



Early Childhood Education Administration Program Standard

The approved program standard for Early Childhood Education Administration programs of instruction leading to an Ontario College Graduate Certificate delivered by Ontario Colleges of Applied Arts and Technology.

(MTCU funding code 71212)

Ministry of Training, Colleges and Universities
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Introduction

This document is the Program Standard for the Early Childhood Education Administration programs of instruction leading to an Ontario College Graduate Certificate delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 71212).

Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Training, Colleges and Universities has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following element:

- **[Vocational standard](#)** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The ministry will undertake regular reviews of the vocational learning outcomes for this program to ensure that Early Childhood Education Administration Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario.

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psu@ontario.ca

Vocational standard

All graduates of Early Childhood Education Administration programs have achieved the [eight vocational learning outcomes \(VLOs\)](#) in the following pages.

Preamble

The Early Childhood Education Administration graduate certificate program provides early childhood educators with specialized knowledge, skills and abilities in administration, management and supervision applicable to the **early years sector**.*.

Graduates may find employment in supervisory and administrative roles in a range of **early years and child care*** settings, including centre-based and home-based child care, child and family programs (e.g., EarlyON child and family centres and **children's*** services (e.g., supports for **children with special needs***, **children's*** mental health services and early intervention programs).

Building on the foundation of professional practice as an early childhood educator, and within the scope of **ethical and professional standards*** articulated by the **regulatory body***, the College of Early Childhood Educators current Code of Ethics and Standards of Practice, graduates support access to quality, **inclusive*** early learning programs and services that are responsive to the uniqueness and **diversity*** of **children***, **families*** and communities served, including **Indigenous*** peoples' **cultures*** and Francophone identity. Graduates engage in **reflective practice*** and commit to **continuous professional learning*** in **early years and child care*** administration.

Graduates supervise the design, implementation and evaluation of **inquiry and play-based*** **early years and child care*** **curriculum***, programs and services. Graduates develop and administer human resource planning and practices to recruit, hire and maintain professional, committed and engaged personnel to create and deliver quality **early years and child care*** programs and services.

Graduates apply financial management strategies and tools to maintain program and services viability and sustainability. Graduates develop marketing strategies to inform and promote quality **early years and child care*** programs and services to broad audiences. Graduates are proficient at using and adapting communication and current information technologies to build and maintain collaborative partnerships with **diverse*** **families***, boards of directors, volunteers, communities and agencies within the **early years sector***.

Within **early years and child care*** settings, graduates develop, administer and monitor policies, systems and procedures in accordance with the **Child Care and Early Years Act, 2014** and other relevant legislation, regulations, standards and **evidence-informed practice*** guidelines while leading **early years and child care*** organizations to deliver quality programs and services for **children***, **families*** and communities.

As **advocates*** for quality, **inclusive* early learning environments***, graduates of the Early Childhood Education Administration program collaborate and form effective partnerships with **families***, colleagues, communities, government agencies and associations and networks to promote quality, **inclusive* early years and child care*** experiences for all **children***, **families*** and communities.

There are opportunities for graduates to pursue further educational qualifications and degree completion. Graduates should contact individual colleges for further details.

[*See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes

Early Childhood Education Administration (Ontario College Graduate Certificate)

The graduate has reliably demonstrated the ability to:

1. supervise the design, implementation and evaluation of **inquiry and play-based* pedagogical approaches***, to **early years and child care *** programs and services that support quality, **inclusive*** learning opportunities that are responsive to the uniqueness and **diversity*** of **children***, **families*** and communities.
2. manage **early years and child care*** programs and services to maintain financial viability in accordance with management principles and best practices, and the requirements of current legislation, agency policies and procedures.
3. develop, implement and evaluate communication and marketing strategies to promote **early years and child care*** programs and services.
4. recruit, train, motivate and evaluate staff applying human resource principles, labour relations standards and legislative requirements to deliver quality **early years and child care*** programs and services.
5. build collaborative partnerships with **diverse* families***, employers, boards of directors, volunteers, communities and agencies within the **early years sector*** through communication skills and information technologies.
6. develop, administer and monitor policies, systems and procedures that support **inclusive***, safe and healthy environments for **children***, **families*** and employees and that ensure the provision of high quality care in accordance with the current legislation, regulations and best practices.
7. implement a professional leadership style that engages people to create quality programs and services within the **early years sector***.
8. collaborate with, **families***, colleagues, communities and government partners to **advocate*** for quality **early years and child care*** programs and services that support optimal learning, **holistic development*** and well-being for all **children*** and **families***.

[*See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: supervise the design, implementation and evaluation of **inquiry and play-based* pedagogical approaches***, to **early learning and child care *** programs and services that support quality, **inclusive*** learning opportunities that are responsive to the uniqueness and **diversity*** of **children***, **families*** and communities.

Elements of the performance

- a. lead the design and implementation of **inclusive* early years and child care*** programs and services that ensure full participation of all **children*** considering ability, cultural and linguistic **diversity***, and include **Indigenous*** and Francophone identity where applicable
- b. keep pace with current **evidence-informed*** research and emerging trends in pedagogy* and **early years and child care*** program development in the **early learning sector***, including but not limited to, How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)
- c. review and co-design **pedagogical*** approaches in partnership with **children*** educators, **families*** and communities served based on needs of **children*** and best practices in the early learning field
- d. align **early years and child care*** programs and services with organization's mission statement, philosophy of **early years and child care*** program goals
- e. provide leadership to staff, **families*** and community in the development and implementation of **early years and child care*** programs and services
- f. provide support to the development and integration of **inquiry and play-based*** learning opportunities
- g. make provisions for a broad range of learning objects and open-ended materials to be available to support the scaffolding of learning and the development of investigation, creativity and problem solving in **children***
- h. monitor the day-to-day delivery of **early years and child care*** programs and services to ensure that program goals are met
- i. maintain regular communication with **families***, community partners and government agencies regarding early years **curriculum***, program and service developments or enhancements
- j. ensure that all **early learning environments*** engage **children's*** creativity and imagination while meeting all health and safety legislative requirements
- k. develop tools and methods to collect data for the evaluation of **early years and child care*** programs and services and solicit program feedback from **children***, **families***, staff and community partners
- l. make recommendations for the improvement of **early years and child care*** programs and services based on analysis of program and service evaluation data

[*See Glossary](#)

2. The graduate has reliably demonstrated the ability to: manage **early years and child care*** programs and services to maintain financial viability in accordance with management principles and best practices, and the requirements of current legislation, agency policies and procedures.

Elements of the performance

- a. develop and follow established timelines and budget development processes
- b. review and interpret financial documents, i.e., financial statements, budget documents and auditor's reports
- c. identify revenue sources for **early years and child care*** programs and services, e.g., parent fees, subsidies, grants, fundraising, donations
- d. identify program expenditures, e.g., payroll, utilities, materials, supplies
- e. track and monitor revenue and expenditures data using early learning spreadsheets e.g., Excel, and/or management software, such as SmartCare, Early Years Services Information System (EYSIS)
- f. work collaboratively with others involved in the budget process e.g., accountants, bookkeepers
- g. prepare and present budget documents and financial reports for **early years and child care*** programs and services
- h. monitor the budget and maintain financial records in accordance with the requirements of the Child Care and Early Years Act, **2014** and employer policies and procedures
- i. participate in financial audits and the preparation of financial reports and documents
- j. manage procurement processes for program equipment, materials, supplies and contracts
- k. research funding sources and write proposals for funding
- l. in partnership with early learning program stakeholders, develop fundraising goals and initiatives

[*See Glossary](#)

3. The graduate has reliably demonstrated the ability to: develop, implement and evaluate communication and marketing strategies to promote **early years and child care*** programs and services.

Elements of the performance

- a. provide a welcoming and nurturing environment for all **children***, their **families***, employees and visitors
- b. conducting tours and articulate program goals, philosophy to **families*** and community partners
- c. establish and maintain a website for marketing and communication purposes
- d. determine marketing strategies/plan for a specific community or audience such as early years services (schools, recreation centres, municipalities and/or social services)
- e. develop and implement marketing materials and strategies e.g., parent handbook, pamphlets, open houses and information boards etc.
- f. evaluate marketing strategies/plan and recommend revisions
- g. select and make effective use of social media platforms to market **early years and child care*** programs and services
- h. keep pace with emerging technologies and promote digital literacy in staff

[*See Glossary](#)

4. The graduate has reliably demonstrated the ability to: recruit, train, motivate and evaluate staff applying human resource principles, labour relations standards and legislative requirements to deliver quality **early years and child care*** programs and services.

Elements of the performance

- a. develop human resource plans that align with the strategic plan for **early years and child care*** programs and services and the needs of the **children*** and **families*** served
- b. select recruitment strategies considering budgetary, **diversity***, equity or other guidelines
- c. plan, conduct and evaluate hiring processes e.g., candidate reviews, interviews, reference checks, job offers
- d. develop and administer a performance management system for early learning staff, including job descriptions, performance evaluations, coaching, mentoring, and continuous **professional learning***
- e. support a strength-based approach to staff training and **professional learning*** in **early years and child care*** staff
- f. develop and facilitate a **culture*** of ongoing learning and support staff with the development and implementation of their **professional learning*** activities
- g. seek out, value and act on employees' perspectives, suggestions and recommendations to improve **early years and child care*** programs and services
- h. build effective work teams based on team members' strengths and abilities
- i. apply relevant legislation and regulations to the supervision and management of staff in **early years and child care*** settings, including the [Child Care and Early Years Act, 2014](#); the [Occupational Health and Safety Act, 1990](#); the [Accessibility for Ontarians with Disability Act \(AODA\) 2005](#); the [Canadian Charter of Rights and Freedoms, 1982](#), the [Ontario Human Rights Code, 1989](#) and the [Labour Relations Act, 1995](#)
- j. promote positive, fair and equitable labour relations in unionized and non-unionized **early years and child care*** settings
- k. promote a positive, collaborative work **culture***

[*See Glossary](#)

5. The graduate has reliably demonstrated the ability to: build collaborative partnerships with **diverse* families***, employers, boards of directors, volunteers, communities and agencies within the **early years sector*** through communication skills and information technologies.

Elements of the performance

- a. develop and maintain digital literacy skills including the ability to search for, analyze and use information through technologies including, smartphones, tablets, laptops and desktop computers
- b. use ongoing effective communication with **children***, **families***, staff and program stakeholders and adapt a range of communication strategies and methods to the audience and purpose of communication
- c. model and support the development of conflict resolution skills with program staff and among program stakeholders
- d. research and analyze program information that needs to be communicated and reported to a range of program stakeholders
- e. prepare written reports for a range of program stakeholders, including **families***, employers, licensing authorities, boards of directors, volunteers, funding sources and community partners
- f. prepare and present program presentations to a range of program stakeholders using current presentation technologies
- g. use current technologies to develop communication messages and methods with **families*** and program stakeholders including email, websites, newsletters, live streaming and social media platforms
- h. ensure that all written, verbal and electronic communications are safeguarded and protect the privacy and confidentiality of **children's*** and **families'*** personal information
- i. develop and monitor policies related to the appropriate use of communication and information technologies i.e., cell phones, social media, and consent re. photography and streaming technologies
- j. prepare and conduct meetings including development of agendas, managing of face-to-face and web-based meetings, and follow-up action items
- k. evaluate the effectiveness of communication strategies and methods related to organizational goals

[*See Glossary](#)

6. The graduate has reliably demonstrated the ability to: develop, administer and monitor policies, systems and procedures that support **inclusive***, safe and healthy environments for **children***, **families*** and employees and that ensure the provision of high quality care in accordance with the current legislation, regulations and best practices.

Elements of the performance

- a. develop policies and procedures that align with **early years and child care*** organization's philosophy, vision and core values and meet the requirements the Child Care and Early Years Act, 2014 and **How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)**
- b. acknowledge the uniqueness and **diversity*** of **children***, **families*** and communities including the worldviews of **Indigenous*** communities and support the incorporation of these perspectives into organizational practices
- c. model **inclusive*** practices that support meaningful participation and promote a sense of belonging and respect for all **children*** and their **families***
- d. develop systems, policies and procedures and monitor organizational practices that meet health and safety regulations including, Workplace Hazardous Materials Information System (WHMIS) and [Occupational Health and Safety Act, 1990](#)
- e. develop and monitor preventive health and safety practices within **early years and child care settings*** and ensure that regulations and protocols are followed and evaluated, e.g., medication, allergy and emergency health protocols, communicable illness protocols, universal precautions, sanitizing procedures, and fire drills, emergency lock down and evacuation procedures
- f. monitor that all **early years and child care*** staff maintain required immunization, first aid and cardiopulmonary resuscitation certification
- g. oversee nutritional program to ensure compliance with regulations including menu planning, purchasing, food storage and meal/snack preparation
- h. monitor and ensure that all equipment, play materials and transportation equipment used in **early learning environments*** is developmentally appropriate, regularly assessed for safety and meets Canadian Standards Association (CSA) standards where applicable e.g., strollers, bikes, wagons etc.
- i. establish security protocols for **children*** and ensure that **children*** are safe and supervised at all times
- j. develop policies and practices for the collection, storage and use of personal information of **children***, **families*** and staff ensuring privacy and confidentiality of all personal information in accordance with the [Freedom of Information and Protection of Privacy Act, 1990](#)
- k. develop and implement best practices for healthy living in **children*** including daily physical activity, developmentally appropriate diet, hygiene, adequate sleep and rest and ongoing communication with **children's* families***

[*See Glossary](#)

7. The graduate has reliably demonstrated the ability to: implement a professional leadership style that engages people to create quality programs and services within the **early years sector***.

Elements of the performance

- a. analyze a variety of leadership models and organizational behaviour and adapt leadership approach to a variety of circumstances and organizational **cultures***
- b. keep pace with emerging trends and issues in the **early years and child care sector***
- c. discuss the challenges of knowledge uptake and utilization in the **early years sector***
- d. critique and apply relevant **evidence-informed*** research findings to the administration and management of **early years and child care*** settings
- e. model professional behavior and represent quality **early years and child care*** programs and services to **families***, communities, government authorities and professional associations
- f. empower and encourage others in their support of quality **early years and child care*** programs and services
- g. lead effective teams and establish relationships that promote trust and cooperation among a **diverse*** range of **early years and child care*** stakeholders
- h. use conflict management and negotiation strategies to support effective interactions and collaboration
- i. exhibit ethical conduct and use an ethical decision-making model in accordance with the College of Early Childhood Educators current Code of Ethics and Standards of Practice
- j. manage organizational change processes, including the identification of potential risks and strategies to overcome challenges, communication with program stakeholders and the evaluation of the plan for change
- k. engage in **reflective practice*** and develops a **professional learning*** plan to enhance leadership knowledge and skills in the **early learning sector***

[*See Glossary](#)

8. The graduate has reliably demonstrated the ability to: collaborate with, **families***, colleagues, communities and government partners to **advocate*** for quality **early years and child care*** programs and services that support optimal learning, **holistic development*** and well-being for all **children*** and **families***.

Elements of the performance

- a. protect and promote the rights of **children*** within their **families*** and communities
- b. work in partnership with **families*** and community partners to **advocate*** for quality, **inclusive* early learning environments*** for all **children*** and **families***
- c. model and support **families*** in advocating for their **children***
- d. collaborate and consult with other early learning professionals in the identification and referral of **children*** and **families*** to community resources
- e. build relationships with government authorities, agencies and professional associations to influence policies that benefit **early years and child care*** programs and services
- f. **advocate*** for the advancement of early childhood education through professional networking and sharing
- g. communicate to the public the benefits of quality **early years and child care*** environments
- h. participate in local, regional and national networks to **advocate*** for quality **early years and child care*** programs and services

[*See Glossary](#)

Glossary

Advocate/advocacy - Actions to influence others, to champion change, to extend or improve early years and child care programs and services which improve the lives of children, families and supports professionals in the early years and child care sector.

Children - Refers to all persons from birth to twelve years within the context of their individual family, social, economic, cultural, linguistic, spiritual and diversities.

Children/child with special needs - Refers to any child whose cognitive, physical, social, emotional or communicative needs or whose needs related to holistic development are of such a nature that additional assistance, adaptations, accommodation and/or supports are required for the child to access, actively participate in, and contribute to early learning opportunities and social interactions (adapted in part from Ontario Regulation 137/15 made under the **Child Care and Early Years Act, 2014**).

Culture - The understandings, practices and values shared by a group of people. The children, families and staff in early years and child care settings may identify as belonging to more than one culture (CECE, 2017 Code of Ethics and Standards of Practice, p.23).

Curriculum - The sum total of environments, experiences, activities and events that occur within an inclusive environment designed to foster children's well-being, learning and development and to ensure meaningful participation for every child and their family (2007) Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings, ELECT.

Diverse/diversity - Uniqueness that each person or groups of people brings to the early learning and child care setting including values and beliefs, culture and ethnicity, language, abilities, knowledge and interests, life experiences, socio-economic status, spirituality, religious affiliation, gender, age and sexual orientation (CECE, 2017 Code of Ethics and Standards of Practice, p.23).

Early learning environments - Physical, social and emotional contexts in which children, families, communities, early childhood educators and other colleagues collaborate to nurture, provide care and education with the goals of fostering children's curiosity, communication, engagement, sense of belonging and well-being. It includes relationships, experiences, the physical and non-physical space, place and materials, activities and routines.

Early years and child care – Encompasses a range of settings where early learning and child care programs and services are offered, including child care centres, home-based child care, preschool programs, kindergarten programs in school boards, before and after school programs, EarlyON child and family centres and a range of child and family programs and services.

Early years sector - A distinct collective of programs, services and supports designed for children from birth to 12 years and their families. This includes research, policy development, education and training, advocacy and system management in the planning and delivery of early childhood education, early learning, child care, family supports, early intervention and children's services (CECE, 2017. Code of Ethics and Standards of Practice, p.23).

Ethical and professional standards - A core set of beliefs, values, responsibilities and relationships fundamental to the profession that serve to define the exemplary practices of early childhood education. The practice of Early Childhood Education is regulated by the College of Early Childhood Educators in accordance with the **Early Childhood Educator's Act, 2007**. It is the professional responsibility of all members of the College of Early Childhood Educators to meet and uphold the Code of Ethics and Standards of Practice in their daily work in early years and child care settings.

Evidence-informed practice - The transfer of current research and knowledge into high quality early years and child care programs, in conjunction with professional judgement, critical reflection and collaborative inquiry (adapted from CECE, 2017. Code of Ethics and Standards of Practice, p.14).

Family/families - A group of children and adults who are related by affections, kinship, dependency or trust, and includes two or single-parent families, same-sex families, adoptive, multi-generational families and foster families (CECE, 2017. Code of Ethics and Standards of Practice, p.23). Extended family includes persons to whom a child is related, including through a spousal relationship or adoption and in the case of an Indigenous child includes any member of a band or community of which the child is a member (Child, Youth and Family Services Act, 2017).

Inclusive/inclusion - An approach to policies and practice in early years settings where all children, families and colleagues are accepted and celebrated within a program and where each child and family experiences a sense of belonging and is supported to actively contribute to and participate fully in all aspects of the program or service. Inclusive practice includes being attentive to the capabilities, learning styles, vulnerabilities, personalities and circumstances of all children and families and understanding the diversity of children's development. Inclusion also encompasses inclusive attitudes and beliefs, policies, resources and supports (adapted from College of Early Childhood Educators, CECE.2017 **Code of Ethics and Standards of Practice**, p. 24).

Indigenous - A collective name for all the original peoples of North America and their descendants. The Canadian constitution recognizes three groups of Indigenous peoples; First Nations, Inuit and Métis. Indigenous peoples are diverse in their histories, languages, cultural practices and spiritual beliefs (adapted from Government

of Canada, 2018. Indigenous Peoples and Communities).

Inquiry and play-based - Inquiry-based is an approach to teaching and learning that places children's questions, ideas and observations at the center of the learning experience. Play-based is an educational approach which builds upon children's natural inclination to make sense of the world through complex and diverse play, where early childhood educators engage as co-learners with children, parents, caregivers, and colleagues. Together these pedagogical approaches inform early childhood educators' understanding of the thinking and learning of children to create learning opportunities and to design learning environments (adapted from CECE, 2017. Code of Ethics and Standards of Practice, p. 24-25).

Pedagogy/pedagogical - The understanding of how learning takes place and the philosophy and practice that supports that understanding of learning (Ministry of Education, Ontario, 2007. Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings, ELECT).

Professional learning - Ongoing formal and/or informal activities undertaken by an individual to improve and broaden their knowledge, skills, and critical reflection to practice professionally and to assure high quality professional practice throughout their careers (CECE, Dec. 11, 2017, Report: recommendations for program standards for Ontario college programs in the early childhood cluster).

Regulatory body/regulator (requirements) - The organization or institution established with a mandate to regulate a profession in a certain jurisdiction in the service and protection of the public interest. Common components of a regulator's mandate are to establish requirements for entry into the profession, establish and maintain a code of ethics and standards of practice for the profession, promote ongoing professional learning, develop and administer a quality assurance program, and receive and address complaints and mandatory reports about a member's conduct or competence. In Ontario, the College of Early Childhood Educators is the regulator for the early childhood education profession. (CECE, Dec. 11, 2017, Report: recommendations for program standards for Ontario college programs in the early childhood cluster).

Reflection/reflective practice - An approach used by early childhood educators to analyze and think critically about their professional practice with the intention to better understand and improve their practice. Reflective practice is thoughtful, action-oriented and often, a collaborative effort. Educators use reflective practice to plan, evaluate their strengths and challenges, make decisions and create change, if necessary. Self-reflection, critical reflection and collaborative inquiry are all important elements of reflective practice (adapted from CECE, 2017 Code of Ethics and Standards of Practice, p.25).

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