

BC Early Learning Framework

(2019)

Explorations in **Saanich**

Session #3: The Language of Learning

June 5, 2020 ~ 10-1130am

Place: Acknowledgement, Gratitude & Commitment

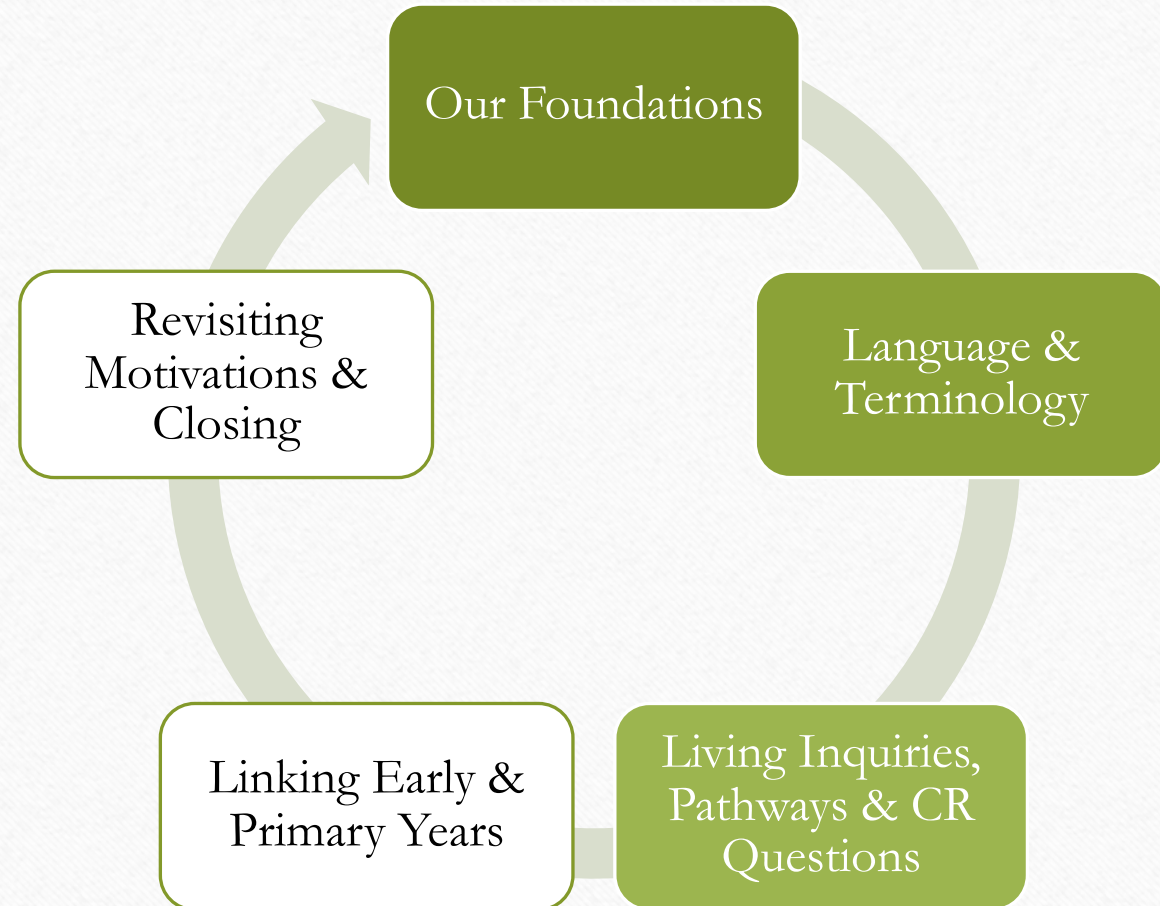
“**Early learning is ‘of a place’** when children and educators engage with local histories with respectful curiosity and a desire to contribute and share.

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

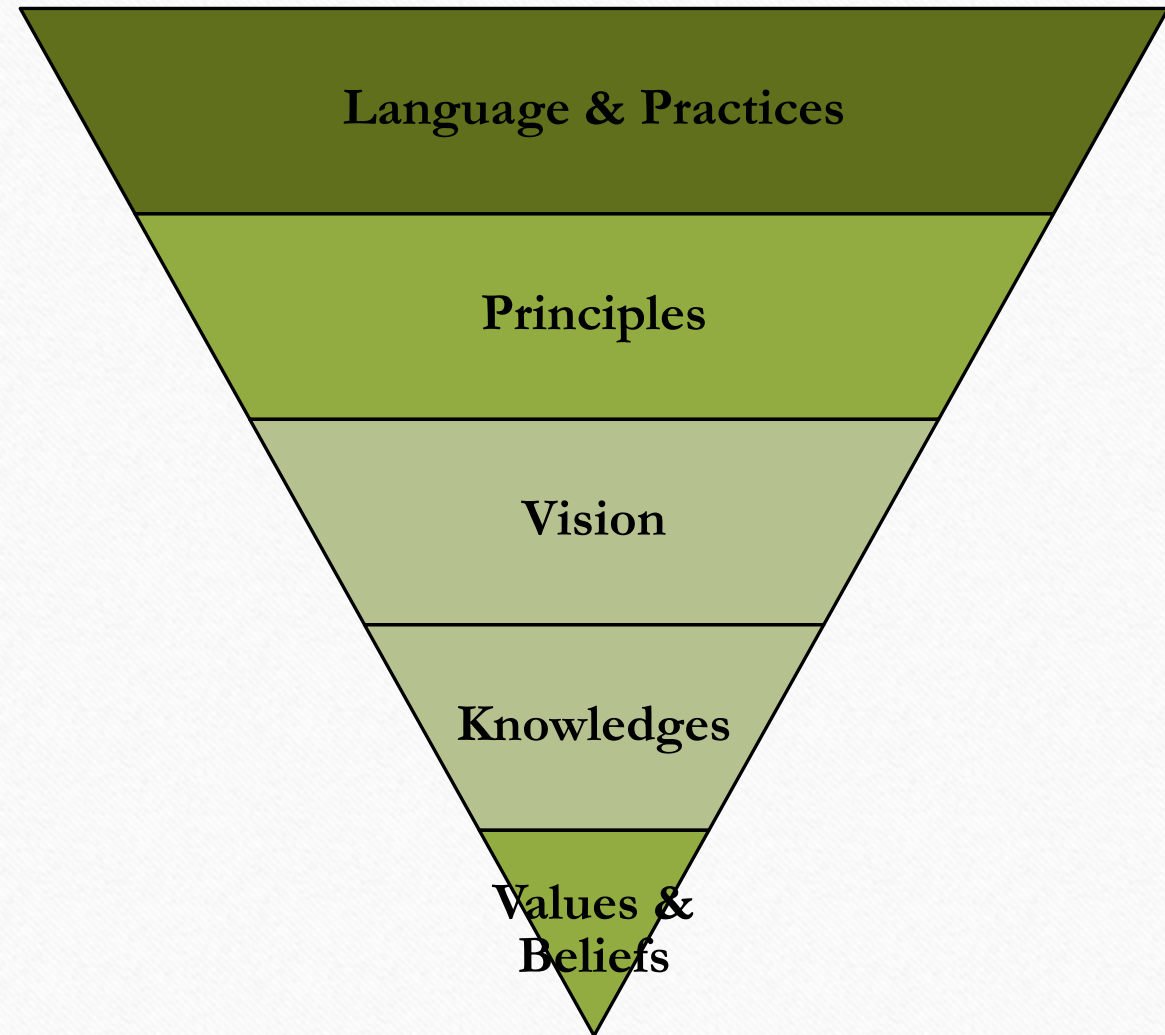
Session #3 **builds on** the previous sessions that explored BC ELF Vision, Principles & Key Practices.....**shifting the dialogue from WHY & HOW to WHAT**



Change, Growth, Expand,
Evolve, Repair, Return....

Our Foundations

- *(Euro-Western)* Post-Modernism
- Rights, Reconciliation & Indigenous Authorities in Education
- Living & Learning as Interconnected, Inclusive, Holistic



BC Early Learning
Framework (2019)
KEY PRACTICES

What did you notice or wonder
about in relation to

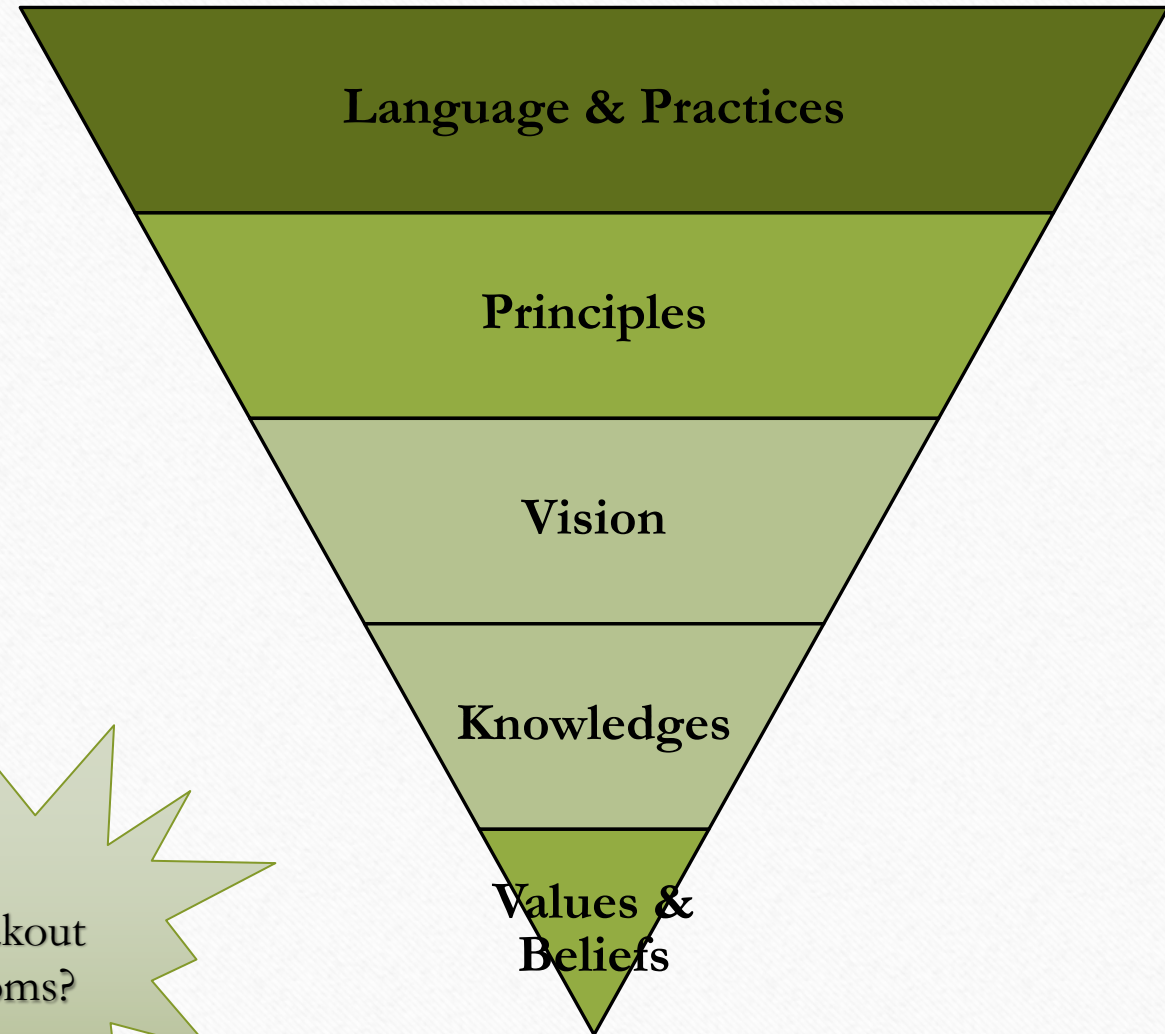
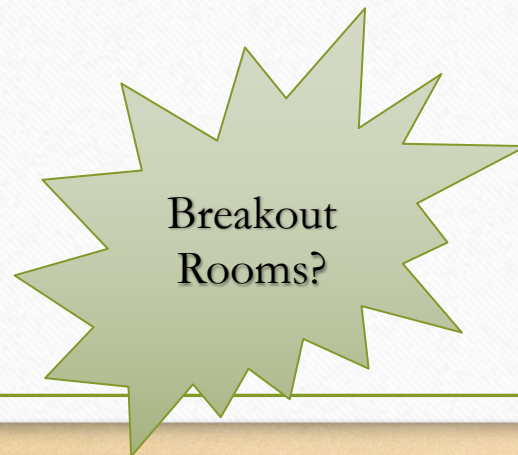
- The Pedagogy of Listening
- Critical Reflection
- Collaborative Dialogue

Sharing any samples of
Pedagogical Narration?



If This, Then What: *Making Meaning of/with Key Terms*

- Common Worlds Framework
- **Localized Pedagogies**
- Pluralistic
- Living Inquiries
- Democratic Practice



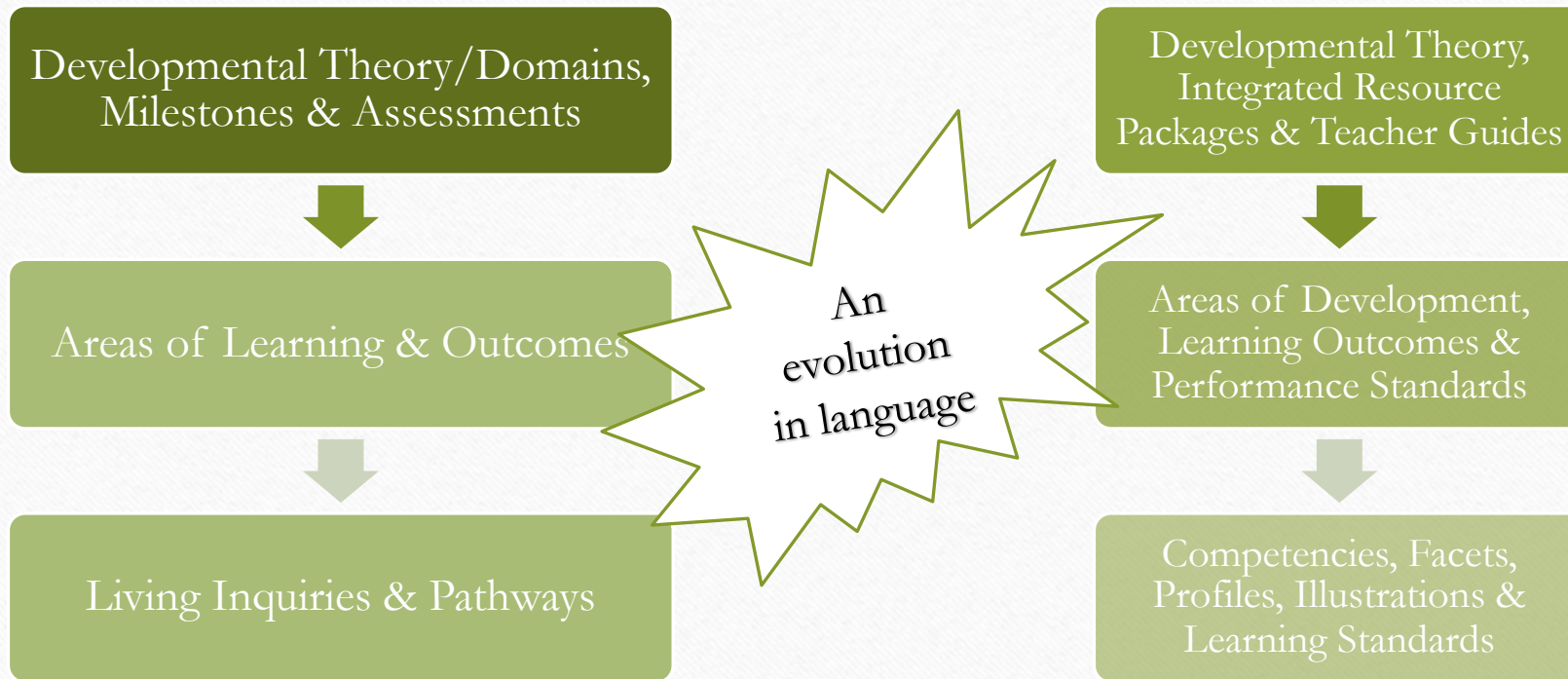
Language & Terminology:

Enabler, barrier, both?

The BC Early Learning Framework states “**Language matters.** The words we use can hold meaning that may narrow how we see what a child is doing. New words can lead to new ways to see” (2019, p.5).

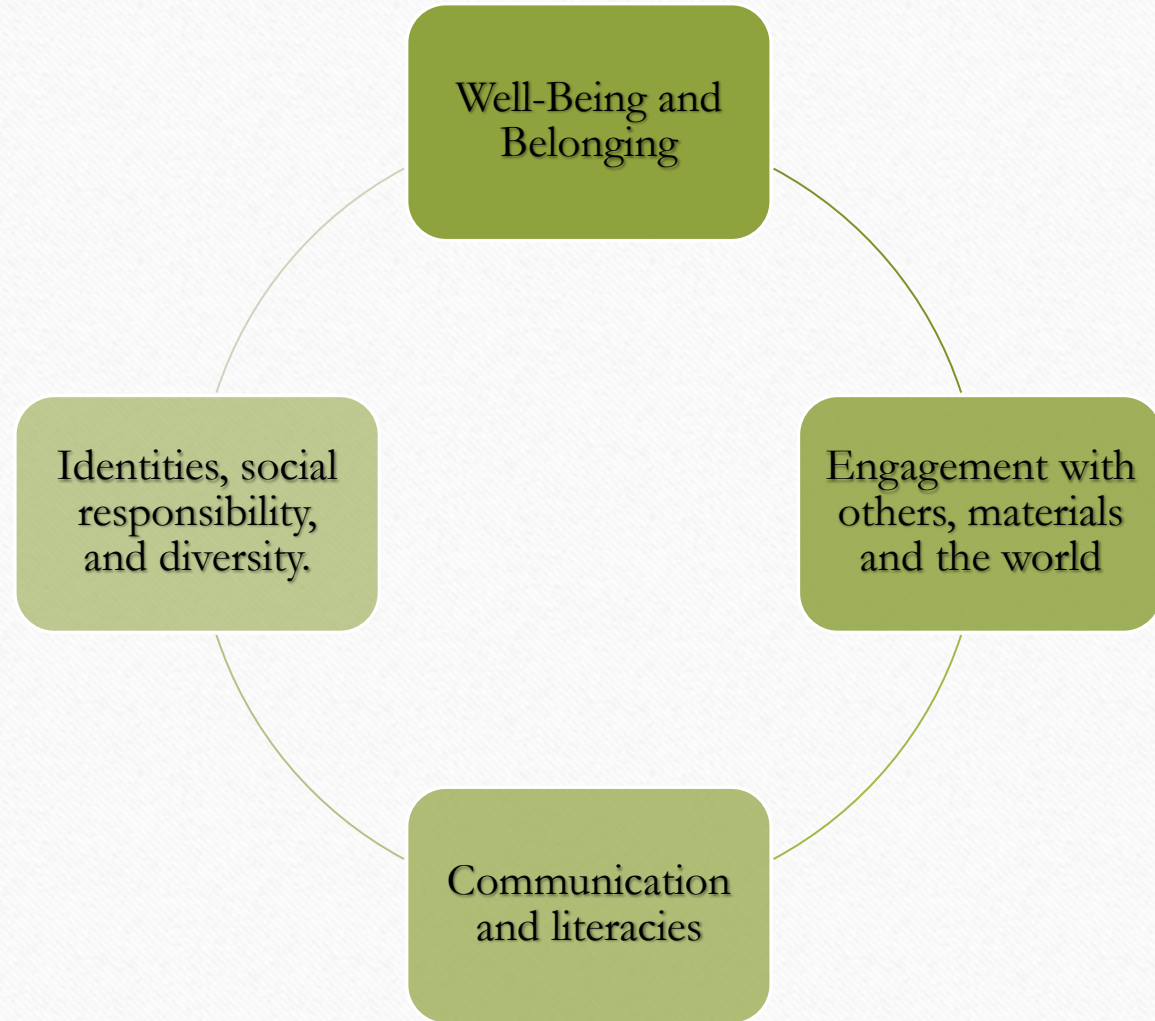
Language, and its relationship to **power and privilege, also matters.** The words we choose can result in Educators feeling welcomed or unwelcomed, valued or devalued, confident or resistant. **What if we focused on what is underneath the language and terminology – focused on the actual meanings.** For me, this is where we find shared interests, shared spaces, and a sense of camaraderie.

Change in the Language(s) of Children's Growth & Development (aka Learning)



BC Early Learning Framework (2019) & Living Inquiries

”...the processes of thinking and learning that happen as children, educators, materials, and ideas interconnect. **The term ‘living’ suggests that these processes are ongoing and always evolving. ‘Inquire’ means to pay attention in multiple ways – to study, explore, experiment, and ask questions**” (p.63)



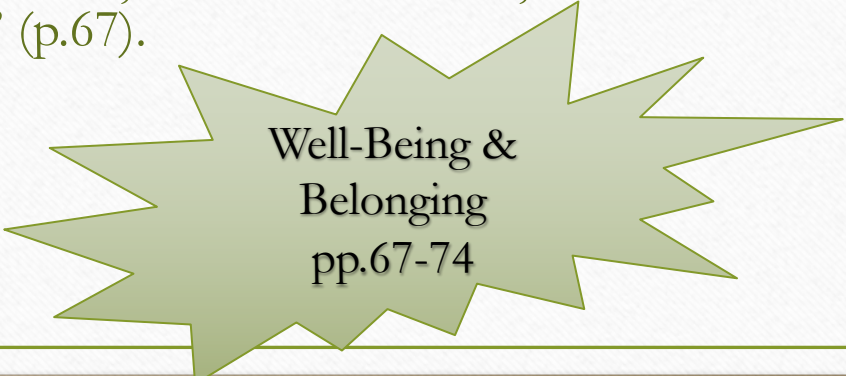
BC Early Learning Framework (2019) & **Living Inquiries**

“There are no pre-set ways to engage with the four living inquiries; instead, pedagogy should be grounded in the place, land, families, histories, and cultures of local communities” (p.65).

BC Early Learning Framework (2019)

Well-Being And Belonging

“This sense is fostered through **reciprocal relationships with people and places where each child is valued both as a gift and for their gifts** – a feeling of being grounded in their immediate environment, their communities, their culture, and the wider world” (p.67).



Well-Being &
Belonging
pp.67-74

Well-Being And Belonging: Pathways

Joy in relationships
with people, place,
materials and ideas.

Culture and
worldviews.

Indigenous voices
and perspectives.

Diversity and
difference.

Family
composition and
gender orientation.

Safety and respect.

Nourishment,
sleep, and physical
activity.

Emotions,
thoughts, and
views.

**Every child
is a gift.**

Interests and
inquiries.

Well-Being And Belonging: Critically Reflective Questions

With your selected 'pathway' in mind, find the related Critically Reflective Questions listed in the tables on pp.69-74. **Consider these questions in relation to the sample documentation that you brought with you;** if the questions don't feel like they relate as directly as you would like, consider the questions in general, in relation to your program or classroom experiences.

INSIGHTS? QUESTIONS? CONCERNS?

BC Early Learning Framework (2019) and BC Curriculum & Competencies (2019)

Living Inquiries, Pathways & Critically Reflective Questions

- Well-being and belonging
- Engagement with others, materials, and the world
- Communication and literacies
- Identities, social responsibility, and diversity

Competencies, Sub-Competencies, Facets, Profiles & Illustrations

- Communication
 - Communicating
 - Collaborating
- Thinking
 - Creative Thinking
 - Critical & Reflective Thinking
- Personal & Social
 - Personal Awareness & Responsibility; Positive Personal & Cultural Identity; Social Awareness & Responsibility

BC Early Learning Framework (2019) & The Primary Program (2000)


The Primary Program and the *Principles of Learning*

1. Learning requires the active participation of the student.
2. People learn in a variety of ways and at different rates.
3. Learning is both an individual and a group process.

BC Early Learning Framework (2019)

Revisiting Rationale & Motivations

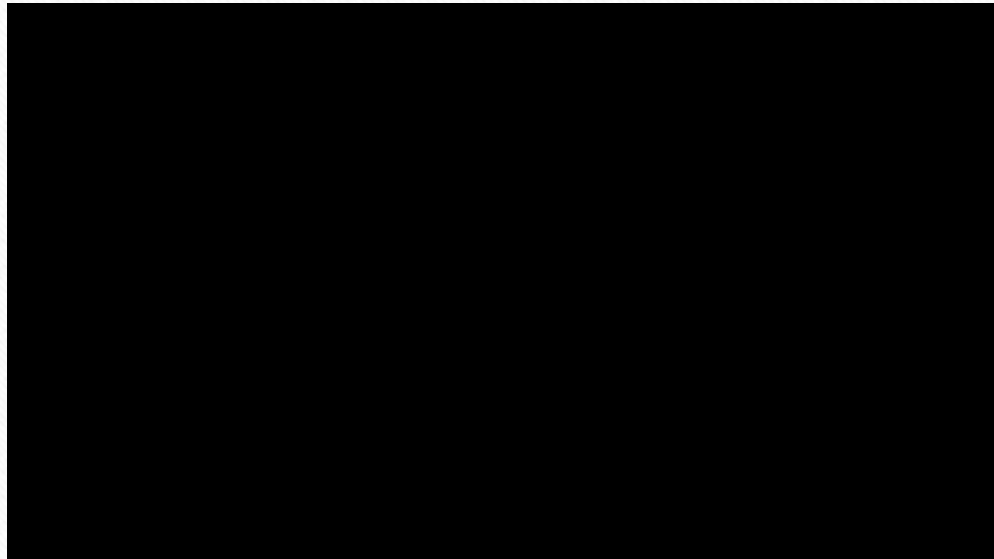
“...**progressive schooling is marinated in community.** It’s not only active learning; it’s interactive learning. We don’t see kids in progressive schools as isolated entities, stranded, each one at his or her own separate desk, learning what one writer rather poignantly described as *‘the message of American elementary education: how to be alone in a crowd.’* Rather, **it’s about us.** It’s about thinking in the plural. **It’s about creating a place where we feel connected, where we feel as if we belong,** because that helps us to become good people and good learners at the same time.” (Kohn, 2005, p.7)



What does (and will)
good citizenship
require of us?

BC Early Learning Framework (2019)

Revisiting Rationale & Motivations



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

What

Explore, Listen,
Reflect, Share,
Wonder

So What

How did your
experiences clarify,
expand, or create an
interest?

Now What

What will you do,
with the difference
that was made?