




# Pedagogical Prompts for

EDUCATORS AS CO-LEARNERS



# 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?](#)

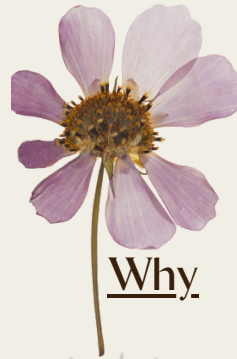
You may also keep a journal to record your thoughts all in one place; this will help you return to your reflections and see your learning process and progress. If you prefer an online journal, here are some options:

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

# Pedagogical Prompts



What



Why



How



Extend



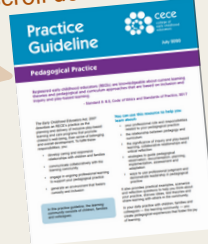
## What happens when we become Co-learners?



If the adults who interact with children are bored, it's a good bet the children will be, too. Adults who keep a sense of wonder about the world, and see themselves as **fellow investigators** with children, spark imaginative and appropriately stimulating activities. Sometimes this takes a bit of courage and a willingness to take risks, but the results are worth it



Scroll down to **page 6**





**Why** should we deepen children's connections and understanding of the non-human world?



When we encourage children to wonder about the knowing of other beings—How does a worm know? What does the moss know? What might we learn from a stone?—we invite them to explore all the ways that they know, too, and find infinite connections in the rich landscape of knowing. Often this starts with us noticing how we frame questions about other beings and how we respond to the questions children ask. Where are we placing our own orientations upon another being and where are we listening from a place of unknowing and deep wonder?




Find the full article [here!](#)



## How can we become co-learners?

Everyone comes from different backgrounds and has a variety of experiences. We have diverse personalities and preferences, influencing what we want or value. **We cannot control meaning for anyone but ourselves.**

If meaning is subjective, then teachers are not the experts on what's meaningful to a child. Only the child knows, and the **only way to find out is to ask.** 

[Preisinger, R. \(2022\). Allowing Preschool Students to Guide Instruction. Edutopia.](#)

Click on each picture to read the documentation articles







**Democracy as First Practice in Early Childhood Education and Care**

Participation is based on the idea that reality is not objective, that culture is a constantly evolving product of society, that individual knowledge is only partial; and that in order to construct a project, everyone's point of view is relevant in dialogue with those of others, within a framework of shared values. The idea of participation is founded on these concepts: and in our opinion, so, too, is democracy itself.





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