

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

Name: Marvelous

Date: Sept 12/25

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.	marvelous shows us daily daily respect, shows up on time & asks questions when unsure.
1-2. Courteously, clearly and consistently communicates practicum requirements to the Mentor Educator and other staff as appropriate.	Always asks questions & wants feedback.
1-3. Is punctual and takes responsibility for notifying their Mentor Educator and Instructor of factors affecting attendance: illness, extenuating circumstances, etc.	on time daily - Ready to work
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.	Comes dressed for daycare
1-5. Demonstrates professional conduct while supervising children: adheres to staff policies such as use of cell phone, food and beverages, professional communication etc.	Able to diffuse problems between children.

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1.6 Uses respectful language and humor while working with staff and children.	she communicates w/ staff well + is good at asking for help.
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.	she willing asks questions when unsure.
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.	yes.
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.	she listens when educators talk about ways to better something
1-9. Maintains confidentiality with respect to staff, children and families; communicates any concerns appropriately.	yes.
1-10. Seeks personal or professional guidance as needed to cope with stressful situations.	N/A

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Marvelous

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2. Health and Safety:

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2-1. Demonstrates knowledge of and complies with current licensing regulations and requirements.

Marvelous knows ratio of Adult to child + has done fire drill protocols w/ us.

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.

She is effective when counting children + keeping aware when transitioning room/yard.

2-3. Models universal hand-washing; explains hand washing and toileting routines expected of children in developmentally appropriate ways.

Helps children with washing hands before snack/lunch

2-4. Supports the program's physical environment cleaning and sanitizing routines for toys, equipment and furniture.

Helps w/ cleaning tables + toys as needed.

2-5. Supports safety checks- both inside and outside (furnishing, equipment, materials, outdoors).

Helps w/ toys outside

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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.	Assisted w/ fire drill
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.	Have no current allergies in our class.
2-8. Understands their role in the event of fire and emergency situations (including injuries, allergic reactions, reportable incidents etc.).	Practiced a fire drill today
2-9. Practices universal precautions for all personal care activities.	Helps children when needed.

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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.	Yes! She reuses items regarding them to interact with children.
3-2. Utilizes informal and formal observations of children to facilitate experiences that support children's social play.	She is great at playing with children, especially our high energy kids.
3-3. Contributes to and creates play environments that facilitate participation by children with a range of physical abilities.	For sure. We have a child who has physical disabilities and she makes sure to include her.
3-4. Contributes to and provides children with access to space for individual, small and large group experiences.	She rocks circle time the kids always have fun.
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).	Yes as ive said she recycles garbage and turns it into something fun.

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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.	Yes, outside she will throw the ball around with the kids
3-7. Demonstrates use of variety of facilitator (educator) techniques to enhance children's development and learning.	Yes she's great at teaching
3-8. Supports, develops, implements and maintains programming that is developmentally appropriate and affirms diversity.	Yes she is able to engage our kids with needs/language differences.
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.	Yes, there is no cause for concern.
3-10. Provides programming that ensures an appropriate balance of child-initiated, adult-guided, structured and open-ended experiences.	She has great ideas to engage the children!

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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.	She is very welcoming to all students + staff.
4-2. Supports opportunities with families for support and network with each other.	Shares things talked about at school - Confidential
4-3. Communicates with families through a variety of creative and respectful methods that builds trusting relationships.	N/A
4-4. Develops and maintains a consistent relationship with each family (as appropriate to the student role).	marvelous is respectful to parents.
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.	N/A

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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.	marvelous is professional about all aspects of daily happenings.
4-7 Provides program activities and materials that respect and reflect a full range of family structures.	She has planned circle + art for the week- fun engaging circle time
4-8. Identifies, research and shares/discusses information with their Mentor about community resources that responds to family diversity and needs.	she is good at asking questions + sharing info she has learned.
4-9. Advocates on behalf of and with, children and families, supporting them as they access resources and fulfilling their rights.	N/A

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5. Relationships with Program Staff and Other Professionals:

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5-1. Identifies and/or contributes to local, provincial, & federal child care related organizations (BCELF, ECEBC, CCCF, Licensing etc.)

No issues of concern

5-2. Shares personal/professional development experiences with colleagues in an open and respectful manner.

We often share what's happening w/ her school + my life experiences

5-3. Models current practice and engages in conversation with program staff.

She teaches me different things she has learned

5-4. Reflects on and evaluates professional practice on an on-going basis using the ECEBC code of ethics.

she is professional how she treats children + staff

5-5. Develops and implements personal, professional development plan, identifying achievable, realistic and appropriate short and long-term goals.

Asks questions when she is unsure. Plans great activities w/ the children.

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5-6. Invites input, feedback, and evaluation by colleagues and others.

Almost daily marvelous
asks questions or how
she can improve something.

Please include any final comments on the student's competencies assessment

Marvelous is a great student. She is very
engaged with the children, plays fun games
all while maintaining control of the group.
I have no concerns she will excel in the
ECE field.

Karen Cobdwell

Mentor Educator Printed Name

K Cobdwell

Mentor Educator Signature

Student signature upon review

ECEBC Code of Ethics

Name:

Marvelous

Date:

Sept 30/25

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ECEBC Code of Ethics	Feedback/Evidence: Please provide specific examples of how the student has understood and practiced this principle
Principle 1 We promote the health and well-being of all children.	marvelous continues to play games w/ children.
Principle 2 We provide high-quality early care and learning environments for all children by drawing on specialized knowledge, education and diverse perspectives.	marvelous has been talking w/ the kids about emotions + continues to expand.
Principle 3 We demonstrate caring and compassion for all children through responsive and reciprocal relationships.	Marvelous is very caring + considerate of others + children
Principle 4 We work in partnership with families, supporting them in meeting their responsibilities for their children.	marvelous helps w/ any goals we have set out for our children.
Principle 5 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	She is very proff. w/ other staff. she continues to grow w/ her abilities.
Principle 6 We work in ways that affirm and enhance human dignity, respect fundamental human rights, and celebrate difference and diversity.	marvelous has a very encouraging attitude.

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Principle 7 We maintain the knowledge, skills, and self-awareness needed to be professionally competent.	Marvelous is very aware of her surrounding, number of children + what should be expected.
Principle 8 We prioritize our personal health and well-being.	Comes to work clean + professional.
Principle 9 We demonstrate integrity and respect in our professional relationships.	Always proff. + shows respect to everyone.
Principle 10 We advocate that our profession is vital to establishing healthy and resilient communities.	morelous is caring to children but has firm boundaries.

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

Marvelous has been a great asset to our center. Her fun loving attitude with children + life in general is always great. She will make a difference in the ECE field with her willing attitude. We will miss her at our center + wish her luck in the future

Karen Caldwell

Mentor Educator Printed Name

K. Caldwell

Mentor Educator Signature

Student Signature upon review