

EYE Accomplishments and Challenges Tool

Completion and submission of the EYE Accomplishments and Challenges Tool is **mandatory** for all early years professionals. It is designed to support engagement in reflective practice and collaborative inquiry. The data gathered from this tool will help to guide the Early Years at both a system and program level. Continuous learning and growth is important for early years professionals. Early Years Engage is a Continuous Quality Improvement Program that is centered on this belief. All professionals are invited to identify their accomplishments and challenges in relation to the six pedagogical approaches, as outlined in *How Does Learning Happen?* The six pedagogical approaches are summarized below based on key documents from the Early Years sector. It is suggested that this tool be completed independently by educators followed by group dialogue during the planning phase of the Early Years Engage Continuous Quality Improvement Plan (CQI).

See Appendix 3: Self – Reflection Tool through the HDLH? Lens, this tool was designed by the PRC to support an individual reflection of the six pedagogical approaches in HDLH? and may be a helpful step in completing the EYE Accomplishments and Challenges Tool

- 1) **Responsive Relationships** – Strong, positive relationships contribute to healthy child development and are necessary for children’s well-being and learning. Educators also create and maintain positive relationships with families and educators to support the growth, well-being, and learning of children.
- 2) **Learning Through Exploration, Play, and Inquiry** – Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through exploration, play, and inquiry. Play and academic work are not distinct categories, when children are playing, they are learning.
- 3) **Educators as Co-Learners** – Educators today are moving from the role of “lead knower” to that of “lead learner” (Katz & Dack, 2012, p. 46). In this role, educators are able to learn more about themselves, the children, families, caregivers and others in the community as they learn *with* them and *from* them.
- 4) **Environment as Third Teacher** – The learning environment comprises not only the physical space and materials but also the social environment, the way in which time, space, and materials are used, and the ways in which elements such as sound and lighting influence the senses.
- 5) **Pedagogical Documentation** – The process of gathering and analysing evidence of learning to “make thinking and learning visible.” Pedagogical documentation is not about finding answers, but generating questions.
- 6) **Reflective Practice and Collaborative Inquiry** – Educators develop and expand their practice by reflecting independently and with other educators, children, and families about the children’s growth, well-being, and learning.

Directions: After completing, the table below circle, which two approaches, stood out for you.
Bring this information into the team CQI planning time discussion.

HDLH? PEDAGOGICAL APPROACHES	ACCOMPLISHMENTS/ STRENGTHS	CHALLENGES/ AREAS FOR FURTHER DEVELOPMENT
Responsive Relationships		
Learning Through Exploration, Play and Inquiry		
Educators as Co-Learners		
Environment as Third Teacher		
Pedagogical Documentation		
Reflective Practice and Collaborative Inquiry		