, helpful + a wonderful addition to our 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)

Yaguelin has been open to help in any way ~ either asked or self-initiated.

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)

I believe the students have just begun ~~to~~ their PNS. Yaguelin asked good questions around what was allowed / appropriate.

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.

Keep it up! Looking forward to seeing Yaguelin in the New Year.

Once reviewed with student please sign below

Date reviewed: NOV 30 2023

Mentor: _____

Student _____

