




Pedagogical Prompts for UNPACKING PEDAGOGY

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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:

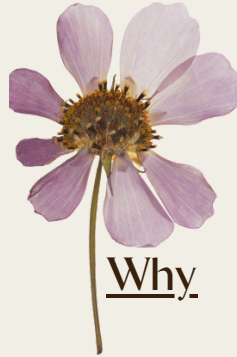
- [Penzu](#)
- [Journey Cloud](#)
- [My Journalate](#)

Pedagogical Prompts

What



Why



How



**What picture best resonates with your idea of thinking and learning?
Below are images that theorists and scholars have developed to
unpack the concept of pedagogy**

Click on each picture to learn more about each concept/interpretation!



Rather than a staircase, where one step follows another in sequence, the knowledge that learning constructs is more like a **tangle of spaghetti**, with no beginning and no end, but where you are always in between, and with openings towards many other directions and places.

Alternative Narratives in Early Childhood, Moss, 2019, p.71



Learning does not occur in a predictable linear progression; rather learning is **rhizomatic**, moving in unexpected and surprising directions as children are in relationships with people, place, ideas, and materials.

BC Early Learning Framework, 2008, p.25



The school is a garden, a child is a **plant**, and a teacher is a gardener. Each plant has its own temperature regimen, humidity, and harvest time. The gardening metaphor suggests that the growth potential is within the seed, and all we need is to provide nutrients that allow it to express itself.

How Metaphors Shape our Ideas about Education by Julia Brodsky



Use this list
as a resource
to identify
which values
resonate with
you

What is your **Why**?

Examples of Why Statements

What experiences have you had that have shaped your **values** and your view of learning?

How might this affect your professional/personal practice?





How does pedagogy align with practice?

Jenny's reflection

Jenny resonates with the plant because of the predictability factor and because the rhizome and spaghetti seem too chaotic, scattered and messy. However, Jenny loves the idea of spontaneity and creativity and upon reading more about how these images represent connections, exchanges, divergent thinking, she understands and appreciates the images more.

Jenny's values include joy and creativity.

Jenny is not able to write documentation that aligns with her values. She has a "script" that needs to be followed in her documentation, that leaves her feeling stifled and uninspired. She would like to capture the joyful, playful moments she observes with the children and would like the opportunity to explore what Joy means in her program. She often witnesses children being so absorbed in activities, such as water play or playing chase outside, and many times dreads having to end those explorations because there is a scheduled diaper change or transition that needs to happen.



How does not living out your values affect your mental well-being?

The Tale of Two Gardeners

Once upon a time there were 2 gardeners
who truly loved gardening
But they were very different from each
other

The first gardener always wanted a garden
and could hardly wait for spring
As soon as the frost was out of the ground
Off she went to buy plants, annuals, in fact
Because she really wasn't sure how long
she wanted them around
See with annuals, if they don't work out,
they don't come back the next year
She really liked petunias and marigolds so
that's what she bought and that's what she
planted
She started digging and preparing the beds
and then happily tucked her tender plants
into the soft, warm soil

Now she really didn't know much about
gardening
But she was having a wonderful time
And she was very happy
Her flowers grew
As flowers are known to do
With kismet and luck and sunshine and rain

And then came the weeds
And the rain stopped
And she weeded and watered
Until she grew so very tired
And then she said – you're on your own!
I'll weed when I can and I'll water if I can
And if you don't make it
Then that's how it's meant to be

The second gardener was so very different
Methodical in her approach
She consulted books and landscapers
Observed sun patterns and drainage of the
land
Tested and prepared the soil
Researched which plants would thrive where
Until she was able to decide
On a plan for her gardens

Ever so carefully she chose the plants
A variety of perennials was her choice
For the deep roots they grew
Made them strong and healthy for a very
long time
She thought carefully about what went where
About which plants were side-by-side
About how big the plants would be in a year
and beyond
And what time meant to how the garden
would thrive
And then, and only then, did she dig and plan

She watered the right amount of water and fed them
just the right food
She nurtured the tender plants and protected them
from harm
She watched them closely
Noticing reactions to sunlight, water, food
Plucking slugs from their leaves
Pulling weeds that strangled
And staking tall plants too heavy to stand on their
own

She often grew weary and cried, please can I not
rest?
And the plants who had grown strong said
Rest, worry not
We will carry on from here
For you have given us what we need
A very fine beginning

I won't abandon you, she said
I'll be here to snip and pluck and pinch and feed
And carry on we will
In each season of hardship and delight
For you are each too precious to leave to chance

Jill K. Fortney





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