

## Reflective Practice Network Meeting Minutes

Monday September 22, 2014 • 6:00 to 8:00pm • ECCDC - Community Boardroom

### 1. Welcome and Introductions

### 2. Acceptance of the Minutes from the Last Meeting

Accepted by Kelly Wilcox and seconded by Christina Ramanauskas.

### 3. Acceptance of the Agenda

Kelly Wilcox will facilitate 'A Thinking Lens® for Reflection and Inquiry' activity as Donna Dalgleish is unable to attend the meeting.

### 4. Round Table Updates and Discussion

- Ontario College of Teachers and The College of Early Childhood Educators Summer Institute, Joe Persia
  - 25 RECEs and 25 teachers attended the institute; however, many were unsuccessful in attaining a place. Highlighted professional relationships that have evolved, some of which have been more successful than others. Consensus building activity referred to educators so as not to differentiate between OCT and RECEs, however there were little things that both colleges had done, without thinking, that draw distinctions e.g. differentiating dots on name tags. Discussed positives and how to overcome issues and future challenges. Building a rapport, OCT often sees self as an island and needs to build a bridge to the RECEs. This started with Standards of Practice and Code of Ethics from both colleges and a need to start at grass roots and up rather than a goal approach and what makes a relationship effective. Areas discussed included working conditions i.e. salaried, time, unions, creating an environment as co-teachers/educators with the same goals and objectives for all of the children. Further information included with the minutes. More institutes are planned.

### 5. Updates

- Sharon Milne, Regional Child Care Centres each have employees who champion the move towards Emergent and Reflective Practices, many of whom attended the network meeting.
- Jodi Lacasse, Welland Regional Child Care Centre is working on environments to be more welcoming and homey with natural environments

### 6. Training/Network Development Activity

- **'Not a box' activity and documentation led by Christina Ramanauskas**  
Discussed through round table, some of the issues that arise working at centres and how we document and approach an inquiry stance. Considered how to introduce emergent practices to the children. Read 'Not a Box' book to the children and discussed ideas with them. They then drew and/or wrote plans utilizing a piece of paper with a box drawn on it, which was used as part of the documentation process. They were provided with the materials to create their plan, they discussed



in groups what their plan was, and then they wrote about it afterwards. The children completed their own documentation by taking writing strips to explain the process. Documentation was put in a duotang with the story and photos for the children to go back to and look at. The process lasted for a week or until they were finished and was completed during purposeful play. It led into using other open-ended materials such as larger boxes. After a while this was revisited using the 'Not a Stick' book; children were excited and wanted to repeat the process. The next story will be 'Perfect Square'.

- **Documentation activity using Harvest 'A Thinking Lens® for Reflection and Inquiry' led by Kelly Wilcox.**

Utilized photo study cards from London Bridges, with questions developed from Harvest Resources' 'A Thinking Lens for Reflection and Inquiry'. Why do we do what we do? Are we listening to the children? This helps to shape what we are doing with the children. Participants were encouraged to try to look deep into their photo and discuss 'What emotion does this stir up?', 'How does it help you recall past experience?', 'What is the child showing you that he/she knows, is thinking, showing of him/herself?'. Participants shared their findings with the group, taking time to seek the child's point of view and their competencies. Each photo reflected a process taking place. The children in the photos were used to cameras being around. Participants were asked to consider anything that made them uncomfortable and how they would deal with it. What they valued the most in the situation, whether good or bad, and work from there. Participants were encouraged to ask their colleagues the questions from the thinking lens, to have someone jotting down notes to help them think, remain open and look at a variety of situations. The questions help bring the strengths of what they are showing, knowing what they are thinking and feeling about something. What others see. Offer it to others to get their perspective and develop a community of collaboration. Looked at the picture with the child and engaged them with the question. Use the thinking lens within the classroom and with families to help start the conversation and engage in the process.

## **7. Future Network Development**

- Establishment of a book study; How Does Learning Happen? Ontario's Pedagogy for the Early Years (study How Does Learning Happen? Reflective questions used within the classroom), The Goodness of Rain by Anne Pelo, Image of a Child by Jean Clinton.
- Dr. Carol Anne Wien's 'Attentiveness Protocol' in 'Authentic Childhood' - send information around of the books so participants can see what they would like.
- Include an activity from Think, Feel, Act: Lessons from Research about Young Children document from the Ministry of Education – videos from the document as well as articles, look at questions/discussion.
- Findings from the Pedagogical Leadership Institute in London – Ginette and Patricia as well as others around the table could do a presentation on the institute.
- Updates from Ministry of Education and Niagara Region – think about this and feedback views at next meeting or is it repetitive for those who attend other networks.
- Round table sharing of the ideas from each centre, bring concrete ideas from your own centre, organization by organization could share, documentation brought for everyone to see learning stories, photo studies and other ideas from leadership institute to help brains flowing.

## **8. ECCDC Resource Display**

- Resource Reference List - Inquiry Based Learning (please see attached with minutes).

## 9. Meeting Evaluation

## 10. Next Meeting Date

- Monday December 1, 2014, 6:00 to 8:00 pm at the ECCDC. **NB** this has been changed to Monday December 8, 6:00 to 8:00 pm.
- Follow up with *How Does Learning Happen* and Kelly Wilcox - documentation activity
- Agendas to be sent out prior to meeting.
- Future meetings in January and March 2015





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## Resource Listing Reflective Practice Network

Catalogue Number	Item	Type	File Number
5610	The Goodness of Rain - Developing an Ecological Identity in Young Children	Planning & Research Documents	EDU.0021.00
5577	Reflecting with a Thinking Lens - A Workbook for Early Childhood Educators	Planning & Research Documents	EDU.0013.00
5453	Authentic Childhood: Experiencing Reggio Emilia In The Classroom (Third Edition)	Planning & Research Documents	EDU.0032.02
5256	The Language of Art - Inquiry-Based Studio Practices in Early Childhood Settings	Planning & Research Documents	EDU.0033.00
<b>Recently Added to our Lending Library</b>			
5791	Play - How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul	Planning & Research Documents	DIS.0087.00
5793	Free to Learn - Why Unleashing the Instinct to Play will Make Our Children Happier, More Self-Reliant, and Better Students for Life	Planning & Research Documents	DIS.0140.00
5757	Twelve Best Practices for Early Childhood Education - Integrating Reggio and Other Inspired Approaches	Planning & Research Documents	EDU.0050.02



## Essential Dimensions of Interprofessional Collaboration

Open-Mindedness	Forward Thinking	Team-Building	Support for Growth and Change	Professional Collegial Relationships	Professional Growth	Professional Accountability	Constructive Partnership	Reflective Practice
Win-Win	Willing to take chances	Open communication and ability to listen	Supportive Administrator	Mutual respect and trust	Co-construction of pedagogy and goals	Collective understanding of FDK program (play-based learning)	Listening without judgment	Evolution
Honesty with care	Open to change in an unselfish manner	Respectful language	Shared Commitment to change/challenge and growth	Mutual Respect	Conscious communication through different modalities	Be relevant to the elect and curriculum	Share Your Voice	Hermeneutics Interpretation sacredness of view/voice
Flexible expectations	Confidence to move forward- change can be positive	Common understanding of roles	Understanding individual experiences	Defining goals – clear roles, responsibilities, accountability	Reflection and collaborative PD	Challenging ideas comes from best practice	Keep a positive perspective	Collaborative reflection
Positive Attitude	Productive conflict leads to reflective practice	Build respect with honesty and care	Dedicated time for professional growth	Build relationship with one another	Passion for learning	Clear knowledge of the Ontario curriculum	Open communication	Positive attitude
Respect: as professional, giving voice and active listening	Flexibility	Shared responsibility	Valuing strengths and respecting weaknesses	Co-construct goals and follow through	Reflecting on practice		Listening	Looking at the bigger picture
Intersubjectivity, recognizing other perspectives	Self- Advocacy	Open, honest and clear communication	Have courageous conversations	Respect process and each other			Valuing differences	Curiosity
Every voice is valued	Open to new ideas	Comfort level to have courageous conversations	Acceptance – ideas, opinions, experience and feedback	Professional politeness: be sensitive			Appreciation – for skills, life	Reflection and sharing
	Investigation for professional growth, to continue on the learning curve	Trust the partnership		Respect partner's needs: comfort level, basic needs			Be a 2 <sup>nd</sup> level listener	
	Open to Learning (Joy)			Mutual professional respect			Open and honest to deal with challenges	
	Be brave and question						Relative Detachment	
							Trust ability to navigate conflict	
							Professional voice – effective talk with purpose	
							Sense of humour	