




# Pedagogical Prompts for REFLECTIVE PRACTICE



# Invitation to Engage

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



Why



How



Extend





What

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



Being open to each other and different ideas can help us resist leaning toward one universal truth and aid us in realizing that we are continuously learning as we shift and expand our understanding.

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

Creating a Culture of Reflective Practice: The Role of Pedagogical Leadership in Early Childhood Programs  
Authors: Anne Marie Couglin & Lorrie McGee Baird

## 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.

Reflecting "For Action"

Reflecting "In Action"

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.

Reflecting "On Action"

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.

Reflecting "For Action"

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

What does your reflection process look like?







**Why** do we reflect?

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

Unknown



Let it be simple -  
Learning from a stone



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



## Independence or Interdependence?

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., & Coughlin, 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](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.