

Reflective Practice Network Meeting Minutes

Monday May 26, 2014

1. Welcome and Introductions

- Participants introduced themselves.
- Ginette Wilson introduced herself as the Early Learning and Child Care Program Consultant with the ECCDC and gave a brief overview of her role, which includes facilitating the Reflective Practice Network.

2. Acceptance of the Minutes from the Last Meeting

The minutes were accepted and seconded.

3. Acceptance of the Agenda

Agenda was accepted with no additions.

4. Round Table Updates and Discussion

- An update of the 'Pedagogical Documentation and Studio Experience' facilitated by Dr. Wien was offered (please see attached with the minutes).
- Upcoming sessions 'Loose Parts' and 'Observing and Documenting Children's Play Using Learning Stories' were [highlighted](#).
- A discussion took place regarding examples of ways in which centres are using documentation.
 - This included photographs on a ring.
 - Using iPads for documentation purposes, which enables information to be uploaded so that children's individual documentation is linked to expectations. Children are also involved in completing their own documentation. Each child has a documentation album to take home at the end of the year. Christina will bring an example to share with the Network at the next meeting in September 2014.
 - The Region Child Care Centres are moving towards an Emergent Curriculum.
 - Lorrey welcomed new members and gave a rationale for the Network, which is to extend further learning following on from institutes building a reflective teaching community of practice and having an ongoing venue for engaging in deeper conversations on emergent practice and pedagogical leadership. This Network is the result of the amalgamation of the Reflective Teachers Network and the Emergent Practice Network. Participants were encouraged to spread the word about this Network.
 - Participants were reassured that Emergent Practice can be a slow process and that patience is required.

- A participant suggested that teams continue exploring “the principles” within *Early Learning for Every Child Today* rather than focusing as much on the continuum of development.
- The reading of Lola Jardine’s ‘Nature Imagination’ was recommended and to reflect on your own work regarding documentation.
- A participant explained that their organization was in the fourth year of its journey along the road of documentation and thanked the ECCDC for supporting this. It is great to see how staff develop whilst on this journey. There was a recommendation to ‘just try it’.

5. Updates

- **Ministry of Education Report**

Jen Stewart was unable to attend, but sent update (please see attached with minutes).

- **Niagara Region Children’s Services Report**

Helen Lake was unable to attend, but sent update (please see attached with minutes).

6. Training/Network Development Activity

- **Dr. Carol Anne Wien ‘Making Learning Visible Through Pedagogical Documentation’ review of video and article followed by discussion and reflection led by Kelly Wilcox** (please see attached with minutes).

Kelly brought examples of documentation from her centre, explaining the context, process and displaying. She recommended giving sufficient supplies and space for children to explore.

- **Documentation activity using the ‘A Thinking Lens for Reflection and Inquiry’ led by Donna Dalgleish** (please see attached with minutes).

Donna brought examples of documentation from her centre. ‘A Thinking Lens for Reflection and Inquiry’ was introduced; however due to time constraints this will be carried over to the next Network meeting.

7. Future Network Development

- A discussion took place and it was decided that future meetings will be held bi-monthly, September-June, and the start time will alternate between 5-7pm and 6-8pm; however, participants are welcome to join the meeting at any point.
- Video and questions will appear on the agenda before ‘Round Table Discussion’.
- ‘Image of Child’ Jean Clinton.
- ‘Not a Box’ example of documentation Christina Ramanaukas.
- ‘Goodness of Rain’ book study.
- Dr. Wien’s ‘Attentiveness Protocol’ in ‘Authentic Childhood’.
- ‘How Does Learning Happen?’ A professional resource distributed by the Ministry of Education.

8. ECCDC Resource Display

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



9. Meeting Evaluation

- Due to time this did not take place.

10. Next Meeting Date

Monday September 22, 2014

6:00-8:00pm

Early Childhood Community Development Centre, Community Boardroom



Pedagogical Documentation and Studio Experience Dr. Carol Anne Wien

Brief Description

This was an experiential workshop in pedagogical documentation. Its purpose was to understand the creative process and what it felt like to be documented, including ethical issues to consider. The day began with telling the stories of learning events to each other in small groups. The day also included storytelling, creating an artifact, documenting a partner and being documented, sharing documentation in small groups, discussion, collective activity, and brief presentations.

Testimonials

- I will share what I learned with colleagues, bring to team meetings, continue to explore with materials in new ways.
- This session has inspired me in the way I listen to others and value the importance of documentation that is meaningful.
- It has given me a sense of purpose for my documentation that I have collected. It taught me to really take my time to observe all aspects of the documentation; it's more than just taking pictures.
- There is no right or wrong way, it takes time to evolve.
- How we can use documentation to inform families about their child's competencies and our program's strengths. I enjoyed the passion of the presenters and their belief in the process.

There were 63 participants who attended the professional learning session on May 3. Participants were in attendance from various regions including Toronto, Peel, Hamilton, and Halton.

Overall learning from the session

- Documentation and changing the environment go hand in hand
- Educators may experience more joy in being creative with the children when they tap into their own creativity.
- Documentation is about meaning making rather than assessment
- Documentation takes time - don't rush
- Documentation is a two way process - read back to children, get their ideas
- Discussion with colleagues gives depth of understanding
- Context is important
- It's important as educators to know what it's like to be documented and to experience the process before documenting children. Creativity is essential for learning-thinking, emotions, play and forming relationships.

The purpose of documentation

1. For children as mirrors of experience
2. For parents to make learning visible
3. For community to make learning visible
4. For educators and colleagues as a subject of study, exchange and dialogue, multiple interpretations - as teacher research



- Ask yourself if documentation is for children and parents or to support children. Is it two ways? Do you document with children and read back to get their ideas?
- Consider how children can be engaged in determining the daily schedule, in flowing freely from one activity to the next so that it's a more participatory process rather than our historical notion of "policing" the children's flow of activities.
- When we remove rules, it reduces conflict and difficulty on many occasions.

Aspects of learning to document

- Developing the habits of documentation
- Recounting of activities with image captions or 'going public'
- Develop visual literacy skills
- Making visible children's theories, thinking, feelings
- Documentation should show us the realities we had not seen before
- Study and interpret with others to understand, to plan, to propel learning
- We are not able to document all that is going on but we can make choices of what to document at any given moment in time.
- When we are thinking of children and their learning, we see different things.
- Taking the task of "what do we see" and shutting off our left brain to interpret for a moment in time.
- Observing is an exercise in suspending judgement and holding back for a moment.
- We need to seek permission from children for sharing documentation. This is an ethical responsibility.

Attentiveness protocol

1. What do we see? (Can we distinguish between perception and inference? Maybe/not)
2. What do we wonder? Given what we see, what questions arise?
3. What do we think is going on? Need to back up inference-evidence

Studio Experience

1. What is the story of your partner's memory of significant learning?
2. What makes this memory mean a lot to your partner?
3. Was there anything important in the process of creating the artifact?

Then capture this in two sentences = need to be concise and take time to really see what is happening. Remember context and to ask permission.



Ministry of Education Update emailed by Jen Stewart

Child Care Licensing System (CCLS)

- CCLS launched on December 11, 2013
- All child care operators should be registered in the new system
- CCLS Help Desk is available for technical problems: 1-855-457-5478 or childcare.helpdesk@ontario.ca

Licensing activities are now completed online in CCLS:

- Serious Occurrences are reported in CCLS
- Requests for revisions to a licence are submitted in CCLS
- Staff Director Approvals are requested in CCLS
- Licensing renewal packages are no longer emailed to operators.
- Operators must go in to CCLS to complete their renewal licensing information. Staffing Information must be entered in CCLS. The renewal payment form must be printed and mailed to the London MEDU office with the cheque (A separate cheque and payment form must be used for every licence renewal). This should be completed 90 days prior to expiry of the licence.
- A CCLS Reference Guide is available on the Early Years Portal at: <http://www.earlyyears.edu.gov.on.ca/EYPortal/en/ChildCareLicensing/ChildCareLicensingResources/index.htm>

Think, Feel, Act: Lessons From Research About Young Children

To support educators working in early years settings in their continuous professional learning, the Ministry worked with leading experts in the early childhood field to develop the following thought-provoking resources:

- Positive Relationships and Brain Development
- Pedagogical Leadership
- Pedagogical Documentation
- Inclusion
- Parent Engagement
- Learning Environments
- Self-Regulation
- These resources are available on the Ministry website: <http://www.edu.gov.on.ca/childcare/research.html>
- Hard copies of the Think, Feel, Act research briefs will also be distributed to centres during licensing visits

Niagara Region updated emailed by Helen Lake

Niagara's Childcare Plan community consultation meeting on Wednesday May 28, 6.30-8.30pm at the Campbell East Building Thorold. Darlene Edgar will give an update.





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Resource Library & Workroom Services

Resource Listing Reflective Practices Network

Catalogue Number	Item	Type	File Number
5727	Think, Feel, Act: Lessons From Research About Young Children	Planning & Research Documents	RES.0009.01
5734	How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)	Planning & Research Documents	CUR.0034.00
5758	Excerpts from "Elect" (2014)	Planning & Research Documents	CUR.0023.00
5757	Emergent Curriculum in the Primary Classroom - Interpreting the Reggio Emilia Approach in Schools	Planning & Research Documents	EDU.0041.03
2491	Developmentally Appropriate Practice in "Real Life"	Planning & Research Documents	EDU.0006.00
2000	Negotiating Standards in the Primary Classroom	Planning & Research Documents	EDU.0044.00
5626	The Sense of Wonder	Planning & Research Documents	ENV.0020.00