




# Pedagogical Prompts for RESPONSIVE RELATIONSHIPS



# 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:

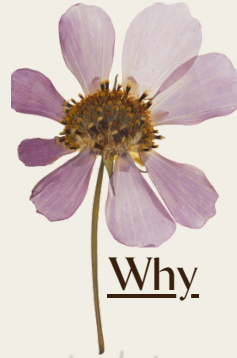
- [Penzu](#)
- [Journey Cloud](#)
- [My Journalate](#)

# Pedagogical Prompts

What



Why

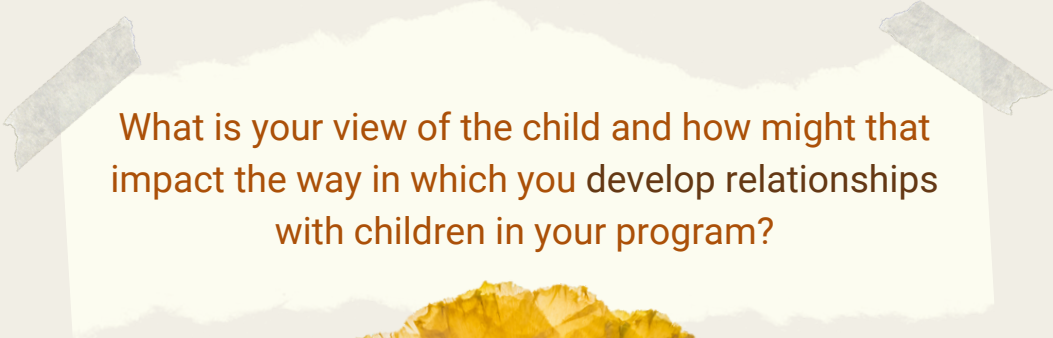


How



Extend





What is your view of the child and how might that impact the way in which you develop relationships with children in your program?



The Hundred Languages  
of Children



Why do we follow  
the child's lead?



In helping the other grow, I **do not impose my own direction**; rather, I allow the direction of the other's growth to guide what I do, to help determine how I am to respond and what is relevant to such response. I appreciate the other as independent in its own right with **needs that are to be respected**. As we sometimes say in the context of inquiry, "We follow the lead of the subject matter."



On Caring  
Milton Mayeroff - pg. 9




**How** can we be **Responsive** and **Intentional** in our interactions with children?  
What does this look and feel like?



Use your phone to scan the QR code to access Big Life Journal's Instagram page!

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



**Critiquing Child-Centred  
Pedagogy**

to Bring Children and Early  
Childhood Educators into  
the centre of a Democratic  
Pedagogy





Big Life Journal [@biglifejournal]. (2022, May 10). *Praising our children is instinctual, almost a reflex. Any time your child does something wonderful, it seems natural to say* [Photograph]. Instagram. [https://www.instagram.com/p/CdYhv\\_lKnJu/](https://www.instagram.com/p/CdYhv_lKnJu/)

Clinton, J. (2018). *The Power of Positive Adult Child Relationships: Connection Is the Key*. McMaster University. [https://phecanada.ca/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships.pdf/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships\\_0.pdf](https://phecanada.ca/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships.pdf/sites/default/files/content/docs/teach-resiliency/Adultchildrelationships_0.pdf)

Langford, Rachel. (2010). *Critiquing Child-Centred Pedagogy to Bring Children and Early Childhood Educators into the Centre of a Democratic Pedagogy*. *Contemporary Issues in Early Childhood*. 11. 10.2304/ciec.2010.11.1.113.

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Malaguzzi, L. (1996). *The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education*. In *Reggio Kids*. (2022). *The Hundred Languages of Children*. Reggio Kids. <http://www.reggiokids.com/the-reggio-approach/the-hundred-languages-of-children>

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