

BC Early Learning Framework: *Does It Really Matter... To Me?*

October 23, 2020; 1030am-12pm

Hosted by SD61 Greater Victoria

Facilitated by Alison Bledsoe

Acknowledging Place & Territory

“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).



Who am I, to be here with you?

- British Columbian
- A licensed/certified ECE, ITE, SNE
- 28+ year career in Early Childhood
 - *Childcare, Family Support & Administration*
 - *Community & Sectoral Development*
 - *Capacity-Building, Facilitation, Training & Education*
- BC ELF (2019) Working & Advisory Groups



BC Early Learning Framework (2019)

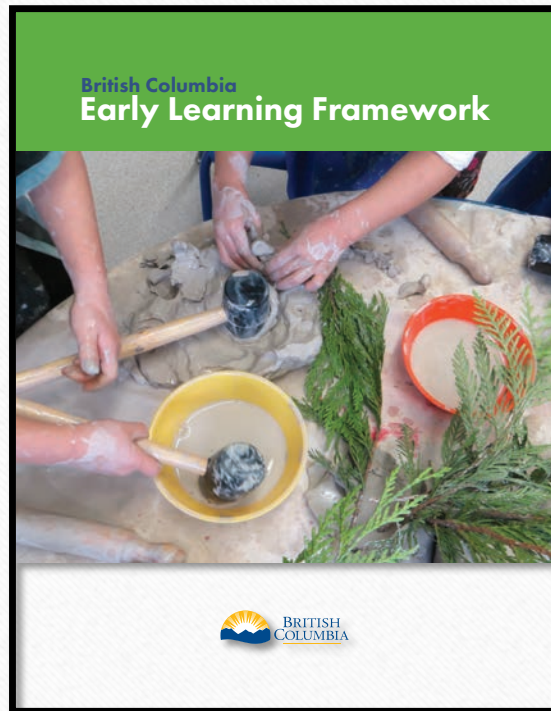
Does it really
matter...

**Does it matter
to me?**



BC Early Learning Framework (2019)

The Basics



Introduction

Section One: **Context**

Section Two: **Key Practices**

Section Three: **Learning**

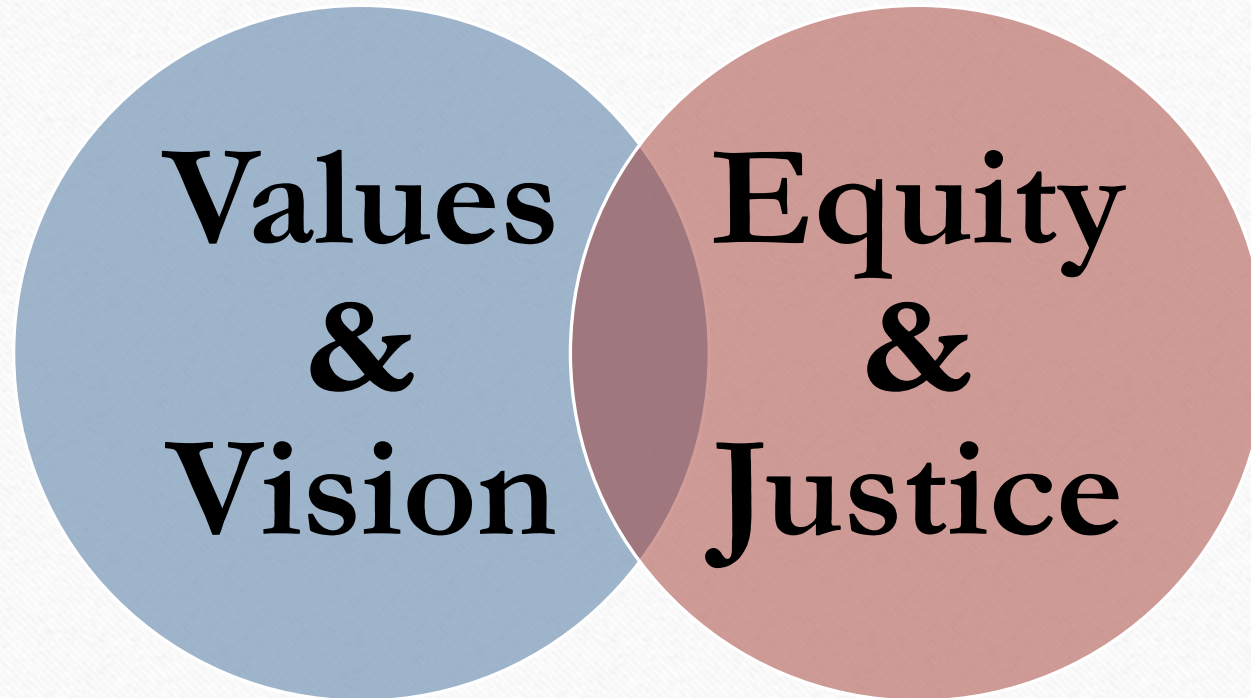
Glossary

Acknowledgments

“Every reader
will use the
framework **in a
way that suits
them best**”

(p.6).

Why it might matter to you...maybe?

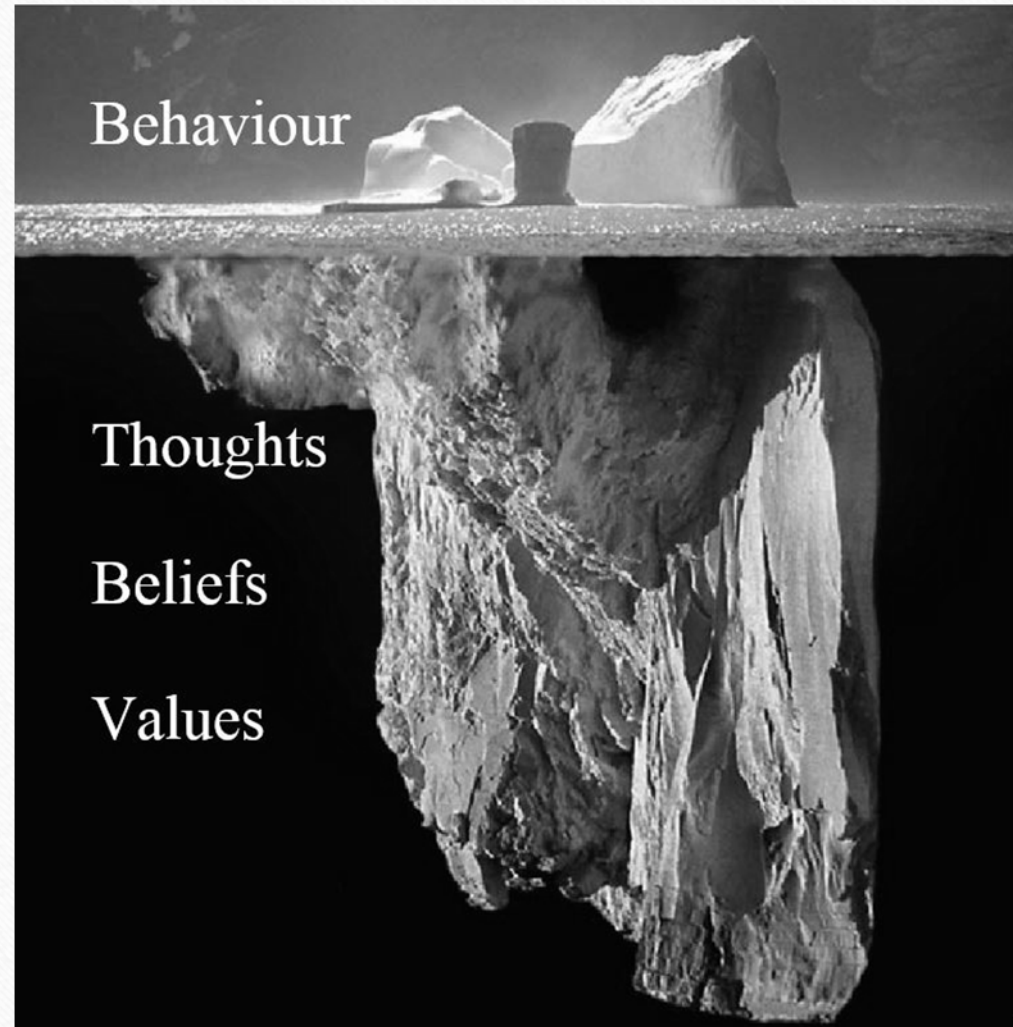




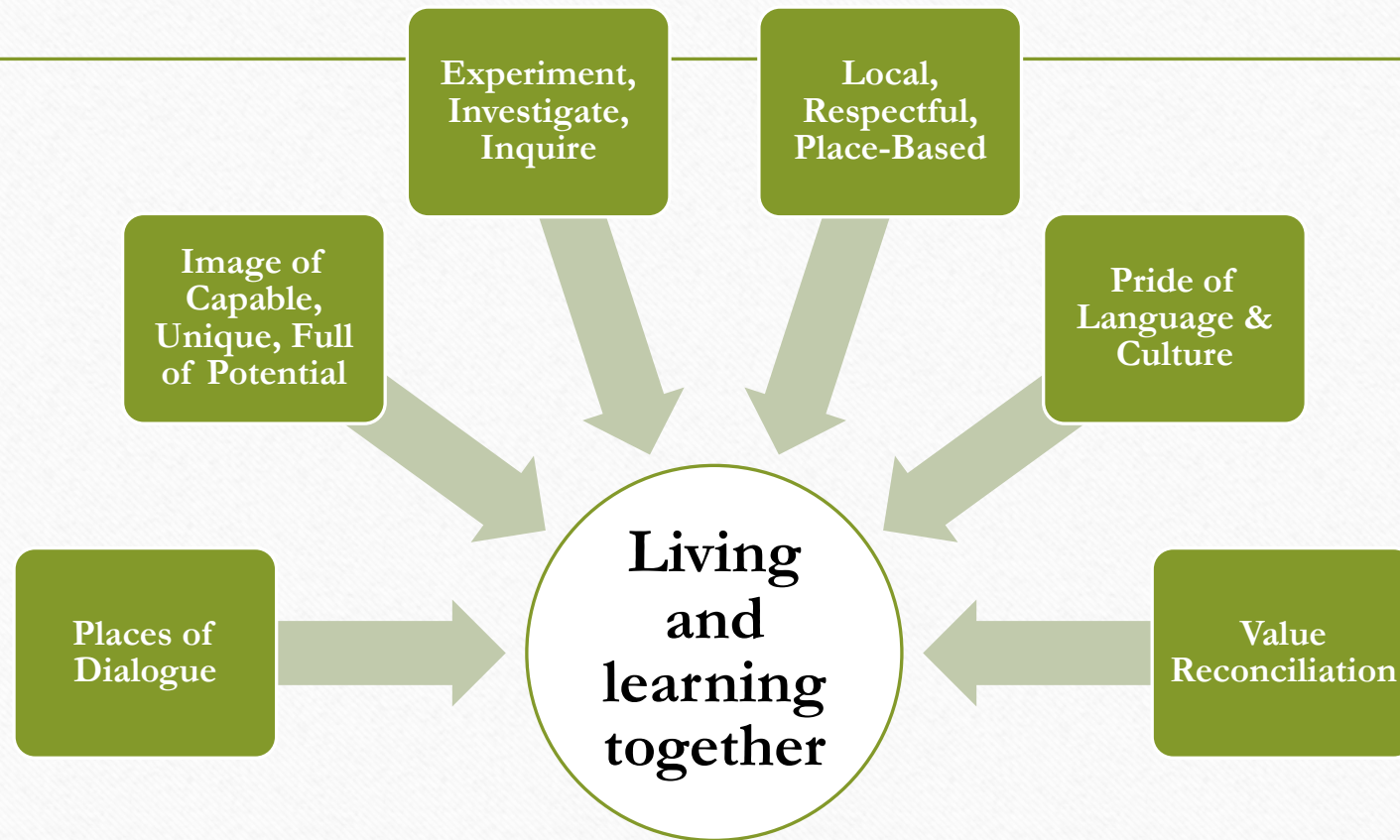
Proposition #1: Values & Vision

Values-Based Practice:

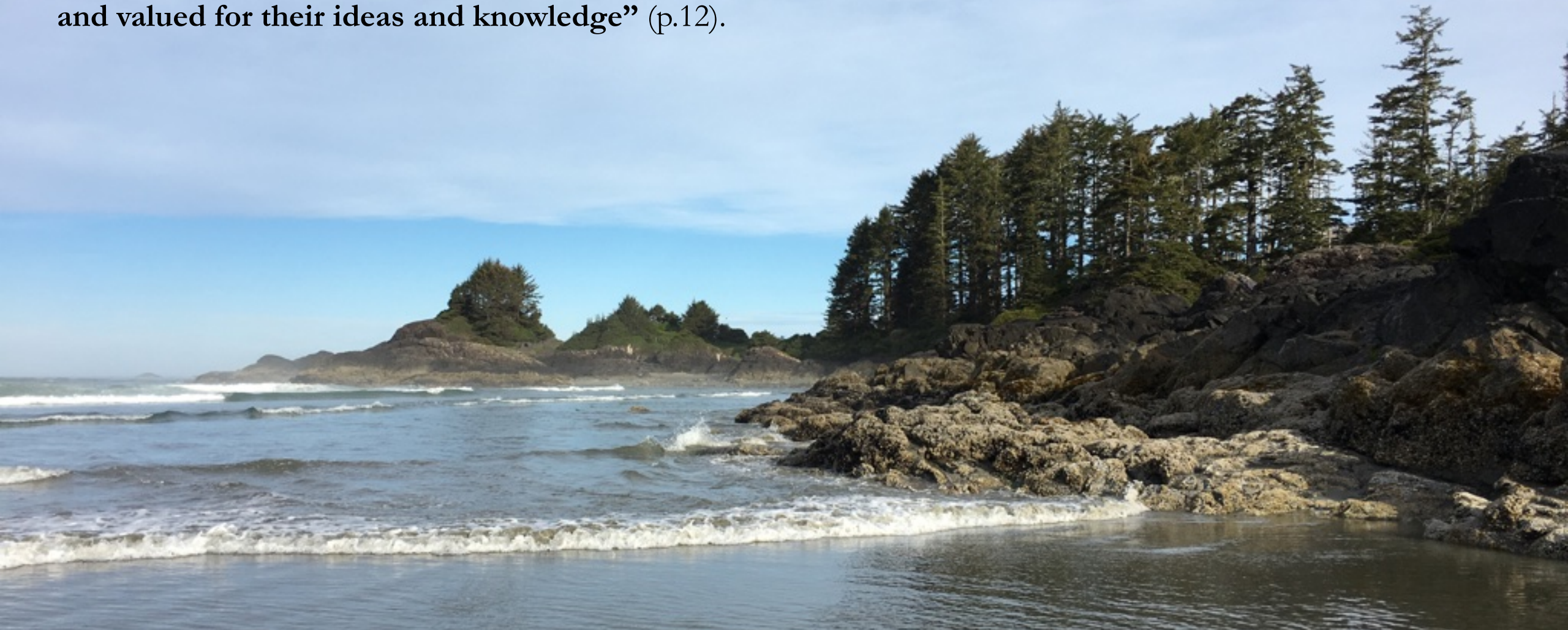
*The Journey from
Values to Actions*



BC Early Learning Framework (2019) - **VISION**

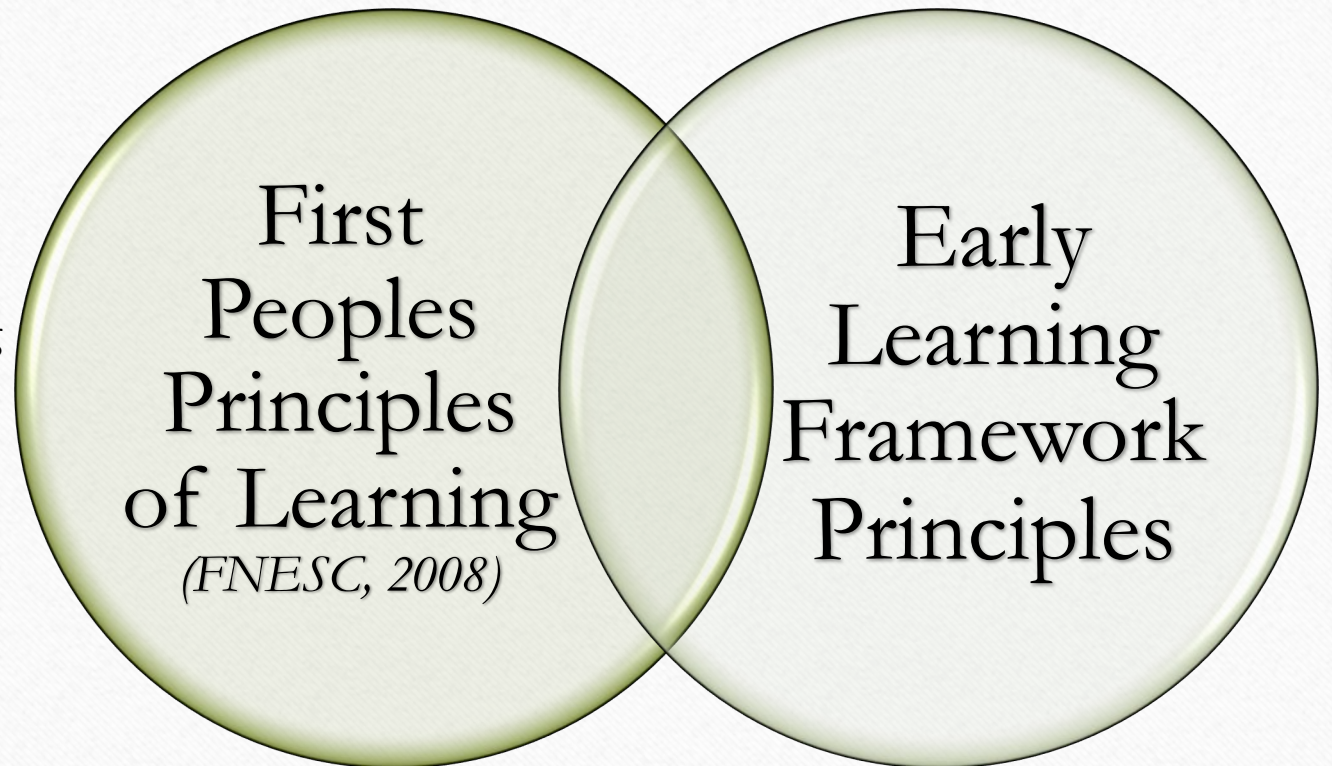


“Children can experiment, investigate, and inquire in ways that are relevant and meaningful to them. They are provided with opportunities to enrich and deepen their relationships with place, land, and community. Within the contexts of their individual and cultural identities, children are listened to and valued for their ideas and knowledge” (p.12).



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

The BC Early Learning Framework states “The First Peoples Principles of Learning and the Early Learning Framework Principles may be **considered in many different ways** and are intended to inspire pedagogies **for all children, families, and communities**, regardless of ethnicity, gender, sexuality, culture, language, abilities, or socio- economic status” (2019, p.14)



BC Early Learning Framework (2019)

PRINCIPLES

Educators are Researchers and Collaborators

“The role of the Educator has shifted away from being a transmitter of knowledge toward being a collaborator...” (p.18)

“Educators do not see themselves as holding the ‘right’ knowledge....**they are learners as well as educators**, continually reflecting.” (p.18)



Breakout
Rooms



Proposition #2: Equity & Justice

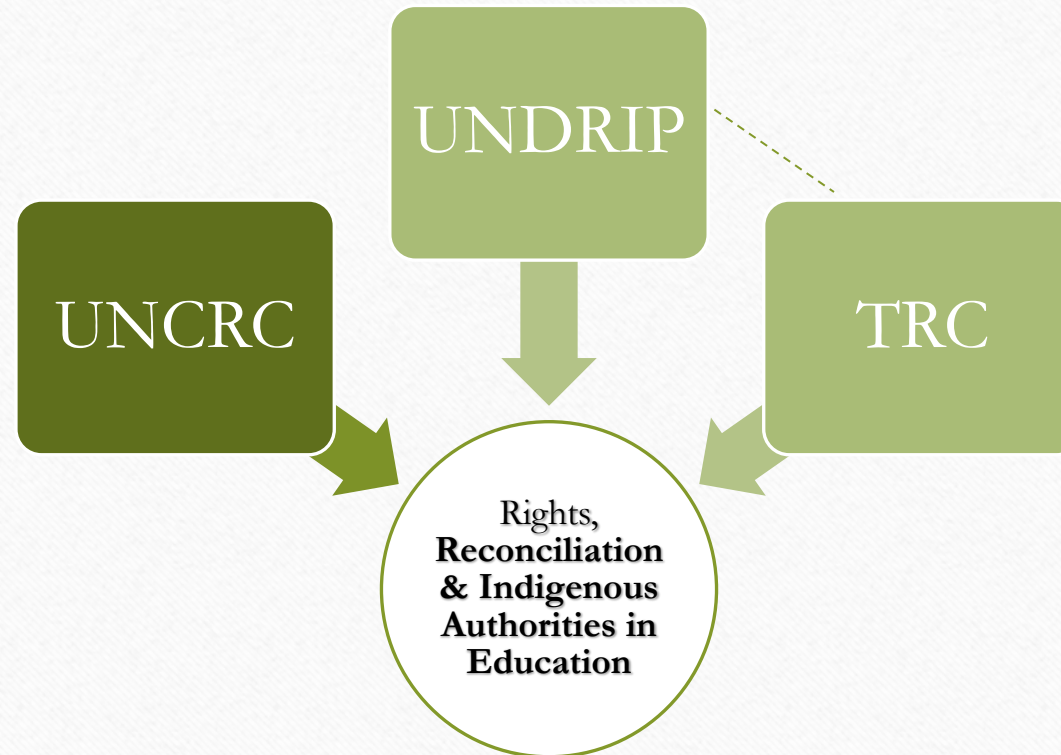
BC Early Learning Framework (2019) & **Three Big Ideas**

Rights,
Reconciliation
& Indigenous
Authorities in
Education

Living &
Learning as
Interconnected,
Inclusive,
Holistic

(Euro-Western)
Post-
Modernism

Changes in Rights & Reconciliation



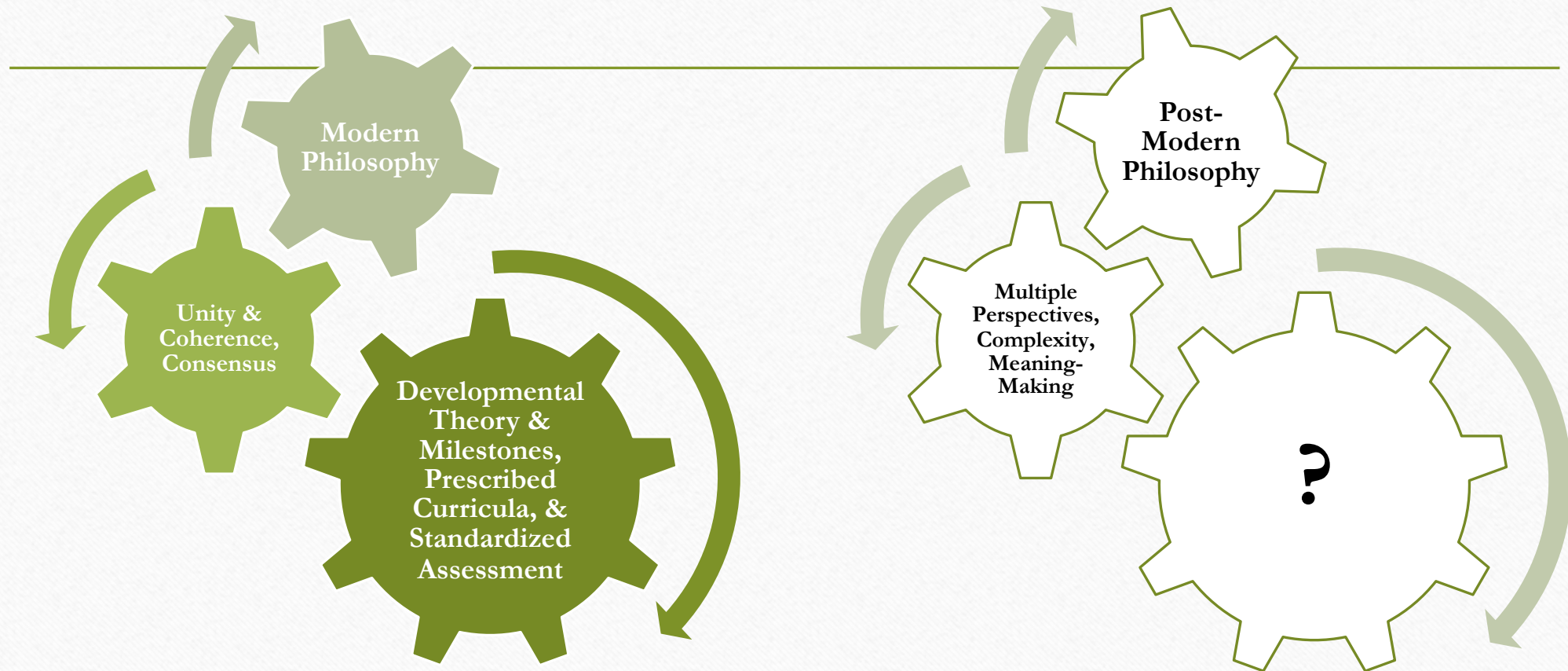
Changes in Perspectives

Holistic & Interconnected

The BC Early Learning Framework (2019) “*Envisions learning and being as a holistic process that happens as children and adults come together in relationship with each other, ideas, materials, places, and histories.*” (p.4)

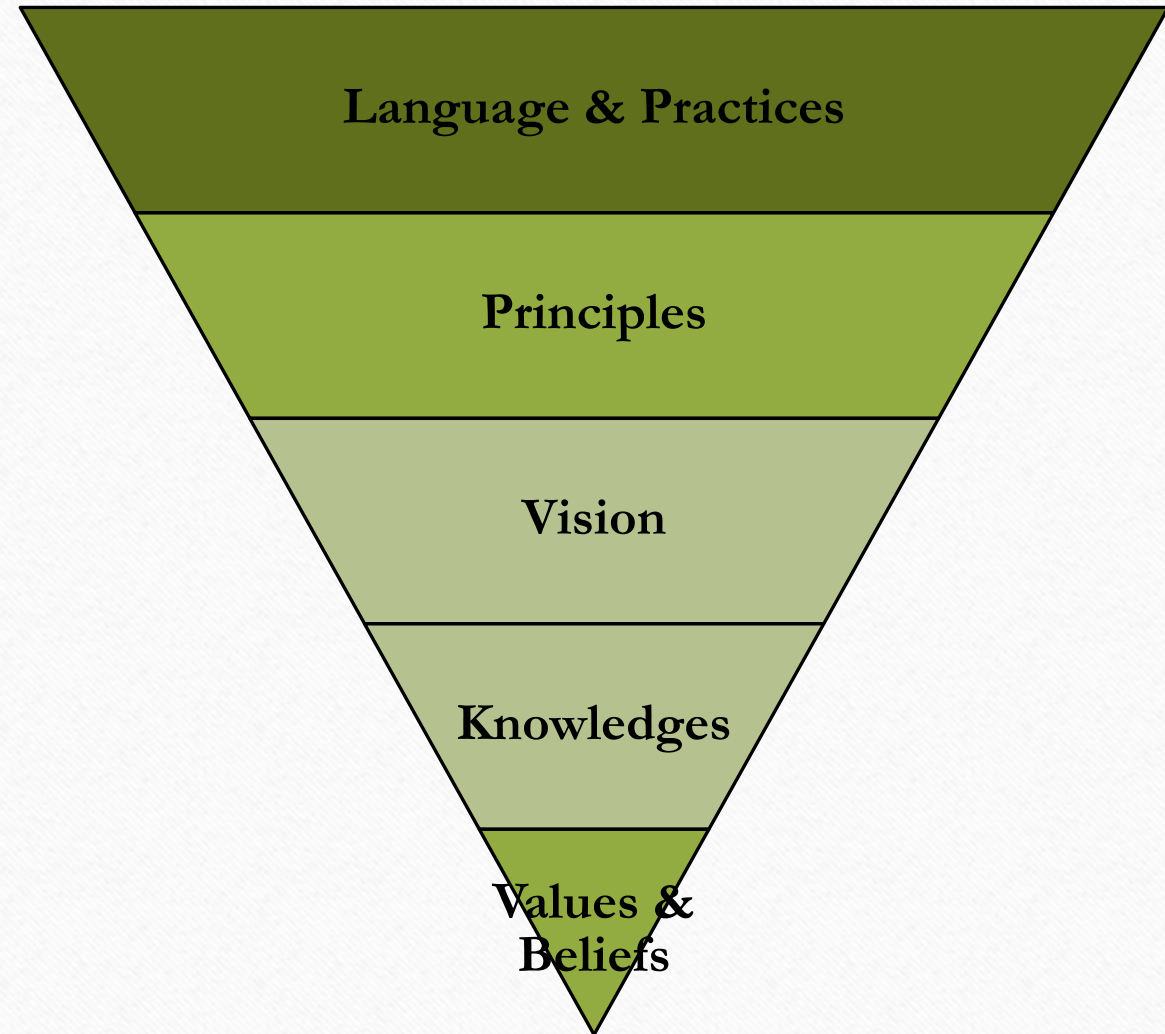


Changes in *(Euro-Western)* Philosophy



If This, Then What: 4 Key Practices

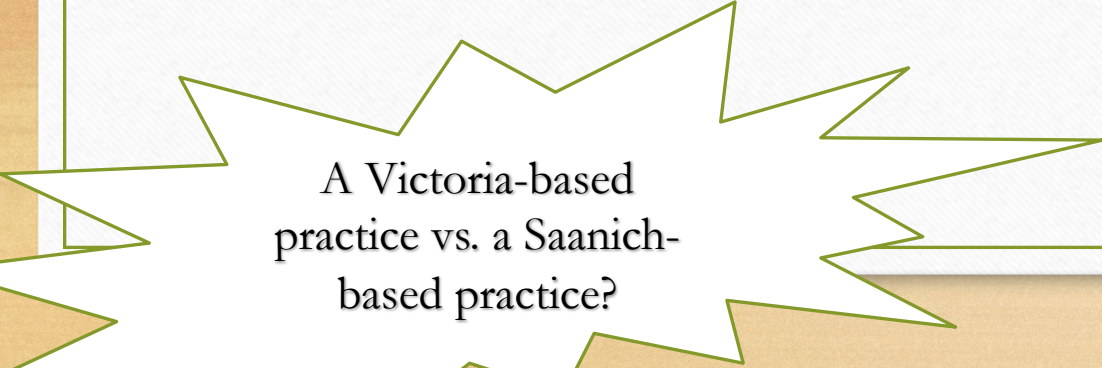
- Pedagogy of Listening
- Critical Reflection
- Collaborative Dialogue
- Pedagogical Narration



Pedagogies & Practices

“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”**

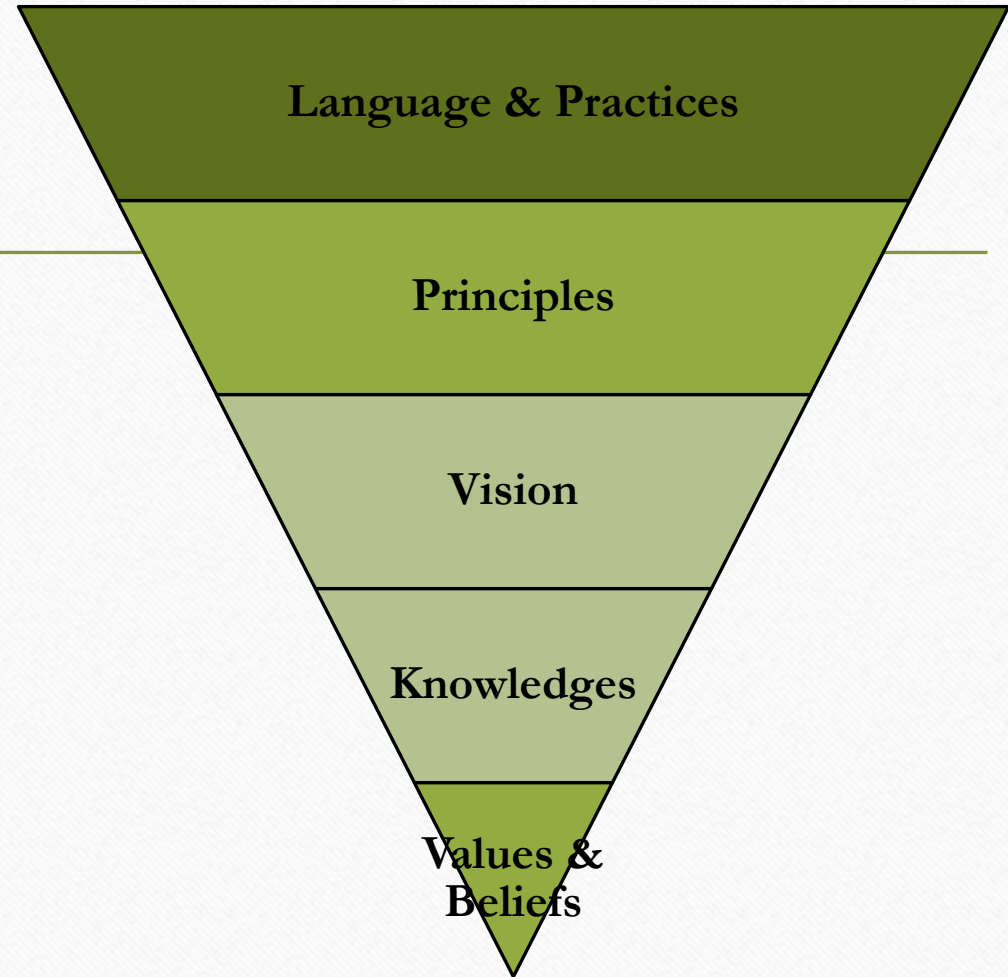
(Government of BC, 2019, p.6)



A Victoria-based
practice vs. a Saanich-
based practice?

A BRIEF Summary

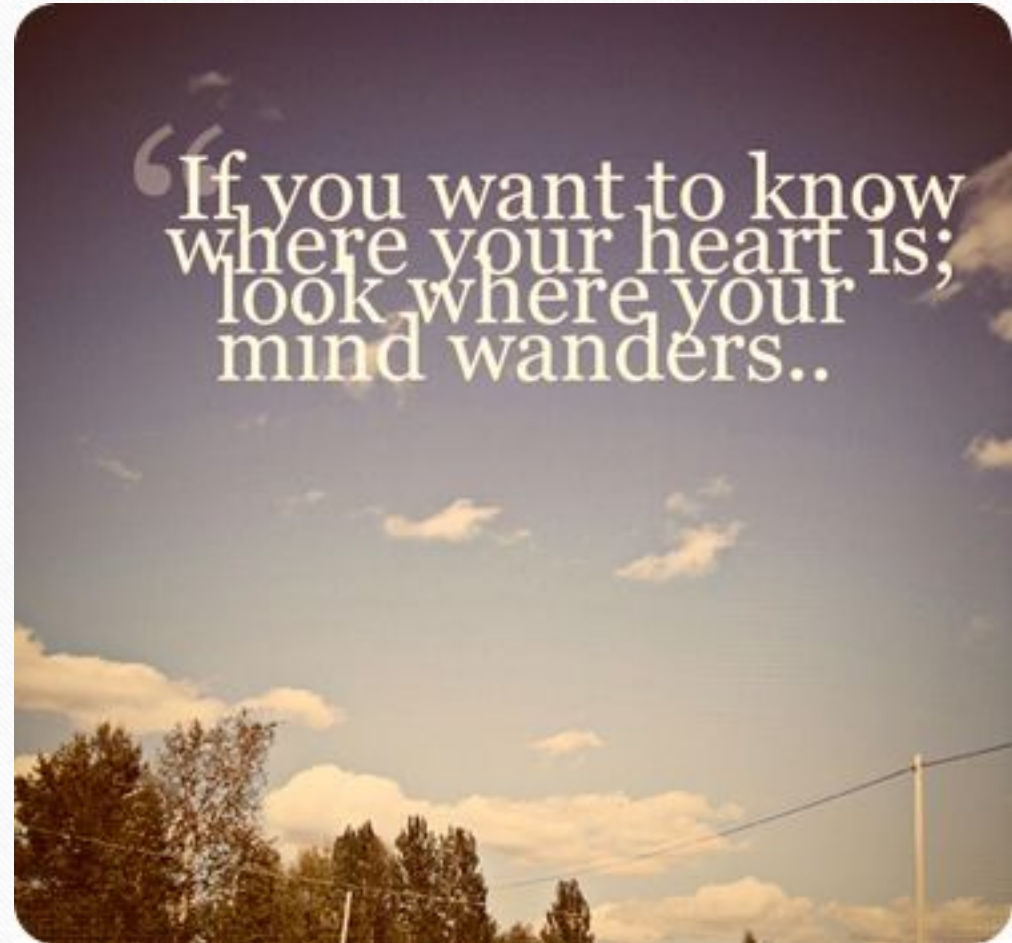
- **Changes** in legislation, philosophy, and bodies of knowledge.
- **Our approach to care and education must reflect the changes** – not because we have done something wrong, but because we want our work to matter as much as it can.
- **No change happens without first a personal decision** – then time, space & support to dialogue and experiment – to find & build meaning.



Closing with Clarity

Does it really
matter...

**Does it matter
to me?**





Questions? Gratitude 😊

* Feedback Survey *