

# BC Early Learning Framework

*(2019)*

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Explorations in **Saanich**

Session #2: Key Practices

May 22, 2020 ~ 10-1130am

# Place: Acknowledgement, Gratitude & Commitment

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“Early learning is ‘of a place’ when children and educators engage with local histories with respectful curiosity and a desire to contribute and share.

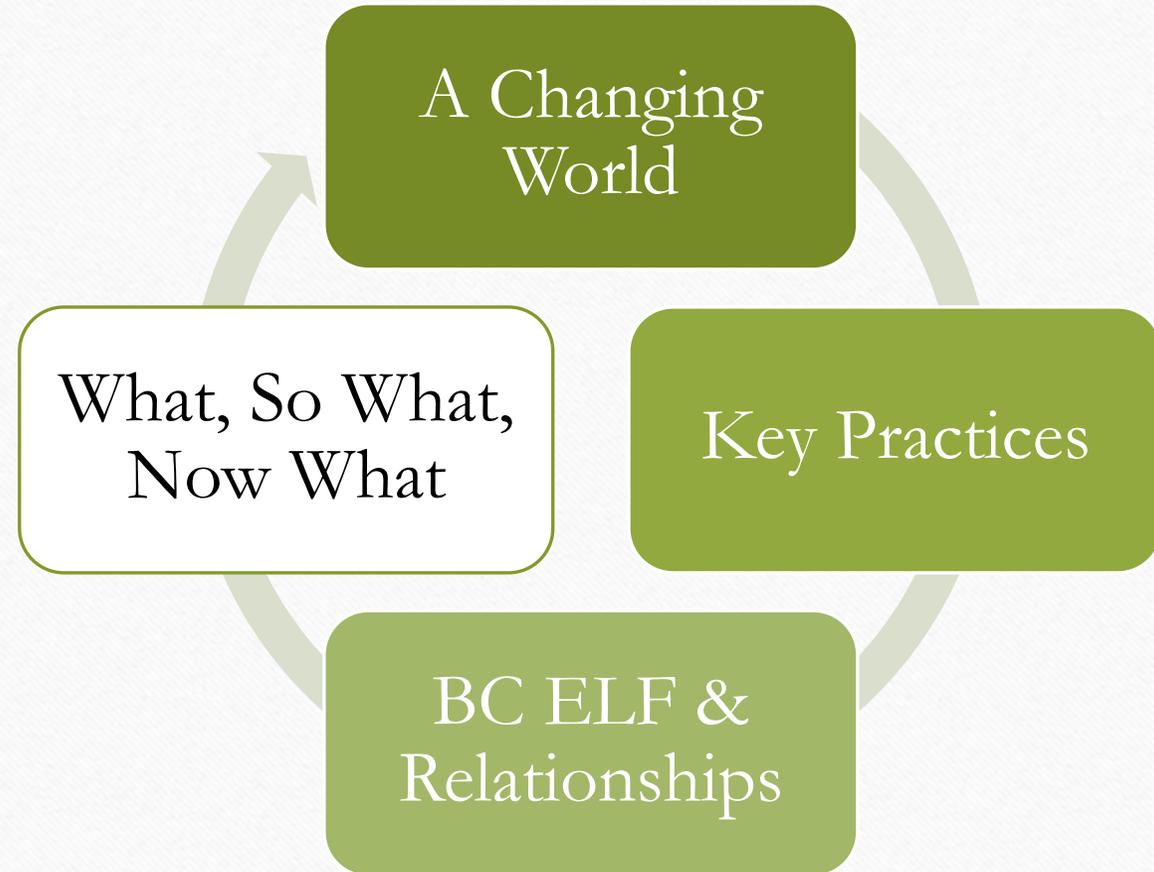
**Indigenous peoples have been knowledge keepers of those places for hundreds of generations. Indigenous languages are some of the voices of these places”** (Govt of BC, 2019, p.21).



# AGENDA

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Session #2 **builds on** the previous session that explored BC ELF Vision & Principles.....**moving from the WHY to the HOW**. *Session #3 further explores the **WHAT**.*



BC Early Learning  
Framework (2019)  
**VISION & PRINCIPLES**

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How/does your practice (this year – ALL of this year) reflect elements of the VISION or PRINCIPLES?

What supports or impedes your ability to practice this way?

Are there places you want to enhance or adapt your practice?

Any  
reflections  
to share?



# *The Big Ideas...* **What Is Changing?**

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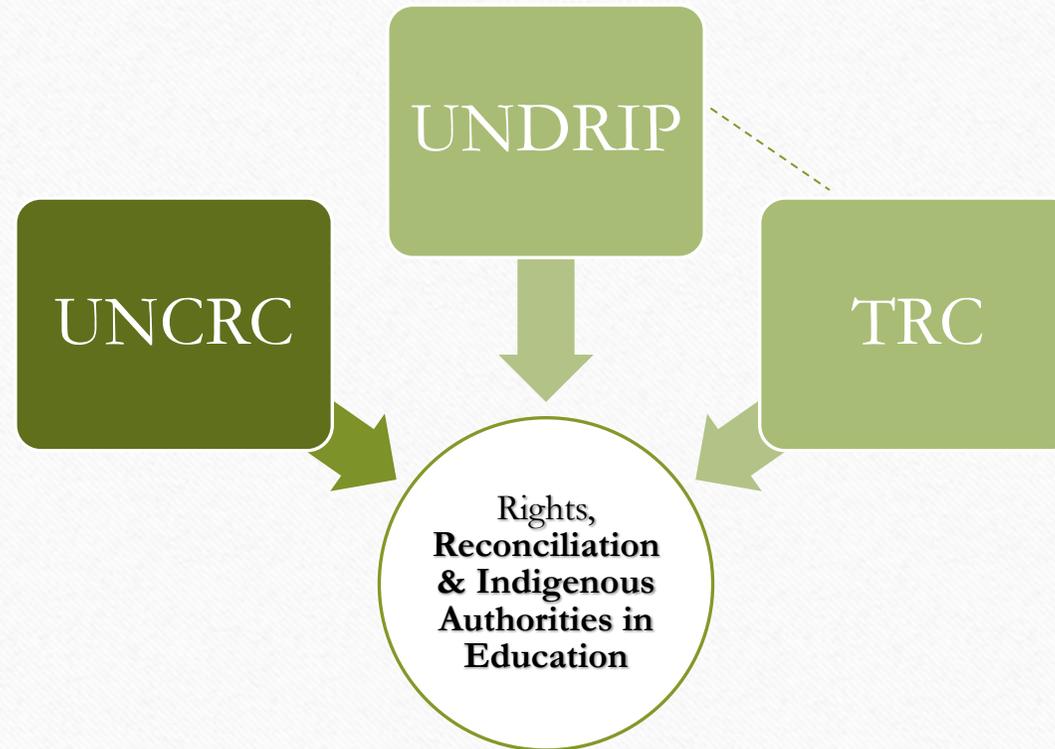
(Euro-Western)  
**Post-  
Modernism**

Rights,  
**Reconciliation**  
& Indigenous  
Authorities in  
Education

Living &  
Learning as  
**Interconnected,**  
**Inclusive,**  
**Holistic**

# Changes in Rights & Reconciliation

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# Changes in *(Euro-Western)* Philosophy

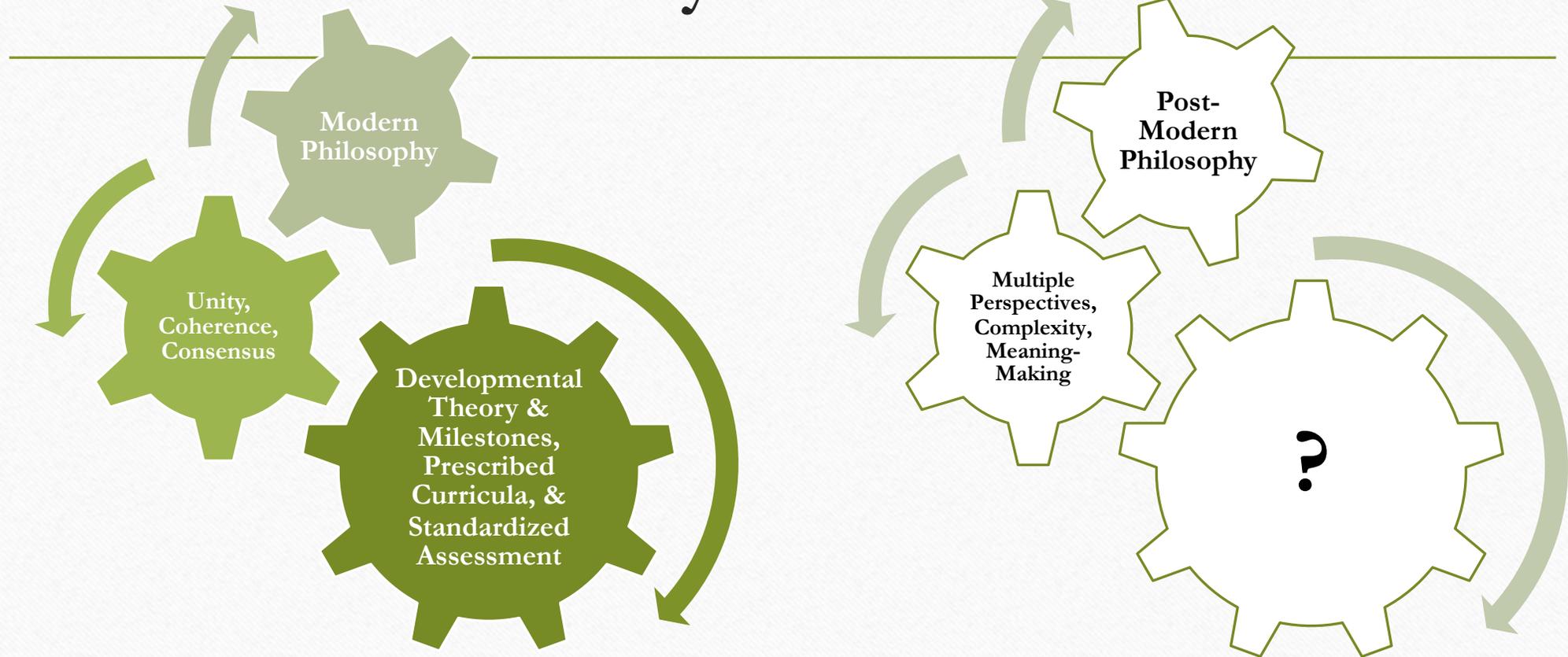
Faith &  
Spirituality

Pre-Modern/  
Middle Ages

Modern	Post-Modern
Enlightenment and 'Age of Reason'	Post WWII
'Universality' (same for all)	'Singularity' (individual difference)
Unity & Coherence	Multiple perspectives & complexity
Consensus	Diversity
Certainty	Ambivalence (un-decidability)
Truth (science/fact)	Meaning Making
Pre-ordained End	Natural Progression

# *Developmental Theory in 2020*

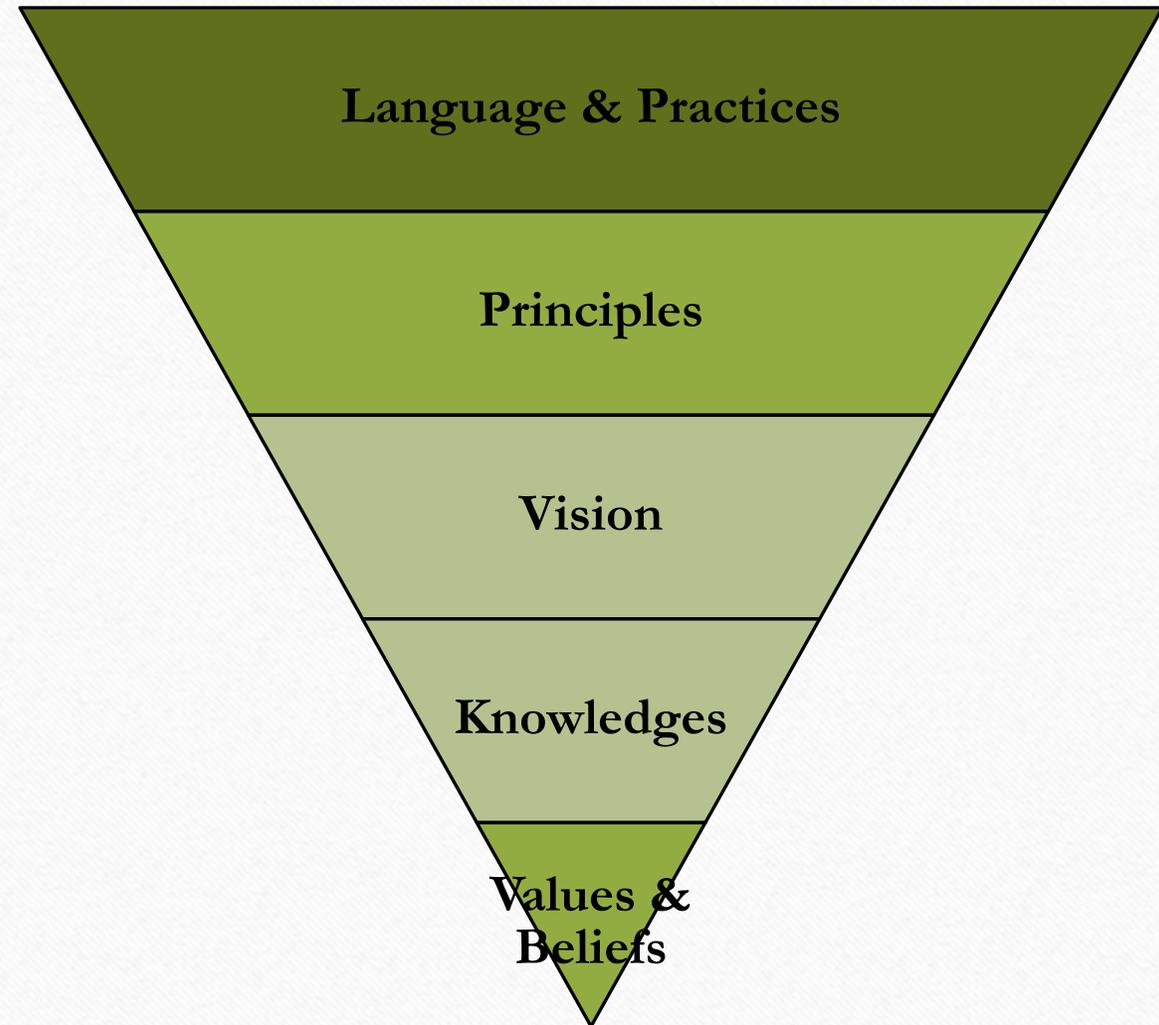
## Necessary & Insufficient



## If This, Then What: 4 Key Practices

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- Pedagogy of Listening
- Critical Reflection
- Collaborative Dialogue
- Pedagogical Narration



# Pedagogy of Listening

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## WHAT

“Listening means to be open to differences, recognizing the value of another’s point of view and interpretation. Thus, listening becomes not only a pedagogical strategy but also a way of thinking and looking at the others.” ~ Carla Rinaldi

## WHY & HOW



**‘WHY’  
Breakout  
Rooms**

# BC Early Learning Framework (2019) & **Interconnected Practices**

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**Critical  
Reflection**

**Collaborative  
Dialogue**

**Pedagogy  
of  
Listening**

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graph TD; A[Critical Reflection] --> C((Pedagogy of Listening)); B[Collaborative Dialogue] --> C;
```

The diagram illustrates the interconnected practices of the BC Early Learning Framework (2019). It features three main components: 'Critical Reflection' and 'Collaborative Dialogue' are represented by green rounded rectangular boxes positioned on the left and right respectively. Arrows from both boxes point towards a central white circle with a green outline, which contains the text 'Pedagogy of Listening'. The entire diagram is set against a white background with a thin green border.



Reflective Wonder

# Critical Reflection Resources

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## See-Think-Wonder

(Harvard Project Zero, 2019)

- HPZ “Thinking Routines”
- An intentional methodology:
  - What do you see/hear?
  - What do you think about what you see/hear (*assumptions, interpretations*)?
  - What do you wonder?

## A Thinking Lens ®

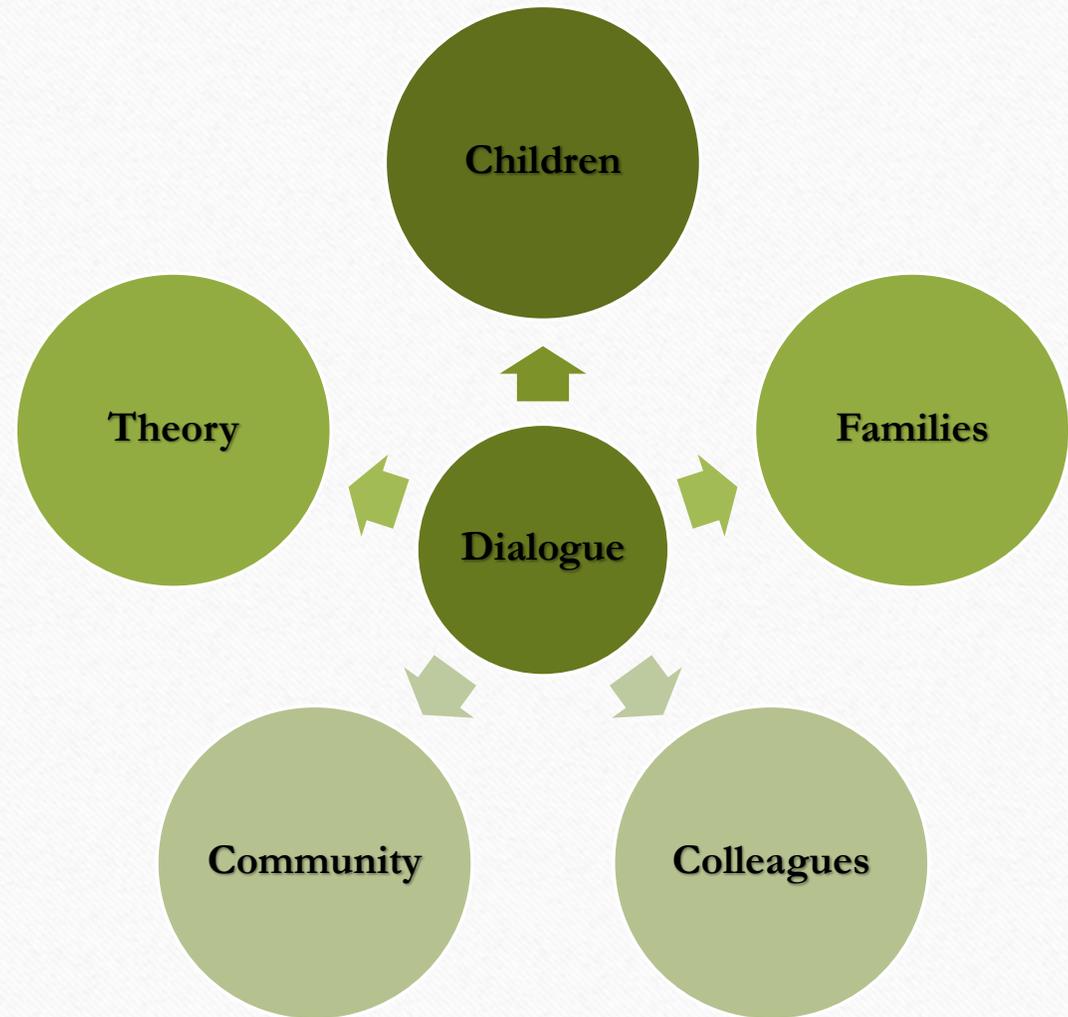
for Reflective Teaching (Curtis, 2017)

- 6 elements, each with reflective questions to consider. For example:
  - **Knowing Yourself:** *How am I reacting to this situation and why? What in my background is influencing my responses and why?*

# Collaborative Dialogue

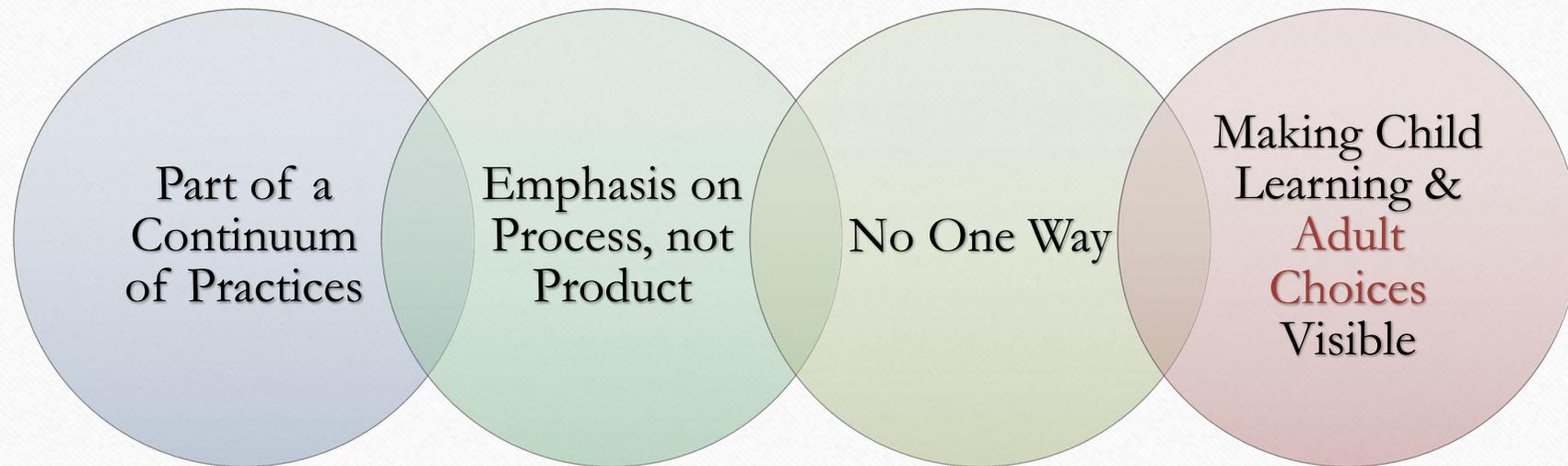
“This process opens avenues for discussion **not to find answers** but to explore the different ways of thinking about pedagogy, and to **invite reflection on assumptions, values, and unquestioned understandings.**” (p.50)

**Unquestioned can equal narrow and marginalizing...**



# Pedagogical Narration

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# Pedagogies & Practices

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“Every reader  
will use the  
framework in a  
way that suits  
them best”  
(p.6).

“The Early Learning Framework **does not prescribe specific ‘how-tos’ of practice or suggest a ‘right way’ to work with children and families.** Rather, it is intended to inspire pedagogical approaches that are **relevant and respectful of local communities and the people who live in those communities”**

(Government of BC, 2019, p.6)

# Practices **AS** Relationship-Building?

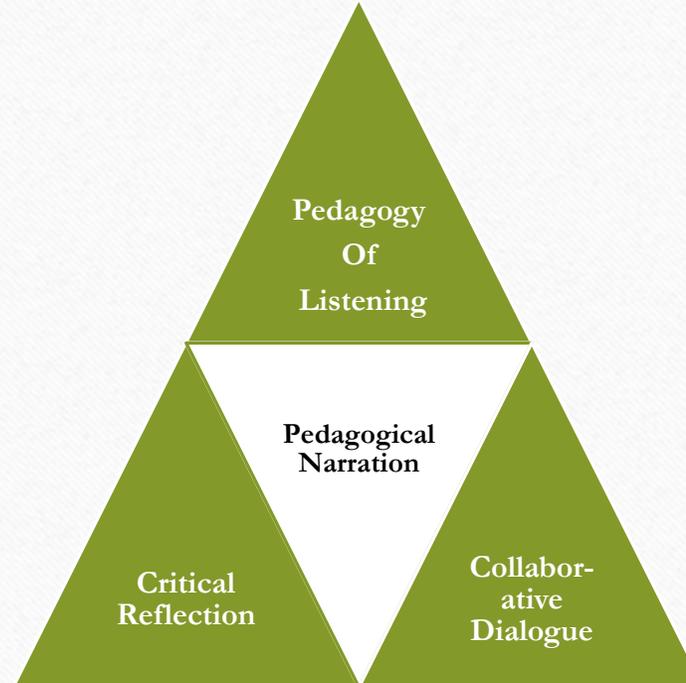
## Practices **AS** Social-Emotional Well-Being?

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Do you see HOW some of the practices can serve to establish, strengthen, and/or grow relationships?

- *With Self*
- *With Children*
- *With Families*
- *With Colleagues*

**Pre-COVID, In-COVID, Post-COVID**



# Quick Summary, so far...

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- Changes in society – in Canada and beyond – are re-shaping the way we think about children, their care, their learning, their education.
- Those changes (values, beliefs, knowledge, legislation, etc.) are requiring that Education systems and Educators respond with/in their practices. Not evolving doesn't serve anyone.
- The *BC Early Learning Framework (2019)* is intended as a resource to support Educators (and systems) in navigating these responses. **The Pedagogy of Listening, Critical Reflection, Collaborative Dialogue, and Pedagogical Narration are ALL practices that respond to these changes AND are intended to support children in facing this new (and somewhat unknown) future.**

# What...So What...Now What?

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## What

Explore, Listen,  
Reflect, Share,  
Wonder

## So What

How did your  
experience this  
morning clarify,  
expand, or create an  
interest?

## Now What

Using your  
reflections from the  
vision, principles,  
and practices –  
**develop a sample  
PN to use in  
Session #3**

# An invitation....

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**Code -**

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**XXXXXXXX**

Use your school email to sign-in (or a google account) – if using your phone or tablet to make and post video, download the FlipGrid app.