

REFLECTIVE DISCUSSION QUESTION BOOKLET

Lifelong Learning Symposium - October 24, 2025

Collaboration with Peel Region

Introduction:

The provocations found in this guide are designed to support Lifelong Learning Symposium 2025, Day 2 participants to critically reflect on their practice and ways of being, through co-reflection and collaborative inquiry with peers. This guide is meant to support those participating as a group for Lifelong Learning Symposium 2025 but may be used for self-reflection if a participant is attending the virtual event.

“The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.”

- Robert John Meehan

This Reflective Guide can be copied for participants prior to this event. Please note that all materials and recommendations in this guide are not required, and they can be modified to suit the needs of your group. In this guide you will find instructions for facilitating co-reflection, tips for facilitators, and reflection questions to provoke conversations and shared reflection as a group. Encouraging participants to take a step further in their learning by reflecting on the sessions they participate in, enhance collective learning of the program, and influence participants’ professional practice.

Co-Reflection Instructions:

Collectively work through the provocations and discussion prompts within this guide. You may use this guide during the breaks and lunch during today's event or save them and bring them to your next staff meeting to further mobilize staff learning and professional practice.

1. Identify who in your group will act as the group facilitator to move the group through the guide within your allotted timeframe. This will ensure everyone has the space and time to contribute. The facilitator would be the group lead or any other group member that attended the session.
2. Identify who in the group will document some key insights, this is essential to ensure group members can look back on their reflections and work to mobilize their learnings into their practice. Feel free to share your group insights on our Padlet to share with and learn from other attendee's reflections today.
3. Collective dialogue requires an openness, tolerance, and respect for the ideas and thoughts of others. A gentle reminder to maintain professionalism and allow peers to openly share thoughts, challenges, and strategies, without judgement and prejudice. Participants are reminded to uphold all domains of diversity, equity and inclusion, to the best of their ability.
4. The prompts below are a general guide; the conversation may spark other rich conversations, which are welcomed.

Being a Facilitator:

"The role of the facilitator is primarily to keep the group process moving forward with the task at hand. Facilitators give individual attention to group members, monitor group dynamics, offer clarification on issues or confusions, point out break throughs in understanding and periodically summarize the ideas generated so far."

– Deb Curtis, Reflecting in Communities of Practice, page 18

1. Facilitators guide each person in their group to consider how they best learn as a member of a group.
2. Guide a focused discussion and invite your group members to add their own ideas and perspectives.
3. For a group to truly create a community of learners, they need to feel physically and emotionally comfortable, thus providing people the space and opportunity to take risks and work through the discomfort that often accompanies new learning. As a facilitator, you are promoting participation, ensuring equity and building trust with all group members.
4. Ask follow up questions to your group members perspectives they shared to provide opportunities for further reflection and connection making.
5. Help your group members make the connection between what they learned in their sessions and what they do in their programs.

How has my thinking evolved during the sessions?

What impact do I want to leave on the children, families, or communities I serve?

What assumptions do I hold about my work that might need re-examining?

How does today's topic connect to my personal "why" for being in this profession?

What topics should we explore next?

What gaps in our professional development still need attention?

Thank You

CDRCP and Peel Region sincerely thank you for taking the time to be part of this event. We hope you left feeling inspired, motivated, and energized to continue your professional learning journey.

Please feel free to use this reflective booklet as a tool to support ongoing learning, spark meaningful conversations, and facilitate thoughtful discussions with your team.

We deeply appreciate the dedication and hard work each of you brings to the early years sector. Your commitment makes a lasting impact on children, families, and communities, every single day.

