Reflection Profile 2016
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Dear Community Partner,

In 2014-2015, consultations were conducted by CDRCP with various community partners including the Ministry of Education, multi-site and single site Licensees, Region of Peel, College of ECEs and special needs supports. This process allowed us to better understand how to support the enhancement of quality, identify barriers, and develop engagement strategies to address the challenges faced by programs.

Moving Forward:

In cooperation with Affiliated Services for Children and Youth (ASCY), copyright owners of RTB, Peel’s Adaptation for Raising the Bar emerged and is based on:

- Lifelong Learning
- Reflective Educators
- Mentorship
- Leadership
- Collaborative Inquiry

This will engage programs and educators in ongoing reflection and critical thinking to enhance quality in their environments through positive relationships. It provides a platform to increase a program’s capacity to enrich their practices. This further takes into account the needs of the diverse child care and early years programs in Peel, including multi-site operators.
Getting Started

Raising the Bar in Peel programs each have a Quality Initiatives Mentor to support the program with all aspects of the Reflection Profile. Any questions, comments and/or requests for support can be directed to the Quality Initiatives team at CDRCP.

Contact us:

Child Development Resource Connection Peel
103-75 Watline Avenue
Mississauga, Ontario, L4Z 3E5
905-507-9360 | www.cdrcp.com

Raising the Bar in Peel Reflection Profile

This Reflection Profile is available to engage licensed child care programs in an ongoing quality initiative. This profile is for all licensed child care programs participating in RTBP.

Certain aspects of the profile are specifically highlighted for Year One programs.

Programs that have been actively engaged with Raising the Bar in Peel for more than one year will complete all aspects of the profile unless indicated otherwise.

For clarification regarding these aspects, please contact your Quality Initiatives Mentor.

The following documents are included in the profile package:

- Reflection Profile
- Reflection Template
- Collective Reflection Template
- Inclusion Policy Review Application Form
- Lifelong Learning Record
- Lifelong Learning Champion Recognition Form

The RTBP Reflection Profile is divided into sections with identified outcomes.

Within each section are reflective questions to respond to and share at Profile Dialogue.

Reflections can be recorded on the template provided as an attachment or they can be shared on a document of the program’s choice.

Questions with a single person icon indicate that these responses can be completed by the Supervisor or a Designate.

Questions with a group icon indicates a collective reflection. These questions are to be completed by educators within each classroom/group.

Reflection Profile Summary

As part of the program’s engagement in Raising the Bar in Peel (RTBP), the completion of the Reflection Profile culminates with a Profile Dialogue in Spring 2017.

A schedule will be planned to provide an opportunity to share reflections with a Quality Initiatives Mentor and a community partner involved with RTBP.

Reflection Profiles can be shared electronically or in print. RTBP welcomes a variety of pedagogical documentation to share during the Profile Dialogue.
Foundations for Learning

*How Does Learning Happen? Ontario’s Pedagogy for the Early Years* includes goals for children and expectations for programs. The goals and expectations help educators to strive to provide the best experiences and outcomes for children and families and for educators. These expectations are reflected by the Raising the Bar in Peel indicators.

Throughout this profile, the word educator refers to all individuals working in a child care and early years setting.

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Goals for Children</th>
<th>Expectations for Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>Every child has a sense of belonging when he or she is connected to others and contributes to their world</td>
<td>Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.</td>
</tr>
<tr>
<td>Well-Being</td>
<td>Every child is developing a sense of self, health, and well-being.</td>
<td>Early childhood programs nurture children’s healthy development and support their growing sense of self.</td>
</tr>
<tr>
<td>Engagement</td>
<td>Every child is an active and engaged learner who explores the world with body, mind, and senses.</td>
<td>Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.</td>
</tr>
<tr>
<td>Expression</td>
<td>Every child is a capable communicator who expresses himself or herself in many ways.</td>
<td>Early childhood programs foster communication and expression in all forms.</td>
</tr>
</tbody>
</table>
Reflective Educators: Well-Being

Well Being Outcome:

Educators engage in the observation of children to promote their well-being.

1. How are the children's interests reflected in your pedagogical documentation?

2. How does your indoor or outdoor environment invite children to take manageable risks?

3. How are positive eating environments demonstrated during meal and snack times?

4. What did your program do to foster physical literacy that was developmentally responsive?

Collective Reflection

The following question is to be completed by educators within each classroom/group.

a. What strategies have educators implemented that assist children to develop their self-regulation capacities? (Year One)

b. What strategies do you use to self-regulate yourself while interacting with children and adults?
Related Resources

Canadian Physical Activity/Movement Guidelines for Children and Youth


Canadian Sport for Life - http://canadiansportforlife.ca/

CDRCP Webinar – Physical Literacy http://www.cdrpc.com/webinars/list-of-webinars


Good Beginnings - http://www.goodbeginnings.ca/


High Five - http://www.highfive.org/


Ontario Physical Health and Education Association - http://www.ophea.net


Peel Children’s Charter of Rights - http://www.pcyi.org/peel-childrens-charter

Physical Activity Resource Centre - http://parc.ophea.net/

Reaching In, Reaching Out - http://www.reachinginreachingout.com/


The Mehrit Centre - http://self-reg.ca/

Think, Feel, Act - http://www.edu.gov.on.ca/childcare/research.html

Collaborative Inquiry: Family Engagement

Family Engagement Outcomes

Program participates in collaborative inquiry to gather and reflect on feedback from families to promote engagement and a sense of belonging.

Programs provide families and educators the opportunity for engagement and a sense of belonging.

The program engages in collaborative inquiry through one of the following:

- Family Survey
- Focus Groups
- Interviews
- Other (please indicate on Reflection Template)

1. Provide an example of action taken in the past year to address an area where results indicate an enhancement opportunity and the action taken.
   - The program establishes and maintains relationships with families by responding to family feedback.

2. How has this impacted your relationships with families in the past year?

3. How did these opportunities create connections among families?

4. How are the opportunities meeting the unique needs of the families in the program?

5. What would you do differently next time and why?

Related Resources

Best Start Resource Centre [www.beststart.org](http://www.beststart.org)
Canadian Child Care Federation [www.cccf-fcsge.ca](http://www.cccf-fcsge.ca)
Family Engagement - [http://www.naeyc.org/familyengagement/resources/family-checklist](http://www.naeyc.org/familyengagement/resources/family-checklist)
The Canadian Father Involvement Initiative [www.cfii.ca](http://www.cfii.ca)
The Family Institute of the Family [www.vifamily.ca](http://www.vifamily.ca)
The Family Supports Institute of Ontario [www.fsio.ca](http://www.fsio.ca)
Think, Feel, Act [http://www.edu.gov.on.ca/childcare/research.html](http://www.edu.gov.on.ca/childcare/research.html)
Collaborative Inquiry – Educator Engagement

Educator Engagement Outcomes:

Program participates in collaborative inquiry to gather and reflect on feedback from educators to promote engagement and a sense of belonging.

Program participates in collaborative inquiry and reflection from educators who are exiting the program.

- Program conducts an annual Educator Survey/Feedback opportunity

1. Provide examples of action taken in the past year to address areas where results indicate enhancement opportunities and describe the action taken.

- Program conducts an Exit Survey/Interview with educators/students/volunteers.

2. How has conducting an exit survey/interview impacted your program and your practice?

Related Resources

Staff surveys

Staff surveys

https://www.surveymonkey.com/mp/survey-guidelines/

https://www.questionpro.com/blog/employee-feedback-surveys/

Exit Surveys

Forbes

Reflective Educators – Environmental Assessment

Environmental Assessment Outcome:

By implementing an environmental assessment tool, educators gain insight into recommended practices and reflect on opportunities for enhancement.

- Supervisor and educators each use an environmental assessment tool a minimum of two times per year in all classrooms.

1. Based on each of your findings, provide two examples of action taken in the past year to address an area where results indicate an enhancement opportunity.

- A Region of Peel Early Years Specialist (EYS) will support the program with the findings of the environmental assessment tools.

- Submit the site visit letter that is received from the EYS.

Related Resources

- Assessment for Quality Improvement
- CDRCP Webinar - Feel Comfortable When Using an Environmental Assessment Tool
- Environmental Rating Scales Institute
  [http://www.ersi.info/](http://www.ersi.info/)
Leadership - Engagement

Leadership - Engagement Outcomes:

Ongoing communication fosters engagement with Management, Licensees and/or Board of Directors.

Ongoing membership to a professional organization provides the opportunity for programs to remain current with recommended practices.

1. Do you have an organizational reporting structure? How is the organizational reporting structure shared with educators?

2. How does the reporting structure foster transparency within the organization?

3. What measures have been taken to improve communication and foster engagement between management and educators?

Collective Reflection:

The following question is to be completed by educators within each classroom/group.

a. How do you remain current in the child care and early years sector?

b. How is this information reflected in your practice?
Related Resources

Brampton Entrepreneur Centre - http://www.brampton.ca/EN/Business/BEC/Pages/Welcome.aspx
CDRPC Webinar – Board Basics - Giving You the Tools to be a Well-Informed Board Member http://www.cdrcp.com/webinars/list-of-webinars
College of Early Childhood Educators – https://www.college-ece.ca
Interpersonal Communication - http://hrcouncil.ca/hr-toolkit/workplaces-interpersonal.cfm
Mississauga Business Enterprise Centre - http://www.mississauga.ca/portal/business/startingabusiness

Professional Organizations

Association for Childhood Education International (ACEI) www.acei.org/
Association of Daycare Care Operators of Ontario (ADCO) http://www.adco-o.on.ca/
Association for Early Childhood Educators, Ontario (AECEO) www.aeeco.ca
Canadian Association of Family Resource Programs www.frp.ca
Canadian Association of Montessori Teachers (CAMT) www.camt100.ca/
Canadian Child Care Federation www.ccfc-cfcs.ca
Canadian Institute of Child Health www.cich.ca
Centres of Excellence for Children’s Well Being (CEECD) www.excellence-earlychildhood.ca
Child Care Advocacy Association of Canada (CCAAC) www.ccaac.ca
Child Care Exchange www.childcareexchange.com
Child Care Human Resources Sector Council (CCHRSC) www.ccsc-cssge.ca
Child Care Resource and Research Unit (CRRU) www.childcarecanada.org
Child Development Resource Connection Peel www.cdrcp.com
Connectability www.connectability.ca
Highscope Educational Research Foundation - http://www.highscope.org/
L’Association francophone à l’éducation des services à l’enfance de l’Ontario http://afeseo.ca/
National Association for the Education of Young Children (NAEYC) www.naeyc.org
Ontario Coalition for Better Child Care (OCBCC) www.childcareontario.org
The Allergy Mom www.theallergymom.com
Vanier Institute of the Family www.vifamily.ca
World Organization for Early Childhood Education Canada (OMEO) www.omep-canada.org
Leadership – Policies And Procedures

Policies and Procedures Outcome:
Clear guidelines are in place to enable recommended practices.

Provide a Copy of the following:

- **College of ECE (Year One)**
  The policy outlines the expectations for educators with regards to the Code of Ethics, Standards of Practice and Continuous Professional Learning.

- **Professional Education: (Year One)**
  This policy outlines the expectations of the licensee for educators to maintain credentials and undertake regular training to remain current in the child care and early years sector.

- **Inclusion: (Year One)**
  Research indicates a definitive link between high quality and inclusive early learning and care programs. This policy outlines the ways to include all children and families to remove any barriers that prevent them from actively participating.

* Diverse needs include the following – age, culture, race, beliefs, gender, ability, appearance, class, lifestyle life status, sexuality, family composition, and language (CDRCP, 2013).

Inclusion Policy Review:

- Inclusion policy will be reviewed by a Region of Peel Resource Specialist.

- Complete and forward the Inclusion Policy Review Application form to your Quality Initiatives Mentor.
- A Region of Peel Resource Specialist will engage the program in dialogue related to the program’s Inclusion Policy.

Year Two and Ongoing Programs: Choose three of the following policies and procedures to review and reflect upon.

- Duty to Report
- Health and Safety – Bill 132
- Progressive Discipline
- Social Media
- Healthy Workplace
- Use of Electronic Devices
- Legal Custodial Agreements
- Leaves of Absence
- Emergency Preparedness
- Other: Please identify on reflection template

1. Reflect on a situation that occurred in the last year. How did this situation impact a policy and procedure?

2. When was this policy last updated? Does it reflect current legislation? Is your policy informed by evidence-based research?

3. Describe a policy and procedure that was reviewed. Reflect and share on the outcome of the review.
Related Resources

Bill 132 Update – Canadian Occupational Health and Safety Law -
Brampton Entrepreneur Centre - http://www.brampton.ca/EN/Business/BEC/Pages/Welcome.aspx
Child Care and Early Years Act, 2015 - http://www.edu.gov.on.ca/childcare/
College of Early Childhood Educators – https://www.college-ece.ca
How to Control Employee Use of Cell Phones & Texting – https://ohsinsider.com/cellphonehr.pdf
How to Develop a Social Media Policy for Your Business - http://brightbluewave.com/how-to-develop-a-social-media-policy-for-your-business/
How to Write a Social Media Policy - http://www.inc.com/guides/2010/05/writing-a-social-media-policy.html
Managing performance and discipline – Ontario's Human Rights Commission
Mississauga Business Enterprise Centre - http://www.mississauga.ca/portal/business/startingabusiness
Peel Children's Aid - http://www.peelcas.org/
Reflective Educators: Belonging

Belonging Outcome:

All children, families and educators have a sense of belonging.

1. How does your program demonstrate social inclusion?

2. How has your program supported children in having a connection to others and contributing to their world?

Related Resources

CDRCP Webinar – The Peel Early Learning and Aboriginal Kit - http://www.cdrcp.com/webinars/list-of-webinars
Family Services of Peel – LGBTTQ - http://fspeel.org/?page_id=263
Newcomer Centre of Peel - http://www.ncpeel.ca/
Peel Children's Centre - http://www.peelcc.org/en/resources
Peel Early Years Programs - http://www.peelearyears.com/research.html
Mentorship and Leadership

Mentoring and Leadership Outcome:

Opportunities are available for educators and students to co-learn and be mentored for professional growth.

1. How does the ongoing performance reflection process build capacity amongst educators and students? How is this documented?

2. How is this process supported by co-learning/mentoring throughout the year?

3. How were educators supported to become pedagogical leaders?

Collective Reflection

The following question is to be completed by educators within each classroom/group.

a. What opportunities were provided to you to demonstrate leadership?

Related Resources

A Good Mentor or Coach is Someone Who:

CDRCP Webinar – Moving from Manager to Mentor -
http://www.cdrcp.com/webinars/list-of-webinars

Leadership in Early Childhood Education
Collaborative Inquiry – Meetings

Collaborative Inquiry - Meetings Outcome:

Educators are engaged in collaborative inquiry for knowledge sharing.

Meetings:

- Staff meetings are conducted a minimum of six times per year.
- Team meetings a minimum of six times per year.

1. How have staff meetings contributed to the implementation of the program statement?

Collective Reflection

The following question is to be completed by educators within each classroom/group.

a. How do team meetings contribute to the implementation of How Does Learning Happen? Ontario’s Pedagogy for the Early Years in your program?

Related Resources

Effective Meetings -
http://hrouncil.ca/hr-toolkit/workplaces-meetings.cfm

Seven Steps to Running the Most Effective Meeting Possible -
Mentorship – Community Engagement

Community Engagement Outcome:

Program demonstrates ongoing partnerships and engagement at relevant community of practice networks.

• The program will attend a minimum of three community engagement opportunities within the profile year.

Community Engagement opportunities can include but are not limited to:

• RTB Learning and Mentoring Meetings (one per year required)
• Service Provider Resource Information Network Group (SPRING)
• Brampton Caledon Supervisor's Network (BCSN)
• Mississauga Supervisor's Network (MSN)
• Private Operator Network

1. Provide a minimum of three examples of how mentoring/networking meetings contribute to your practice.

Related Resources

5 Benefits of Professional Networking
http://www.tirebusiness.com/article/20150218/BLOGS03/150219916
Lifelong Learning

Lifelong Learning Outcome:

Educators demonstrate a commitment to continued professional learning to enhance their practice.

Lifelong Learning:

- All educators (including cook) are required to participate in professional education and learning.
  - Year One: Minimum **Four** hours
  - Year Two or more: Minimum **Eight** hours
- All educators (including cook) are required to complete a Professional Education Reflection Form on one session attended.
- All educators (including cook) are required to complete a Professional Education Reflection Form on one PE option.
- One educator other than the food preparation staff have current Food Handler Certificate.
- Educators are trained in the use of an environmental assessment tool.

Lifelong Learning Champion

- Complete the Lifelong Learning Champion Recognition form with names of educators who have completed 24 hours or more of professional education and learning within the profile year.

Lifelong Learning hours include professional education and/or professional education options.

Educators can choose to avail the following to acquire Lifelong Learning hours.

<table>
<thead>
<tr>
<th>50% of hours required by participating in:</th>
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<tbody>
<tr>
<td>Complete one PE Session Reflection Form</td>
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<tr>
<td>Workshops</td>
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<tr>
<td>Conferences</td>
</tr>
<tr>
<td>Forums/Symposiums</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>50% of hours by participating in PE options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete one PE Session Reflection Form</td>
</tr>
<tr>
<td>Visit another child care and early years program</td>
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<tr>
<td>Self-study kits (i.e. CDRCP Resource Connection)</td>
</tr>
<tr>
<td>Research which adds value to the program</td>
</tr>
<tr>
<td>Member of a Board of Directors or Community Committee</td>
</tr>
<tr>
<td>Resource book, video, DVD, magazine article which adds value to the program</td>
</tr>
<tr>
<td>Work exchange / job shadow</td>
</tr>
<tr>
<td>Communities of practice/Professional Inquiry Group (in person or eBook Club)</td>
</tr>
<tr>
<td>Post Secondary Courses/Programs</td>
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<tr>
<td>Formal coaching opportunity (internally or externally)</td>
</tr>
<tr>
<td>Professional social networking include minimum of 4 posts on any of the following:</td>
</tr>
<tr>
<td>• Twitter</td>
</tr>
<tr>
<td>• Pinterest</td>
</tr>
<tr>
<td>• LinkedIn</td>
</tr>
<tr>
<td>4 posts equal to 1 hour of Professional Education.</td>
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</tbody>
</table>

Note: Year One programs require a minimum of four Lifelong Learning hours.
Lifelong Learning Opportunities

The following are some examples of how educators may choose to participate in Lifelong Learning.

<table>
<thead>
<tr>
<th>Example 1:</th>
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<tbody>
<tr>
<td>Four (2 hour) workshops</td>
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<table>
<thead>
<tr>
<th>Example 2:</th>
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<tbody>
<tr>
<td>Three (2 hour) workshops</td>
</tr>
<tr>
<td>One (1 hour) webinar</td>
</tr>
<tr>
<td>One (1 hour) visit another child care and early years program</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Example 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (4 hour) forum/symposium</td>
</tr>
<tr>
<td>One (1 hour) professional social networking (Twitter, LinkedIn)</td>
</tr>
<tr>
<td>One (2 hour) workshop</td>
</tr>
<tr>
<td>One (1 hour) self-study kit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 4:</th>
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</thead>
<tbody>
<tr>
<td>Two (2 hour) workshops</td>
</tr>
<tr>
<td>One (1 hour) work exchange/job shadow</td>
</tr>
<tr>
<td>One (1 hour) video</td>
</tr>
</tbody>
</table>

Related Resources

Child Development Resource Connection Peel – [www.cdr.cp.com](http://www.cdr.cp.com)


CECE - College of Early Childhood Educators - [https://www.college-ece.ca/](https://www.college-ece.ca/)

CECE – Continuous Professional Learning program - [https://www.college-ece.ca/en/Members/Pages/CPL-Program.aspx](https://www.college-ece.ca/en/Members/Pages/CPL-Program.aspx)
“We want to be critical thinkers, we want to be reflective thinkers, and we want people to think along with us.” Anne Marie Coughlin