


 Quality Child Care Niagara

**Quality Child Care Niagara  
Community Conversation Café  
Program Reflection**



Priyanka Tan, QCCN Coordinator  
Katie-Lynn Parkinson, QCCN Program Consultant

 Niagara Region  
COMMUNITY SERVICES

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 Quality Child Care Niagara

**Agenda**

- Welcome and Network Introduction
- Program Reflection
- Program Profile and Key Considerations
- Reflective questions
- Action plan

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 Quality Child Care Niagara

**Program Reflection**

- Reflect, practice, share, and discuss with other educators to support quality
- Scheduling regular time with educators helps keep reflection focused and intentional
- Understanding children from different perspectives

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### Program Reflection

- Digging deeper into the learning opportunities, experiences to offer, and relationship with families
- Reflection can support cultural diversity, fostering relationships with families, children’s development, building effective partnership with co-teachers.

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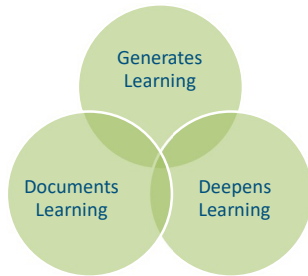
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### Program Reflection




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“Educators use this knowledge, gained through observing and discussing with others, and their professional judgement to create contexts to support children’s learning, development, health, and well-being.”

- *How Does Learning Happen? Ontario’s Pedagogy for the Early Years*




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### Reflective Questions

- How do you practice program reflection?
- What are some strategies you have used that has supported your program?

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### Program Profile

- The QCCN Program Profile was created to help educators reflect on the happenings of their environment, children and strengths.

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### OUR PROGRAM PROFILE

Group Name:		Date:
What do I know about the children in my group?	How have I set up my program to support the children's growth and development? Why have I put out the invitations/provocations?	What are the developmental learning opportunities/experiences that I am going to provide to support the children?
		What have I done to build relationships with the families in my group?
Our strengths as a team (families, children, staff, supports, volunteers, students) are:		

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**Program Reflection**

**What do I know about the children in my group?**

- Ages of children
- Number of boys and girls
- Developmental strengths
- Interests
- Likes and dislikes
- Supports

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**Program Profile**

**How have I set up my program to support the children's growth and development? Why have I put out the invitations/provocations?**

- How does my environment reflect the children living in the space?
- How have I implemented the QCCN tools and modules?
- How are the invitations/provocations reflecting what the children are interested in?
- How available and accessible are the program materials?

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**Program Profile**

**What are the developmental learning opportunities/experiences that I am going to provide to support the children?**

- List the ideas for opportunities and experiences.

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**Program Profile**

**What have I done to build relationships with the families in my group?**

- How did I communicate with the families on what their hopes and dreams are?
- What skills/interests do our families have to share?
- What would the families like to see for their children’s learning?
- How do I engage families?

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**Program Profile**

**Our strengths as a team (families, children, staff, supports, volunteers, students) are:**

- What does everyone bring to the table to support the children in the program?

*"The strength of the team is each individual member. The strength of each member is the team."  
 – Phil Jackson*

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**Reflective Question**

- How can the Program Profile support you with your planning for children within your early learning environment?

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**Key Considerations**

- The Program Profile is a quick reference guide for educators to use within their program
- Supportive document for observing and reflecting on the dynamics of the group as they evolve
- Once a year, twice a year, or monthly as needed
- Supply staff and Resource Consultant read the Program Profile to gain quick insight to the program and where Individualized Support Plans (ISP) fit in
- Program Profiles can be posted without breaching confidentiality

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**QCCN Tools and Resources**

- Developmental Reference Charts
- Developmental Profiles Textbook
- Brigance Readiness Binder
- Environmental Rating Scales
- Caregiver Interaction Scale
- DISC Preschool Screen (DPS)
- Speech and Language Developmental Checklist
- Behaviour C.A.R.E. Checklist
- Family Engagement Survey
- Early Years Curriculum Plan Criteria
- Observation and Documentation

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**Action plan**

- What are some ways you can implement the Program Profile into your current practice?

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**Resources**

- QCCN Program Forms  
<https://eccdc.org/quality-child-care-niagara/forms/>
- *How Does Learning Happen?* Ontario's Pedagogy for the Early Years  
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>
- Brock University  
<https://brocku.ca/pedagogical-innovation>
- Promoting Reflective Practice  
<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/reflective-practice>
- Quality Reflective Practice In Early Childhood  
<https://www.geteduca.com/blog/tips-for-quality-reflective-practice-in-ecce/>
- StrongStart  
<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/strongstart-bc>

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Questions?

**Contact:**

Priyanka Tan, QCCN Coordinator  
 ptan@eccdc.org  
 905.646.7311 ext. 306

Katie-Lynn Parkinson, QCCN Program  
 Consultant  
 kparkinson@eccdc.org  
 905.646.7311 ext. 314




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