

Appendix 3 – Self-Reflection Tool through the HDLH? Lens



Self – Reflection Tool through the HDLH? Lens

Purpose: The Self-Reflection Tool through the HDLH? Lens was designed by the PRC to support an individual reflection of the six pedagogical approaches in HDLH? This may be a helpful step before completing the EYE Accomplishments and Challenges Tool.

Directions:

1. Reflect on each of the six pedagogical approaches by reading through the statements listed below it. Imagine your early learning program, your environment, and the people who are part of your organization’s community.
2. When you have read the statements in a pedagogical approach, rate yourself on a scale from 1 to 5, where 1 “needs improvement” and 5 “being excellent”.
 - a. The rating is only for you to see as this meant to be a personal self-reflection. Sharing your overall focus areas will help you and your team prepare a focus for the Early Years Engage – Continuous Quality Improvement Plan (CQIP).
3. NEXT STEPS - listed below the chart.

Six Pedagogical Approaches Reflection Statements	Self-Reflection Score 1-5
1) Establishing positive responsive adult-child relationships	
I get to the child’s level for face-to-face interactions	
I use a pleasant, calm voice and simple language while making eye contact	
I provide warm, responsive physical contact	
I follow the child’s lead and interest during play	
I help children understand my expectations by providing simple but clear explanations (not by directing)	
I take the time to engage children in the process of resolving problems and conflicts, rather than reiterating classroom rules	
When children’s behavior is challenging and disruptive, I think about where and how they might have more success and redirect them there	
I foster thoughtfulness and caring by listening to children and by encouraging them to listen to others	

Six Pedagogical Approaches Reflection Statements	Self-Reflection Score 1-5
and share ideas	
I am genuine in acknowledging children for their accomplishments and effort by clearly saying what it is they have done well	
Ministry of Education. (2013). <i>Think, Feel, Act: Lessons from Research about Young Children</i> . Toronto, ON: Queen's Printer.	
2) Providing inclusive learning environments and Experiences that encourage exploration, play and inquiry	Self-Reflection Score 1-5
All children are equally thriving	
Children have a chosen direction of activity or play	
Children able to engage in risk play	
I support risky play	
My program emphasizes exploration and play that engages the body, mind, and senses in both outdoor and indoor environments	
The environment is adjustable	
The children can engage in play for an extended period	
The material in my room is exciting, interesting and draws the children in	
I set up provocations for children that are exciting and interesting	
I use thought-provoking and open-ended questions	
The materials and experiences offered to children promote genuine creativity	
I share the individual program plans with all staff	
I follow the recommendations from resource consultants or therapists	
3) Engaging as co-learners with children, families/caregivers, and others	Self-Reflection Score 1-5
I believe children and families' ideas bring value to my program	
I use pedagogical documentation to share children's learning and seek out input and ideas from children, families, and colleagues at your program	
I communicate with families and invite their perspectives into the children's play and learning	
Children have the freedom and autonomy when expressing themselves and using creativity	
My relationships are consistently reciprocal	
I recognize how children communicate through their emotions and their play	
I listen to the children's words and actions	
I support children find the meaning and language for what they are doing, what they encounter and what they experience	
My team and I build on the unique characteristics of families and weave them into our program	
4) Planning and creating environments as a "third teacher"	Self-Reflection Score 1-5

Six Pedagogical Approaches Reflection Statements	Self-Reflection Score 1-5
I carefully consider the combination of materials you put out for children	
The materials that my team and I provide stimulate and foster children's sense of wonder and imagination	
The physical environment promotes a desire to learn or ask questions	
Any barriers that may exist, that are in the way of children's exploration are prevented and eliminated	
The materials are rotated when children become tired/bored of the materials in their play spaces	
The structure of the program (including routines and transitions) is set up to allow children to make choices	
I consider all families when designing my space, including adding material – honouring culture, diversity, and equity	
Children feel as though they belong in the space	
Children see themselves and their family's uniqueness in the space, including books, items on the walls, and items on the shelves	
5) Using pedagogical documentation used as a means to value, discuss, and make learning visible	Self-Reflection Score 1-5
Evidence of a learning process exists in the pedagogical documentation	
Documentation raises questions about children's thinking	
Documentation invites the reader into the children's thinking and theories they are developing	
Documentation is used to help deepen the learning and extend learning	
Our method of pedagogical documentation includes the process with a beginning, a middle and an end	
When doing pedagogical documentation, I include multiple perspectives (children, families, colleagues)	
Both myself and the children revisit the documentation often	
6) Reflective practice and collaborative inquiry	Self-Reflection Score 1-5
I often reflect on how I could improve my program (design, materials, curriculum, my relationships at work...)	
I am a curious person	
I often reflect on how I can create meaningful experiences for the children in my program	
I often wonder about what the children are thinking, what their big ideas are, what theories they are testing out	
I often find myself questioning the way things are done in my program	
I engage with others in critical reflection to make meaning out of children's behaviours, play, inquiry	
I am open and flexible	
I have a growth mindset	
I participate in professional learning opportunities by engaging in workshops, reading articles and books on pedagogy, listening to podcasts and engaging in important conversations about pedagogy	

NEXT STEPS:

Look at the far-right column, which pedagogical approaches did you rate yourself the lowest in? What is something you could do to increase this number? Choose two pedagogical approaches that you would like to improve on and share this information with your supervisor/team when creating the new Early Years Engage – Continuous Quality Improvement Plan (CQIP). This information will help with your programs pedagogical focus selection. The CQI Plan is designed to be an emergent process where actions are completed throughout the year together with your team.

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