



6 Principles of Pedagogical Leadership



"AN APPROACH TO BEING WITH OTHERS."

(McGee Baird, EECD Consultation Session, 2022)

6 Principles of Pedagogical Leadership

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DEFINED TERMS

The following defined terms were co-constructed by the **Pedagogical Leadership Guiding Team** through a generative thinking-based protocol known as the **Three Fields of Knowledge** (Coughlin & McGee Baird, 2022, p. 132–133).

PEDAGOGICAL LEADER

An individual who leads the teaching and learning process.

PEDAGOGY

The methods, philosophies and theories of the teaching and learning process. The purpose of pedagogy is to examine our teaching methods with the intention of growing and evolving our practice.

EARLY LEARNING PEDAGOGY (ELP)

An emergent, values-based approach that is grounded in play, inquiry, communication, diversity, and relationships. Learners are viewed as capable and competent contributors to the learning community. ELP supports the health and well-being of children and recognizes family, community, land and environments as both teachers and co-learners on the child's learning journey. Early learning pedagogy is ongoing, intentional, reciprocal, and "attends to the today-ness of children's lives" (NBCF-E, 2008, p. 183).

ELP carries a responsibility to honor the rights of children and connect them to the cultural and social fabrics of their respective communities. This way of being weaves a connection between intentional practice (*the why*), learning (*the how*), and the NB Curriculum Framework for Early Learning and Child Care - English (NBCF-E) (*the what*).





6 Principles of Pedagogical Leadership

1

LEAD FROM A PLACE OF VISION AND VALUES.

2

CULTIVATE SUPPORTIVE RELATIONSHIPS.

3

CREATE CONDITIONS FOR LEARNING.

4

RESPOND TO CULTURAL, SOCIAL, ENVIRONMENTAL, POLITICAL, & ECONOMIC CONTEXT.

5

DEMONSTRATE PROFESSIONALISM.

6

HOLD A HIGH IMAGE OF EDUCATORS.

"AN APPROACH TO BEING WITH OTHERS."

(McGee Baird, EECD Consultation Session, 2022)

PREAMBLE

PREAMBLE:

New Brunswick values pedagogical leadership as an “approach to being with others” (McGee Baird, EECD Consultation Session, 2022). The central tenet of pedagogical leadership is parallel practice. Pedagogical leaders engage in ways of being with educators that they hope to see educators practice with children. This requires pedagogical leaders make intentional decisions as to how they show up to support educators. The roles of a coach, mentor and facilitator are braided through the work of pedagogical leadership and each way of being serves a different purpose. Parallel practice and the coaching models to support it, are foundational to the role of a pedagogical leader and are woven through all the principles found within this document.

Pedagogical leaders work alongside educators and support practices that enable them to be thoughtful and intentional about their work with children. They promote deep professional and pedagogical engagement through research, reflective practice, and critical, collaborative dialogue. This work asks educators to reimagine early childhood education as an opportunity for social and cultural responsiveness, as well as democratic possibility.

We offer **6 Principles to guide Pedagogical Leadership in New Brunswick**. These principles have been a collective and collaborative creation of diverse members of the Early Learning and Child Care (ELCC) Community and the Department of Education and Early Childhood Development. The enacted processes of creating this work honoured and modelled the Pedagogical Leadership Principles and was responsive to the context of New Brunswick.

VALUING RELATIONSHIPS:

FOSTERING PROFESSIONAL AND COMMUNITY RELATIONSHIPS

Educators working with young children need designated reflective time with each other to develop collegial relationships that encourage:

- An appreciation of each other’s learning and teaching approach;
- Engagement in thoughtful daily and long-term planning;
- Participation in professional growth and development activities;
- Consultation and collaboration with other professionals and paraprofessionals;
- Participation in community initiatives and capacity building;
- Opportunities to exchange, share, and advocate with members of the community.

(NEW BRUNSWICK CURRICULUM FRAMEWORK-ENGLISH, 2008, P. 12)

“WALK TOGETHER, NOT ALONE.”

(PEDAGOGICAL LEADERSHIP GUIDING TEAM, 2022)

PRINCIPLE 1: LEAD FROM A PLACE OF VISION AND VALUES

PEDAGOGICAL LEADERS:

- Forward and action the vision and values of the *NB Curriculum Framework for Early Learning and Child Care - English* (NBCF-E).
- Lead others toward a shared vision and connect others to their unique contribution to that vision.
- Have an awareness of their own values and how they are connected to the values of the province, the NBCF-E, and their own organizations.
- Recognize leadership as a shared responsibility among the collective.
- Empower others to identify and utilize their strengths.
- Keep values at the forefront of conversations, learning experiences, advocacy efforts, and decision making.
- Bring attention to the complexity of conflicting values.
 - » Acknowledge, respect, and seek to understand different perspectives on values.
 - » Navigate conflicting values by upholding and prioritizing the values of the NBCF-E and the rights* of the ELCC community.

*The Canadian Charter of Rights and Freedoms and the United Nations Conventions on the Rights of the Child.

“MAKING VALUES EXPLICIT OPENS THEM UP TO NEGOTIATION, CRITIQUE, AND CHANGE” (NBCF-E, 2008, P.6) ... PEDAGOGICAL LEADERS “VIEW CONFLICT AS A POSSIBLE PATHWAY TO ALTERNATIVE POSSIBILITIES.”

(ROSE, 2006; S. NBCF-E, 2008, P. 6)



CONNECTION TO NBCF-E:

Values: Inclusiveness & Equity, Compassion & Caring, Living Democratically, Individuality & Independence

Vision: “All Children will grow to their fullest potential with dignity, a sense of self-worth, and a zest for living and learning” (NBCF-E, 2008, p. 1).

PRINCIPLE 2: CULTIVATE SUPPORTIVE RELATIONSHIPS

PEDAGOGICAL LEADERS:

- Recognize that learning happens in relationships (*with humans, environments, materials, natural and non-human worlds*).
- Are purposeful about the culture they want to create.
- Work alongside educators, not above them.
- Are intentional about creating structures to grow and nurture positive relationships.
- Design systems that foster trust, democracy, and equity in learning communities.
- Practice deep listening in pursuit of understanding why, how, and what others think.
- Consider storytelling a form of pedagogical practice used to weave the threads of history, identity, connection, and community. Pedagogical leaders understand stories to be a valuable and credible source of teaching and learning.
- Attempt to remove judgement and focus on learning.
- Practice empathy.
- Support the health and well being of others.



CONNECTION TO NBCF-E:

Values: Inclusiveness & Equity, Compassion & Caring, Living Democratically, Spirituality, Social Responsibility, Communication

Goals for Early Learning and Care: Well-Being

- » “[Educators] experience safe and caring environments where their emotional and physical health, positive identities, and sense of belonging are nurtured and protected” (NBCF-E, 2008, p. 75).
- » “[Educators] build respectful and responsive relationships” (NBCF-E, 2008, p. 75).



PRINCIPLE 3: CREATE CONDITIONS FOR LEARNING

PEDAGOGICAL LEADERS:

- Support educators to implement the NBCF-E with intention.
- Enact the Learning Principles & Implications of the NBCF-E in a way that parallels how we hope educators enact them with children.
- Create spaces and time for deep thinking and professional collaboration.
- Ask questions rather than give answers.
- Call attention to the complexity and intentionality found in the work of educators. Understand that there is more than one way to think about things.
- Cultivate skills and dispositions for learning.
- Nurture pedagogical projects by creating conditions for observation, research, inquiry, collaboration, and reflection.
- Practice facilitation strategies that encompass democracy, equity, personal reflection and collaborative critical thinking.
- Bring visibility to the learning processes through multimodal expressions.
- Co-construct knowledge with educators through exploration of research, resources, pedagogical documentation, critical thinking, and collaborative dialogue.
- Evolve practices to promote holistic and innovative ways to live well with children and families.
- Are skilled in offering respectful and constructive feedback. Pedagogical leaders value feedback as a dialogue rather than a monologue.
- Possess an awareness of different learning styles (for those whom they work on behalf of, children/adults).



CONNECTION TO NBCF-E:

Values: Zest for Living & Learning, Imagination, Creativity & Play, Aesthetics, Living Democratically, Communication

Goals for Early Learning and Care: Play & Playfulness

- » “[Educators] learn to employ creative approaches to identifying and working out practical problems” (NBCF-E, 2008, p. 99).
- » “[Educators] learn to negotiate the complexities of joint undertakings” (NBCF-E, 2008, p. 99).
- » “[Educators] develop dispositions for flexible and fluid thinking” (NBCF-E, 2008, p. 99).

Goals for Early Learning and Care: Communications & Literacy

- » “[Educators] engage in multimodal meaning making” (NBCF-E, 2008, p. 123).
- » “[Educators] extend ideas and take action using language” (NBCF-E, 2008, p. 123).

PRINCIPLE 4: RESPOND TO CULTURAL, SOCIAL, ENVIRONMENTAL, POLITICAL, & ECONOMIC CONTEXT

PEDAGOGICAL LEADERS:

- Have an awareness of the social, cultural, environmental, political, and economic climate surrounding their work and their communities.
- Show up for educators in a way that is contextually responsive and supports the wellness of the overall community.
- Engage educators in critical reflection about ethical questions and dilemmas that surround children, families, and educators.
 - » E.g., What are the dominant narratives, histories and knowledges rooted in our practices and our spaces? Where did they come from? Why do we embrace and accept them as truths?
- Are committed to dismantling and transforming ways of being that do not reflect the values of the NBCF-E.
- Disrupt and question common discourse and the status quo by inviting others to consider:
 - » What conditions are we living in?
 - » What do we want to grow and what do we want to interrupt?
 - » Who benefits from these conditions? Who is disadvantaged?
- Live in the tensions and knots of thinking, perspectives, and relationship. Pedagogical leaders linger in these spaces with others to deepen an understanding of the source.
- Promote pedagogies that support sustainable and livable futures.

“IT IS THE LIVING WELL TOGETHER THAT WE CAN SEE MATTERS WHEN WE CONSIDER HOW A DEMOCRATIC IMAGE OF THE CHILD IS RELATED TO A DEMOCRATIC IMAGE OF SOCIETY.”

(DR. PAM WHITTY, 2022)



CONNECTION TO NBCF-E:

Values: Inclusiveness & Equity, Living Democratically, Social Responsibility

Goals for Early Learning and Care: Diversity & Social Responsibility

- » “[Educators] raise questions and act to change inequitable practice that exclude or discriminate” (NBCF-E, 2008, p. 157).
- » “[Educators] practice fairness and social justice” (NBCF-E, 2008, p. 157).
- » “[Educators] engage in practices that respect diversity” (NBCF-E, 2008, p. 157).
- » “[Educators] experience socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic and sustainable practices are enacted, and social responsibility is nurtured” (NBCF-E, 2008, p. 157).

PRINCIPLE 5: DEMONSTRATE PROFESSIONALISM

PEDAGOGICAL LEADERS:

- Have a deep understanding of early learning pedagogy.
- Cultivate cross sector relationships that support growth and development of the profession.
- Hold all members of the ELCC community* in high regard.
- Recognize their responsibility in representing the sector on a public platform.
- Engage in ongoing research and keep current on professional updates that impact the sector.
- Are dedicated to deepening their understanding of their role in supporting educators' experiences, building relationships, designing environments, and valuing documentation.
- Consider the roles of child development and educator development in pedagogical practices.
- Are knowledgeable about the *Early Childhood Services Act*, Licensing Requirements, the NBCF-E, and its supporting documents (*CAT*, *CAT-RG*, *CAT-V*, *Quality Framework*).
- Collaborate and communicate with others in a professional, respectful, and reciprocal manner.
- Carry an attitude of optimism and positivity regarding the profession and the systems and structures that support it.

***ELCC Community** is comprised of educators, children, families, EECD members, licensing and any other people connected to the work of Early Learning and Child Care.



CONNECTION TO NBCF-E:

Values: Social Responsibility

Goals for Early Learning and Care: Diversity & Social Responsibility

» “[Educators] learn to be responsible and responsive members of the community” (NBCF-E, 2008, p. 157).

PRINCIPLE 6: HOLD A HIGH IMAGE OF EDUCATORS

PEDAGOGICAL LEADERS:

- View educators from a strength-based perspective.
- Make pedagogical decisions that reflect a high image of educators.
- Seek and nurture the skills, dispositions, and competencies of educators.
- Examine the factors that influence their image of educators.
- Question common discourse and paradigms around “the image of the educator.”
- Re-think and re-conceptualize their own image of educators based on their unique experiences, inspirations, and context.
- Are aware of the social, cultural, historical, and economic influences that impact one’s image of an educator. Pedagogical leaders are sensitive to these lenses when examining expectations and opportunities for the educators they support.
- See the connection between their image of educators and quality of relationships.

“WE ACKNOWLEDGE [EDUCATORS]* AS CURIOUS, AND COMMUNICATIVE INDIVIDUALS IN THEIR OWN RIGHT...CITIZENS ACTIVELY CONSTRUCTING, CO-CONSTRUCTING AND RECONSTRUCTING THEIR UNDERSTANDING OF THE WORLD WITHIN VARIOUS COMMUNITIES OF LEARNING.”

(NBCF-E, 2008, P. 8)

*When we replace the word *children* with *educator* in our guiding documents, we can notice a parallel in what we understand and what we imagine for different members of ELCC communities.



CONNECTION TO NBCF-E:


Values: Inclusiveness, Equity, Individuality & Independence

Goals for Early Learning and Care: Well-Being

» “[Educators] build respectful and responsive relationships” (NBCF-E, 2008, p. 75).

Goals for Early Learning and Care: Diversity & Social Responsibility

» “[Educators] appreciate their own distinctiveness and that of others” (NBCF-E, 2008, p. 158).



“FOR US, PEDAGOGICAL LEADERSHIP IS NOT ABOUT RANK OR STATUS. IT IS NOT ABOUT TEACHING OTHERS WHAT TO DO OR HOW TO THINK, AND IT IS MOST ASSUREDLY NOT ABOUT ENSURING QUALITY. PEDAGOGICAL LEADERSHIP IS ABOUT CREATING CONDITIONS FOR RELATIONSHIPS TO FLOURISH. IT IS ABOUT NURTURING A VERY PARTICULAR KIND OF CULTURE WHERE CONNECTIONS ARE FORMED BETWEEN THE KIND OF WORK WE DO AND THE KIND OF WORLD WE WANT TO LIVE IN.”

(COUGHLIN & MCGEE BAIRD, 2022, P. 174)

Ref: Coughlin, A. & McGee Baird, L. (2020). *Creating a culture of reflective practice: The role of pedagogical leadership in early childhood programs*. Redleaf Press.



Resources to Support Pedagogical Leadership

RESOURCES TO SUPPORT PEDAGOGICAL LEADERSHIP

The following documents are not an exclusive list of resources to compliment practice, but rather a springboard to generate thinking and begin weaving connections:

- **SKILLS TO SUPPORT PEDAGOGICAL LEADERSHIP**
- **DISPOSITIONS TO SUPPORT PEDAGOGICAL LEADERSHIP**
- **LEARNING PRINCIPLES (NBCF-E)**
- **VALUES BASED FRAMEWORK (NBCF-E)**
- **CONVENTION ON THE RIGHTS OF THE CHILD (UNITED NATIONS)**
- **CANADIAN CHARTER OF RIGHTS & FREEDOMS (GOVERNMENT OF CANADA)**

SKILLS TO SUPPORT PEDAGOGICAL LEADERSHIP

SKILL: A skill refers to something a person can do, like reading, swimming, or singing. Skills are the visible behaviors we can see being performed or practiced. We can measure a person's skills by asking them to perform tasks that require the use of those skills.

TECHNICAL SKILLS:

COMPUTER AND SMART PHONE COMPETENCIES – Operates basic functions, web browsing, and messaging services; makes and receives calls; checks voicemail messages; and performs scheduled updates to software.

USE OF SOFTWARE APPLICATIONS – Proficient in email, Microsoft Word and Excel.

USE OF VIRTUAL MEETING APPLICATIONS – Proficient in Microsoft Teams/Zoom (ability to schedule, invite, host, record and use various functions of the software).

HUMAN RESOURCE SKILLS:

TRUST BUILDING – Is reliable, responsible, and accountable. Respects confidentiality. Practices integrity by living into values. Free of judgement, extends benefit of the doubt in relations with others.

INTERPERSONAL SKILLS – Fosters relationships and builds rapport with individuals by demonstrating an understanding of others' concerns, values, and feelings. Works to resolve conflicts collaboratively while maintaining the best interests of the organization they serve, individuals and GNB.

COMMUNICATION SKILLS – Effectively transfers thoughts and expresses ideas using written/oral communication in individual or group situations in an understandable form.

LISTENING SKILLS – Demonstrates active listening by attending to and fully comprehending what others are saying. Asks questions to clarify or confirm.

PLANNING/ORGANIZING – Analyzes what needs to be done, establishes a systematic course of action for self and others to ensure accomplishment of specific objectives.

PROBLEM SOLVING SKILLS – Recognizes problems or issues and builds a logical approach to address or manage the situations. Utilizes a variety of references and resources as necessary.

DECISION MAKING SKILLS – Prioritizes by sense of urgency or level of importance and makes sound and clear decisions.

SKILLS TO SUPPORT PEDAGOGICAL LEADERSHIP

FEEDBACK ORIENTED – Skillfully gives and receives feedback. Provides constructive and respectful feedback in regular and consistent channels that cultivate growth, relationship building and trust. Receives feedback from all members of the community with an open mind and reflective disposition.

SOCIAL RESPONSIBILITY/CULTURAL AWARENESS – Understands that culture plays a role in how we see and act in the world. Identifies differences, recognizes and predicts issues, invites diverse perspectives, uses a solution-focused approach to social issues, inequalities, and inequities.

SPECIALIZED SKILLS:

CULTURE MAKING – Establishes trust, inspires, fosters deep connection to purpose. Directs and connects early childhood professionals to shared purpose. Nurtures a culture that is reflective of organization's mission/vision/values.

PRACTICE GROUNDED IN VALUES – Models and supports practice that is grounded in values. Identifies and enacts behaviors to support values.

ADVOCATE OF THE PROFESSION – Is passionate about the field of early childhood education. Authentically believes in career potential in the field. Holds image of children, educators, and families in high regard.

INQUIRY – Cultivates a supportive space for educators to question, analyze, and explore the many levels of meaning making in the learning process.

NETWORKING – Interacts with other people to exchange and share information. Acquires professional contacts and builds relationships to support their work.

DOCUMENTER – Observes, listens and records data. Brings visibility to the thinking and learning process.

SELF AWARENESS – Evaluates values, beliefs, and goals in the context of the environment and in relation to others. Conscious of how one views themselves and how they are viewed by others.

DISPOSITIONS TO SUPPORT PEDAGOGICAL LEADERSHIP

DISPOSITION: A disposition refers to a habitual inclination, like being curious, open-minded, or biased. Dispositions are not visible in the way that skills are. Dispositions can be assessed by asking a person about their beliefs, preferences, and values.

ADAPTABLE – Willingness and ability to adjust to new or changed circumstances.

ATTENTIVE – Ability to listen, pay attention to, and observe others and what’s happening in the environment. Show care and be responsive to the needs and wants of others.

COMPASSIONATE – Demonstrate sympathy, empathy, and concern for others.

CONFIDENT – Possess certainty about your abilities. Hold trust in plans, people and the future.

CREATIVE – Ability to use expressiveness and imagination to produce, create or use new ideas in various forms. Apply creative thinking to problem solving processes.

CURIOUS – A strong desire to learn, acquire knowledge, and be shifted by new perspectives. Support child and educator interests/inquiries using reflective model and coaching.

DELIGHT IN AND BE CURIOUS ABOUT EDUCATORS’ DEVELOPMENT – Engage in processes to understand the thinking, decisions, and practice of educators. Approach work with the most generous interpretation of others’ motivations, behaviors, and abilities.

DEMOCRATIC – Practice the principle of social equity. Create space for open participation in decision making processes. Share the ability to deliberate and decide on matters pertaining to individuals impacted by outcomes. Advocate of democracy in the learning environment.

EMPATHY – Capacity to understand and share the emotions, experiences, and thoughts of another person. Ability to cultivate connections with others.

HUMILITY – Possess an accurate understanding of one’s own strengths and weaknesses. Does not place self-value as higher or lower than others.

LIFELONG LEARNER – Seek formal and informal learning opportunities to foster continuous development and improvement of knowledge and skills needed for employment and personal fulfillment.

MINDFULNESS – Maintain consciousness and awareness of what is happening in the moment.

OPEN-MINDED – Willingness to consider ideas and perspectives that are different from your own. Unbiased, non-judgmental approach to thinking.

PATIENCE – Ability to wait and endure that which may be intolerable without experiencing negative emotions (e.g., annoyance, anger, frustration).

DISPOSITIONS TO SUPPORT PEDAGOGICAL LEADERSHIP

PROFESSIONAL – Associated to the specific professions of Early Childhood Education and ELCC. Hold high standards of performance. Accountable to acquiring knowledge and skills necessary to perform work at the level of standards set out by self, communities, leadership, and governance.

REFLECTIVE – Make meaning of real-life encounters with people, materials, the environment, experiences, and ideas.

RISK TAKER – Willing to take safe and healthy risks to support others, grow skills, or develop new understandings.

WHISTLE BLOWER – Bring attention to unethical/inappropriate practice (e.g., Inclusion, culture, ratio concerns, conditions for early childhood professionals, children and families).

NBCF-E LEARNING PRINCIPLES AND IMPLICATIONS

LEARNING PRINCIPLES AND IMPLICATIONS

Beliefs about learning have particular implications for the teaching, caring, and assessment practices of educators. The following principles are pedagogically sound for young children, and, though this is not an exhaustive list, these principles about learning and their implications for teaching are commonly understood as central to promoting the healthy development and joyful learning of young children.

Children thrive when they are nurtured in close, caring, and consistent relationships.²⁸

- o Designated educators interact daily with the child and the family to provide for continuity of caring.
- o Physical contact and affection that are respectful of cultural norms are part of every child's day.
- o Educators show a sincere interest in what children are doing and thinking, and in making their thinking visible.
- o Guidance is consistent; flexible routines mark the rhythm of the day.
- o Educators adopt a positive, tactful, and sensitive tone for verbal and physical interactions.
- o Self-regulation and self-discipline are encouraged.

Children are unique individuals who learn and develop at different rates and in different ways.²⁹

- o Curriculum is shaped to each individual child's interests, abilities, and vulnerabilities, and capitalizes on their strengths.
- o A rich variety of materials, strategies, and teaching approaches is employed.
- o Environments are designed to meet a wide range of abilities, interests, and enthusiasms.
- o Environments and interactions are adapted to ensure the inclusion of all children.

28 Mary Ainsworth, Object relations, dependency and attachment: a theoretical review of the infant-mother relationship, *Child Development* 40 (1969); John Bowlby, *Attachment and Loss, Vol. 1: Attachment* (Hogarth: London, 1969); Jay Belsky, Kate Rosenberger, and Keith Crnic, The origins of attachment security (Analytic: Hillsdale, 1995); Jean Mercer, *Understanding Attachment: Parenting, Child Care, and Emotional Development* (Praeger: Westport, 2005).

29 NAEYC, *Early Years Are Learning Years* (NAEYC: Washington, 2006), www.naeyc.org/resources/eily

NBCF-E LEARNING PRINCIPLES AND IMPLICATIONS

LEARNING PRINCIPLES AND IMPLICATIONS

All aspects of children's development and learning are interrelated and interdependent.³⁰

- o Holistic learning, such as a project approach or structured play, engages the child as a person with physical, social, emotional, intellectual, and ethical aspects, simultaneously, in dynamic interplay.
- o Authentic everyday experiences are used as the basis for learning to foster the integration of knowledge.
- o When focusing their teaching on one area, educators are conscious of how this particular teachable moment implicates other areas of learning.

Children are agents in their own learning, actively building their knowledge, skills, dispositions, and feelings through first-hand experiences and reciprocal relationships with the people and things in their environment.³¹

- o Careful preparation of the physical environment ensures that children have access to a wide range of materials and the flexibility to use them in ways that are personally significant.
- o Children are encouraged to initiate their own learning.
- o Educators take their lead from children and build on their prior knowledge in order to ensure personally engaging and socially significant learning experiences.
- o Educators encourage children to generate theories about the way things work. They refrain from imposing their own understanding of the world on children, recognizing that refinement of understanding is a process requiring time and the active engagement of the learner.
- o Educators are aware that similar experiences do not necessarily result in similar learning. Consequently, they observe and document what individuals and groups of children do, to determine what they are learning and how that learning can be fruitfully extended.

³⁰ Lilian Katz and Sylvia Chard, *Engaging Children's Minds: The Project Approach* (Ablex: Stamford, 2002).

³¹ Joce Nuttall, *Weaving Te Whā riki: Aotearoa New Zealand's Early Childhood Curriculum Document in Theory and Practice* (New Zealand Council for Educational Research: Wellington, 2003).

NBCF-E LEARNING PRINCIPLES AND IMPLICATIONS

LEARNING PRINCIPLES AND IMPLICATIONS

Children belong to multiple learning communities, and their learning is profoundly influenced by the relationships within and among these communities.³²

- o The inherently social nature of learning is recognized when educators purposefully plan for and support children’s interactions with other children in large and small groups and with adults.
- o Educators help children make their thinking visible so that ideas and feelings can be shared and thus extended.
- o Communities of children within the centre interact regularly with children from other age groups.
- o Educators are conscious of the way in which their teaching and care relates to the other learning communities to which children belong.
- o People from various learning communities are invited to bring local knowledge into the centre, and children are regularly taken out into the community.

Learning and development are nested within particular social and cultural contexts.³³

- o Educators respect different social and cultural values and practices as they plan the learning environment and interact with parents and children.
- o Educators are aware of their own social and cultural biases, and take steps to ensure that these do not result in marginalizing any children or their families.
- o Ideas and beliefs are open to discussion.
- o Multiple perspectives are solicited, and social, linguistic and cultural diversity are honoured.
- o Educators encourage children to present and discuss different identities.



32 Lev S. Vygotsky, *Mind in Society* (Harvard University Press: Cambridge, 1978); Heather B. Weiss, *Preparing Educators to Involve Families: From Theory to Practice* (Sage: London, 2005).

33 Janet Gonzalez-Mena, *Multicultural Issues in Child Care* (Mayfield: Mountain View, 1993); Louise Derman-Sparks, *Anti-bias Curriculum*; Nadia S. Hall, *The Affective Curriculum: Teaching the Anti-Bias Approach to Young Children* (Nelson Canada: Toronto, 1995).

NBCF-E LEARNING PRINCIPLES AND IMPLICATIONS

LEARNING PRINCIPLES AND IMPLICATIONS

Multiple languages play a central role in mediating thought and learning.³⁴

- o Oral language, signs, symbols, and written language are deliberately embedded into every aspect of the physical and social environment.
- o Children are encouraged to experiment with their mother tongue and other languages — particularly French, the aboriginal languages of the region, and languages that are spoken by their classmates and locally.
- o Language play, including songs, rhymes, jingles, and chants, is part of the daily routine.
- o Educators are responsive to each child’s language level and act as language providers and role models to stimulate and extend children’s language.
- o Educators make provisions for children to express themselves and make their ideas visible with a wide variety of materials and languages, such as music, dance, and the visual arts.
- o Educators provide, and access additional support when needed, for alternative or augmentative communication.
- o Educators access additional language support for ESL and aboriginal children.



³⁴ Lev. S. Vygotsky, *Thought and Language* (MIT Press: Cambridge, 1962); James V. Wertsch, *Culture, Communication, and Cognition: Vygotskian Perspectives* (Cambridge University Press: New York, 1985); Marian R. Whitehead, *Language and Literacy in the Early Years* (Sage: London, 2004).

NBCF-E VALUES BASED FRAMEWORK

VALUES-BASED CURRICULUM FRAMEWORK

In keeping with contemporary research on curriculum for early learning and care,² this curriculum framework is values-based. The values were arrived at through an extensive review of the literature,³ a process of broad consultation in New Brunswick,⁴ and extensive feedback from external reviewers. In the consultations, it was agreed that no single value should be privileged over another. As society changes, values shift. Making values explicit opens them to ongoing negotiation, critique, and change. In the context of a values-based curriculum, childhood as an age in its own right and children's rights figure prominently.

The Distinctiveness of Childhood

We value childhood as an age in its own right characterized by curiosity, rapid growth, vulnerability, and resilience and “todayness.” It is much more than simply preparation for the future. Curiosity sets in motion exploration, play, and communication as children’s primary ways of knowing about the world. Consequently, the need for protection and belonging is counterbalanced by the need for new experiences and openness to risk taking.*

*OECD, Country note – Early childhood education and care policy in Sweden (OECD: Paris, 1999), 34. <http://www.oecd.org/dataoecd/52/31/2534972.pdf>.

Children’s Rights

We value the United Nations Convention on the Rights of the Child, 1989, ratified by Canada in 1991, which recognizes children as citizens with rights for opportunities to reach their fullest potential: the right to be treated with dignity and respect, to be protected from harm, to exercise a voice, to engage in play and recreational activities, and to participate freely in cultural life and the arts.†

†United Nations, Convention on the Rights of the Child (OHCHR: Geneva 1989), <http://www2.ohchr.org/english/law/crc.htm>.

Inclusiveness and Equity

We value diversities, and honour all individual, social, linguistic and cultural differences. We uphold the right of every child to participate fully in cultural and artistic life regardless of language, culture, race, religion, socioeconomic status, gender, or ability — and encourage the provision of negotiated and equitable opportunities for participation.

Compassion and Caring

We value compassion and an ethic of care as essential to nurturing the growth, development, and learning of young children, ensuring the rights of the most vulnerable members of our society and preserving the earth for future generations.

2 John Bennett, Curriculum issues in national policy-making (EECERA Conference: Malta, 2004); Jane Beach and Martha Friendly, Quality by Design (CRRU: Toronto, 2005); Monica Lysack, Review of international early childhood curricula: Lessons for Canada (Plan-it Quality Conference: Regina, 2005).

3 See Section Five of this document

4 During 2005-2006 in Bathurst, Miramichi, Saint John, Fredericton and Moncton. See www.unbf.ca/education/ecc/what/index.html for presentations relating to Early Learning and Care Symposium, October 2005.

NBCF-E VALUES BASED FRAMEWORK

Living Democratically

We value the everyday enactment of democracy that gives children a voice in matters that concern them and provides opportunities to participate in making and questioning collective decisions.

Individuality and Independence

We value the unique personalities, talents, and abilities of every person. We value the capacity for independent action, individual accomplishment, and personal responsibility.

Social Responsibility

We value respect for fellow human beings and the responsibility of each, according to their ability, to contribute to the enhancement of interdependent communities, cultures, and sustainable futures. We value collective responsibility, solidarity, and collective action.

Communication

We value communication in all its forms, for its capacity to transmit feelings, language, and other cultural knowledge; to advance human thought; to develop human relations; and to enhance the distinctly human ability to reflect critically on the past and plan purposefully for the future.

Imagination, Creativity, and Play

We value imagination, creativity, and play for their capacity to produce a dynamic and innovative society. We value play and the arts as particularly fruitful ways for children to imagine new possibilities, explore novel ways of doing things, create unique ideas and products, and reinvent culture.

Aesthetics

We value beauty, pleasure, and desire in the growth of knowledge, understanding, judgment, and expression.

Spirituality

We value the child's right to a restorative spiritual space for enhancement of moral and ethical development.

Zest for Living and Learning

We value the zest for living and learning that embodies curiosity, playfulness, determination, persistence, pleasure in accomplishment, resilience, and the sheer joy of being alive.

CONVENTION ON THE RIGHTS OF THE CHILD



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN’S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children’s rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.



CONVENTION ON THE RIGHTS OF THE CHILD

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

CONVENTION ON THE RIGHTS OF THE CHILD



1
DEFINITION OF A CHILD
A child is any person under the age of 18.



2
NO DISCRIMINATION
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor,

and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS OF THE CHILD
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS REAL
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE AS CHILDREN DEVELOP
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
LIFE, SURVIVAL AND DEVELOPMENT
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND NATIONALITY
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
KEEPING FAMILIES TOGETHER
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
CONTACT WITH PARENTS ACROSS COUNTRIES
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM KIDNAPPING
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
RESPECT FOR CHILDREN'S VIEWS
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
SHARING THOUGHTS FREELY
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
FREEDOM OF THOUGHT AND RELIGION
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
SETTING UP OR JOINING GROUPS
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
PROTECTION OF PRIVACY
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
ACCESS TO INFORMATION
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
RESPONSIBILITY OF PARENTS
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
PROTECTION FROM VIOLENCE
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
CHILDREN WITHOUT FAMILIES
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
CHILDREN WHO ARE ADOPTED
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

CONVENTION ON THE RIGHTS OF THE CHILD



22 Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and

protection and have the same rights as children born in that country.



23 Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with

disabilities to become independent and to participate actively in the community.



24 Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and

children should have information about how to stay safe and healthy.



25 Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this

is still the best place for the child to be.



26 Governments should provide money or other support to help children from poor families.



27 Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children

who cannot afford this.



28 Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use

violence.



29 Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



30 Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



31 Every child has the right to rest, relax, play and to take part in cultural and creative activities.



32 Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



33 Governments must protect children from taking, making, carrying or selling harmful

drugs.



34 The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken

advantage of).



36 Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



37 Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



38 Children have the right to be protected during war. No child under 15 can join the army or take

part in war.



39 Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health

and dignity.



40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be

the last choice.



41 If the laws of a country protect children's rights better than this Convention, then those laws should

be used.



42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



43-54 These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all

their rights.

CANADIAN CHARTER OF RIGHTS AND FREEDOM

CANADIAN CHARTER OF RIGHTS AND FREEDOMS

FUNDAMENTAL FREEDOMS



The Charter protects the freedom of conscience, religion, thought, belief, opinion, expression, peaceful assembly and association.

DEMOCRATIC RIGHTS



The Charter protects rights that enable you to participate in the democratic process and have your voice heard in Parliament.

MOBILITY RIGHTS



All Canadians have the right to enter, stay in and leave Canada. The Charter also guarantees that you can look for work or set up a business anywhere in Canada.

LEGAL RIGHTS



The Charter provides a broad set of legal rights that protect us in our dealings with the justice system. It ensures that everyone is treated fairly during legal proceedings.

EQUALITY RIGHTS



Everyone has the right not to be discriminated against by the government based on personal characteristics like race, national or ethnic origin, colour, religion, sex, age, disability or sexual orientation.

OFFICIAL LANGUAGE RIGHTS



English and French both have equal status, rights and privileges as to their use in all institutions of the Parliament and government of Canada.

MINORITY LANGUAGE EDUCATION RIGHTS



The Charter requires that provincial governments provide education to its citizens in the minority official language of the province where numbers warrant.

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