

Group Name:		Date:
Children	Families	Environment
<ul style="list-style-type: none"> • What do we know about each child’s unique spirit and character? • What can be done to extend and deepen children’s learning? • In what ways can we support children to develop self-regulation capacities? • How do we know when children are fully engaged? Based on our observations of individual children, when are they most engaged? How can we give visibility to this? • How does the flow of the day (e.g., daily schedule, routines, transitions) allow children to make choices (e.g., to engage in in-depth exploration over several days; to relax and do nothing; to reflect on their experiences)? • What else can we share about the children in our group? 	<ul style="list-style-type: none"> • What do we know about families hopes, wishes, and goals for their child(ren)? • What are the unique characteristics and strengths of each family in our group? • How can we engage with families as co-learners about and with their children? • How can we help families to experience a sense of belonging in our group? • How can families be engaged and drawn in to the space? How can children and families be engaged in shaping the environment? • What else can we share about the families in our group? 	<ul style="list-style-type: none"> • If we see all children as curious, competent, and capable of complex thinking, how will this be reflected in the environment? How could greater complexity and challenge be integrated into the environment? • What barriers exist that may limit some children’s ability to engage in active exploration, play, and inquiry? What adaptations and changes might be made to ensure the inclusion and participation of every child? • Considering that children have “100 languages”, how many ways are there for children to express themselves in your program environment? • How does the environment reflect the children, families, and centre’s diversity and culture? • What else can we share about our environment?
<ul style="list-style-type: none"> • How have we set up our program to support the children’s growth and development? Why have we put out the invitations/provocations? • What are the developmental leaning opportunities/experiences that we are going to provide to support the children? • What have we done to build relationships with families in our group? 		
<p>Collaboration with families, children, educators, supports, volunteers, and students:</p> <ul style="list-style-type: none"> • What else can be done to strengthen relationships and ensure social inclusion, participation, and a sense of belonging for each individual in our program environment? • How can we create a multilingual ecology to collaborate and embrace diversity and inclusion of everyone within our program? <p>What else can we share about our collaboration with families, children, educators, supports, volunteers, and students within our program?</p>		

PROGRAM PROFILE

Group Name:			Date
Children	Families	Environment	<p>Our current focus/goals(s) with the group are...</p> <p>Which QCCN Values do our goal(s) align with and how?</p> <p>Strategies that are currently being implemented...</p>
<p>How have we set up our program to support the children’s growth and development? Why have we put out the invitations/provocations?</p> <p>What are the developmental leaning opportunities/experiences that we are going to provide to support the children?</p> <p>What have we done to build relationships with families in our group?</p>			
<p>Collaboration with families, children, educators, supports, volunteers, and students:</p> 			