

ECEBC Code of Ethics

Name: Gabby

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
<p>Principle 1</p> <p>We promote the health and well-being of all children.</p>	<p>yes, I see everyday one of Gabby's top priorities is keeping the children safe.</p>
<p>Principle 2</p> <p>We provide high-quality early care and learning environments for all children by drawing on specialized knowledge, education and diverse perspectives.</p>	<p>yes</p>
<p>Principle 3</p> <p>We demonstrate caring and compassion for all children through responsive and reciprocal relationships.</p>	<p>yes</p>
<p>Principle 4</p> <p>We work in partnership with families, supporting them in meeting their responsibilities for their children.</p>	<p>yes, Gabby communicates ideas on how to better the child's environment, and their wellbeing.</p>
<p>Principle 5</p> <p>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</p>	<p>yes,</p>
<p>Principle 6</p> <p>We work in ways that affirm and enhance human dignity, respect fundamental human rights, and celebrate difference and diversity.</p>	<p>Somewhat, we do work to enhance dignity & respect human rights but could be implementing the celebrating differences & diversity more.</p>

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<p>Principle 7</p> <p>We maintain the knowledge, skills, and self-awareness needed to be professionally competent.</p>	<p>yes</p>
<p>Principle 8</p> <p>We prioritize our personal health and well-being.</p>	<p>yes, she will balance her work load for school and work to maintain a healthy schedule.</p>
<p>Principle 9</p> <p>We demonstrate integrity and respect in our professional relationships.</p>	<p>yes, Gabby is kind to everyone and is respectful of all staff, children, and families.</p>
<p>Principle 10</p> <p>We advocate that our profession is vital to establishing healthy and resilient communities.</p>	<p>yes</p>

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

Gabby provides high quality care and learning. She provides a safe space for children to learn and express themselves. She brings in new activities and ideas and works with families to create a relationship where they respect and trust her. She is amazing to work with and was great to have as a practicum student.

Nelly Baechmann

Mentor Educator Printed Name

Nelly Baech

Mentor Educator Signature

Student Signature upon review

Name: Grabby

Date: _____

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.

I. Professionalism:

1-1. Seeks to understand and respect the placement/practicum program's philosophy and practice in the context of their role as a student.

Competency achieved.

1-2. Courteously, clearly and consistently communicates practicum requirements to the Mentor Educator and other staff as appropriate.

Competency achieved.

1-3. Is punctual and takes responsibility for notifying their Mentor Educator and Instructor of factors affecting attendance: illness, extenuating circumstances, etc.

Competency achieved.

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.

Competency achieved.

1-5. Demonstrates professional conduct while supervising children: adheres to staff policies such as use of cell phone, food and beverages, professional communication etc.

Competency achieved.

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.	Competency achieved.
1-2. Courteously, clearly and consistently communicates practicum requirements to the Mentor Educator and other staff as appropriate.	Competency achieved.
1-3. Is punctual and takes responsibility for notifying their Mentor Educator and Instructor of factors affecting attendance: illness, extenuating circumstances, etc.	Competency achieved.
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.	Competency achieved.
1-5. Demonstrates professional conduct while supervising children: adheres to staff policies such as use of cell phone, food and beverages, professional communication etc.	Competency achieved.

1.6 Uses respectful language and humor while working with staff and children.	Competency achieved.
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.	Competency achieved.
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.	Competency achieved.
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.	Competency achieved.
1-9. Maintains confidentiality with respect to staff, children and families; communicates any concerns appropriately.	Competency achieved.
1-10. Seeks personal or professional guidance as needed to cope with stressful situations.	Competency achieved.

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.	<i>Competency achieved.</i>
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.	<i>Competency achieved.</i>
2-3. Models universal hand-washing; explains hand washing and toileting routines expected of children in developmentally appropriate ways.	<i>Competency achieved.</i>
2-4. Supports the program's physical environment cleaning and sanitizing routines for toys, equipment and furniture.	<i>Competency achieved.</i>
2-5. Supports safety checks- both inside and outside (furnishing, equipment, materials, outdoors).	<i>Competency achieved.</i>

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.

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.

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 achieved.
4-3. Communicates with families through a variety of creative and respectful methods that builds trusting relationships.	Competency achieved.
4-4. Develops and maintains a consistent relationship with each family (as appropriate to the student role).	Competency achieved.
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.

BC Child Care Sector Competencies
(circle one) ECED 1200 1300 2200 3300 3400

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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 achieved.
4-9. Advocates on behalf of and with, children and families, supporting them as they access resources and fulfilling their rights.	Competency achieved.

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 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 achieved.

5-6. Invites input, feedback, and evaluation by colleagues and others.	Competency achieved.
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Please include any final comments on the student's competencies assessment

Gabby has had a great practicum. She works well with all the staff, has great connections with all the families and is amazing with the children. She is a kind, patient and gentle educator and you can see how much she loves her job. Gabby clearly communicated her practicum expectations, asked questions, and we had many conversations about situations. She was on top of all work place expectations and requirements.

Nelly Baechmann

Mentor Educator Printed Name

Nelly Baechmann

Mentor Educator Signature

Student signature upon review