Submission of this document required

Foundations of Inclusive Child Care Training – Facilitated Groups

Reflective Workbook

This document is to be completed by the facilitator on behalf of the group. It is intended to be a summarize the responses from the group discussion. Only one copy is required for the group's submission.

Reflective Questions	
	Workbook
1.1 Language	►
1.2 Access	►
2.1 Approaches	►
2.2 In my program	►
3.1.a Physical Spaces	►
3.1.b. Resources and Materials	►
3.1.c. Schedules and Transitions	►
3.1.d. Personal Experiences and Contexts	►
3.1.e. Connections to the Community, Place, and Land	►
4.1 Support System	►
4.2 Gathering information	►
4.3 Strategies	►

As you navigate through the course you will encounter Reflective Questions in a workbook that looks like the image on the left. For groups taking this course together, **please follow the reflective questions in this Word document** rather than saving responses in the integrated workbook in the online course.

Submission Requirements: Please save this document when complete as a PDF and submit it along with Group Attendance List (see provided template).

Table of Contents

Module One

1.1 Language

1. Do staff at your centre use the same language and terms as much as possible?

2. Do you check with children and families about their preferred language?

3. Do you discuss with each other how to be respectful when referring to different children?

4. Why is it important to recognize that people's experiences and use of different terms may vary?

Response:

1.2 Access

Think about access to your child care program:

1. Does your child care program offer access for every child to participate in a variety of learning and play opportunities?

2. Are the same hours and days of attendance offered to all families and their children? If not, why is access limited?

Next steps: In many instances, simple adaptations can improve access in meaningful ways. This Inclusion Training will guide you to identify existing or potential barriers and assist with mitigating and eliminating barriers. The training materials will also strengthen and build your existing knowledge and expertise to facilitate access for all children at your child care centre.

Response:

Module Two

2.1 Approaches

Offering a range of approaches for play, from child- to adult-directed, acknowledges and supports children's various learning styles and abilities. Below are some reflective questions to guide play and learning.

1. What is the intended learning outcome? and which approach/approaches are best suited to meet them?

2. Are children offered different or alternative ways to engage with the learning materials?

3. Are these alternatives accessible, meaningful, and engaging for the individual child or for all children, including those with support needs?

4. Are a variety of activities ranging from structured to open ended provided?

Response:

2.2 In My Program

1. Do children have the opportunity to participate in individual and group activities?

2. Does the size of the group activity impact inclusion of children with support needs?

3. How are the activities and group size determined? Are children actively engaged and alert during group activities?

4. Do children have the opportunity to interact and learn from their peers?

5. Are clear instructions and expectations provided throughout the day?

6. Are these instructions and expectations communicated in different formats (e.g. verbally, visually, demonstrations)?

7. Are the individual and group activities supporting the intended learning goals?

8. Are children who require individualized support or activity modifications fully participating and included in the group?

9. What community supports, services, or programs can contribute to more inclusive play opportunities?

Response:

Module Three

3.1a Physical Spaces

From your point of view:

1. Are all children able to physically access all play and learning settings?

2. Are there any possible adaptations to improve access?

3. Are there any health and safety considerations or requirements to keep in mind?

4. Are there any limits or rules around what spaces children can access?

5. If so, how are these limits determined?

From children's point of view:

1. How are children interacting in this space?

2. Are children easily navigating and exploring the environment?

3. How might the organization and use of the physical space impact learning?

4. Are the children drawn to or excited about certain spaces?

Response:

3.1b Resources and Materials

From your point of view:

1. What are the intended learning or developmental goals?
2. Do resources and materials promote these learning opportunities?
3. Are the resources and materials presented in a way that invites exploration?
4. Am I encouraging children to investigate further or use materials in creative ways?

From children's point of view:

1. Are children interested in and engaging with and materials in meaningful ways to them?
2. Are children exploring passions and interests through the learning materials?
3. Are children's diverse interests, skills, talents, and passions reflected in the learning materials, and activities?
4. Are children interacting and engaging with each other when exploring and playing?
5. Do the resources and materials offer further learning opportunities?
6. Are children creatively engaging with, interacting with, or transforming, and materials?

Response:

3.1c Schedules and Transitions

From your point of view:

1. How is the day structured?
2. Is it a similar routine every day?
3. Is this working, or can I try different ways to structure the day?
4. Does my schedule follow clear timelines or do the children and other staff help guide the schedule?
5. Do I need to follow the clock?
6. Can I try different ways of changing activities? If children are deep into thought and exploration, do I allow them to continue their investigation or do I adhere to the schedule?

From children's point of view:

1. Are children fully and meaningfully engaging with their activity before transitioning to the next?
2. What are the children trying to accomplish and do they have enough time to fully explore this idea?
3.
4. Are children given adequate time to wrap up the current activity, tidy/clean, and prepare for the next activity?
5. Are they provided an opportunity to revisit their work at a later time?
6. Are children prepared for transitions between activities?

Response:

3.1d Personal Experiences and Contexts

From your point of view:

1. How do my personal experiences, values, culture, and background influence my practice?
2. Do I share these experiences with the staff and children?
3. Are diverse abilities, cultures, and other social considerations reflected in the resources and materials?
4. Are families encouraged to participate and contribute to the child care environment?

From children's point of view:

1. Do the children see themselves and their family reflected in the resources and materials?
2. Are children able to openly express themselves and share their unique perspectives?

3. Do children learn about inclusion and diversity and are they encouraged to ask questions?

Response:

3.1e Connections to the Community, Place and Land

From your point of view:

1. How can children learn from the community and develop deeper connections with the place and land?

2. How can community leaders, groups, organizations, institutions, Elders, and Indigenous knowledge holders be welcomed into the child care program to share knowledge?

3. Are there any existing partnerships or new relationships I can build to support this learning?

4. How do children learn about the land?

5. How can I contribute to this knowledge?

6. What are the local Indigenous stories about the land and how might knowledge holders share their stories with the children?

7. What is my perspective and what are my stories with the place and land?

8. What are other worldviews?

From children's point of view:

1. How are children physically exploring the land and nature?

2. Are they connected to the place and environment surrounding them?

3. Does this exploration spark interest and further inquiry?

4. Are all children able to learn about the community, place, and land in a meaningful way?

5. What stories do the children share about the land?

6. What is their relationship with it?

7. How does their relationships with the community, place, and land change over time?

8. How do children share knowledge with their family and the community?

9. Do they have the opportunity to share stories with the public?

Response:

Module Four

4.1 Support System

Does your child care program have a support system for staff outlining where to find support? Having a support system can ease situations where experiences and emotions influence the ability to effectively or appropriately respond to challenging behaviour.

- If so, is this support system current? What are some strengths and opportunities for improvement?

- If not, how might you work towards developing a support system with colleagues? What elements would you include in the support system?

- If you work independently, do you have a support system in place? What supports are available and how might you access them during challenging situations?

Work collaboratively to establish the details of the support system and make sure all staff understand and agree with this plan. This information can be referenced regularly and updated as needed.

Response:

4.2 Gathering Information

How do You Gather Information at Your Program?

- Observing the child while they interact and play with others

- Taking pictures or videos of the child (ensuring proper permission is granted)

- Interacting with the child, playing together, and asking questions

- Discussing with the child's family/caregivers

- Discussing with other professionals involved in the child's care Self-reflection/reflective journals

Is there an opportunity to try new strategies to gather information?

Response:

4.3 Strategies

- How do children respond to the different demands of the day?

- How are expectations and limits communicated?

- How do you support children respond to challenging or stressful situations?

- How can you adapt the environment to limit challenges?

- What strategies can you use to encourage self-regulation and coping skills?

Response:

END OF DOCUMENT: Don't forget to save this document and submit in the assignment box in the Foundations of Inclusive Child Care Training Course, Module 6 Lesson 3