



Dear Reader, We invite you to critically think about pedagogy using the six pedagogical approaches provided in How Does Learning Happen?.

As you move through the document, feel free to engage with it on your own terms. Jump to pages that speak to you by clicking on the flower icons or underlined text.

Don't be scared to stand still and sit with a quote, question, or concept, and remember that learning can be non-linear. The term "pedagogy" may be unfamiliar to some in early years settings. Thinking about pedagogy provides a new way for educators to consider their work. It helps educators to:

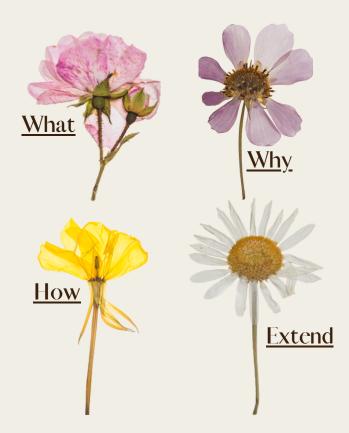
- Look more carefully at what they do each and every day;
- Think about the why of their practice;
- Understand more deeply how their actions have an impact on children and their families.

Excerpt from How Does Learning Happen?

You may also keep a journal to record your thoughts all in one place; this will help you return to your reflections and see your learning process and progress. If you prefer an online journal, here are some options:

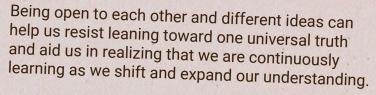
- Penzu
- Journey Cloud
- My Journalate

Pedagogical Prompts

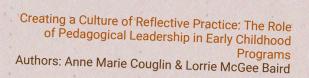


What

"Reflective Practice can support us in examining what we are learning and how we are growing"



It can shift us from saying "Now we know this" (a declaration of certainty) to "This is what we know now" (an admission that we are continuously shifting and growing and there is no end to our knowing) - pg. 5







How did reflection support Malik's program?

Malik has noticed that the children enjoy being outside.
Recently, they had been creating structures with loose parts, taking about 45 minutes to build and decorate, and allowing them only 10 minutes to play in them before they have to transition back indoors. He had a conversation with his supervisor to reflect on this interest, and they decided to extend their outdoor play time since no other room is using the playground at this time.

While outside, the following day, Malik noticed that 4 children were collecting sticks and were engaged in pretend play. He pointed this out to his room partner, and she shared that she has observed them do this before.

On the way home, Malik reflected on how engaged the children were using loose parts, he thought this may be because loose parts are open ended and the children can use them any way they choose. He thought that this might be something he could incorporate indoors, specifically during nap time, to support the children who don't sleep.

He planned to discuss this with his room partner the next day.

Reflecting "For Action"

Reflecting "On Action

Reflecting "For Action"

Reflecting "In

Action"

what does your reflection process look like?



Why do we reflect?

We do not learn from experience...we learn from **reflecting on experience**.

Unknown





We invite you to extend your learning by engaging with the following publication



<u>Independence or</u> <u>Interdependence?</u>

Janet Gonzalez-Mena

"Imagine how it would feel to send children off into somebody else's care thinking that they will be fed and finding out that they won't. Parents can be quite surprised and disappointed when they learn of a program's policy on self-help skills."





Ontario Ministry of Education. (2014). *How Does Learning Happen*. https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf

Baird, L., & Couglin, A. M. (2021). Creating a Culture of Reflective Practice: The Role of Pedagogical Leadership in Early Child Programs: The Role of Pedagogical Leadership in Early Childhood Programs. St. Paul, MN: Redleaf Press.

Butler, M. A. (2022). Let it be simple: Learning from a stone. Noticing Matters. https://melissaabutler.substack.com/p/let-it-be-simple?utm_source=email

Gonzalez-Mena, J. (1997). Independence or Interdependence?: Understanding the Parent's Perspective. Child Care Information Exchange, 117, 61-63.