

MY PEDAGOGICAL *narration*



Listen deeply. Be curious. Embrace wonder. Share the story.

BC ELF, 2019

THE PERSONAL JOURNEY

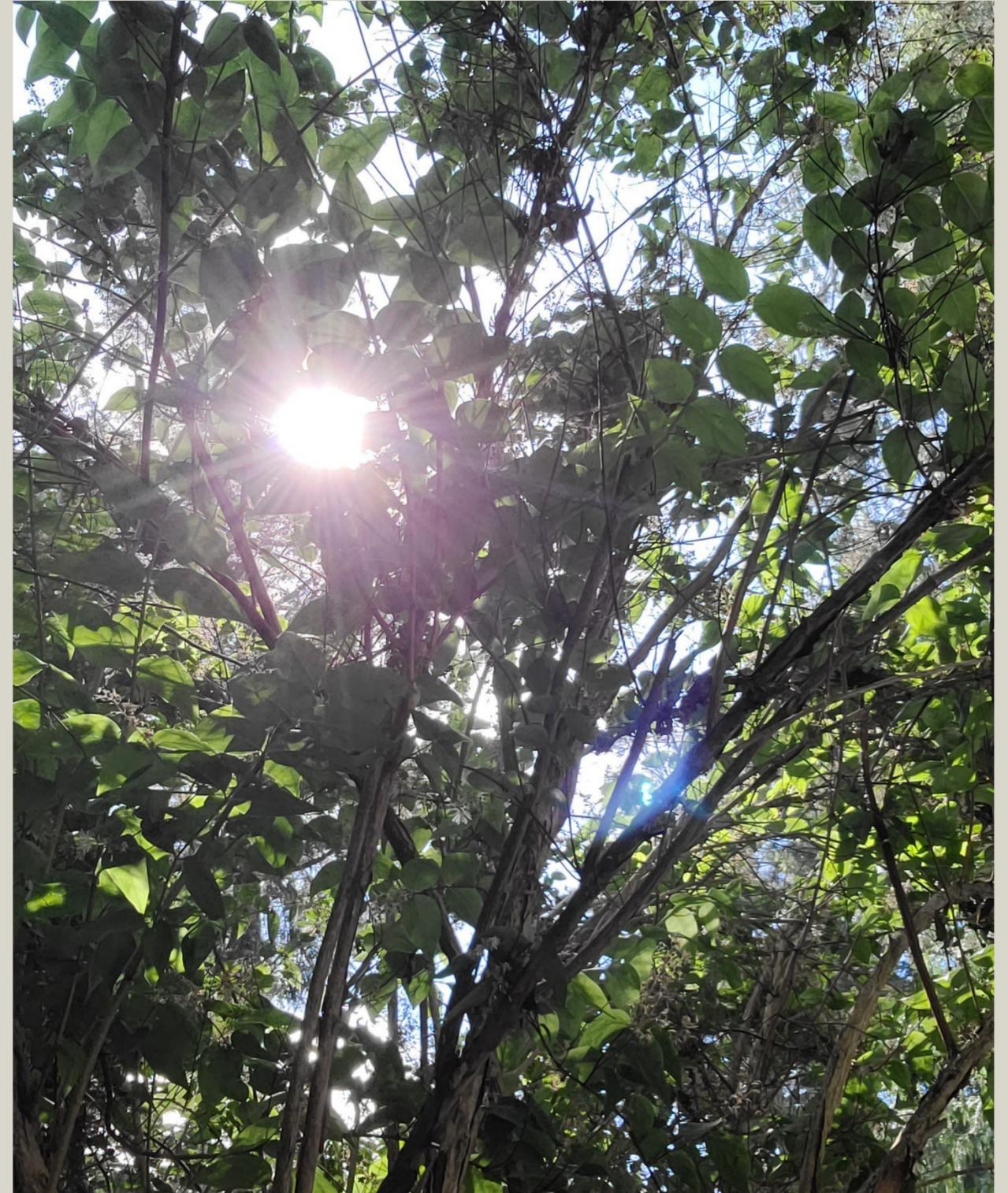
Before I took this course, ECED416, I used to believe that I had a strong relationship with nature. Nature has always been ever present in my life and I have also been grateful for the calm and grounding impact it has had on my life.

Taking this course has provided me with a depth of understanding of the power of one's reciprocal relationship to place and taught me what it means to have an ecological identity.



LEARNING STATEMENT

I am learning to build an ecological literacy; to navigate my natural world from a place of mutual respect, curiosity, gratitude, wonder, and reciprocity. I am learning to truly engage not only with place, but in relationship with place.



WISE WORDS



"The instinct to know the Earth as animals know their home grounds is essential to a full human life. It must be safeguarded as birthright in young children and retrieved, rekindled, and renewed in us adults" (Pelo, 2014).

This statement has supported my journey throughout this term. As an individual with a connection to land and nature, the information learned has not all been new, but it has certainly retrieved my ecological literacy, and rekindled and renewed a depth of connection to place. This is also supported within the Early Learning Framework, with permission granted to build and reconnect throughout one's life.

"People build connection and reconnection to land, culture, community, and place" (ELF, 2019).



NEXT STEPS



Walk the Land

Walk the land. Be truly present. Notice. Engage with the human and more than human. Practice silence and embrace sensuality.

Document

Take the time to document what I see through photography, video, art, poetry, and writing. Engage in collaborative dialogue.

Engage in the Reciprocity

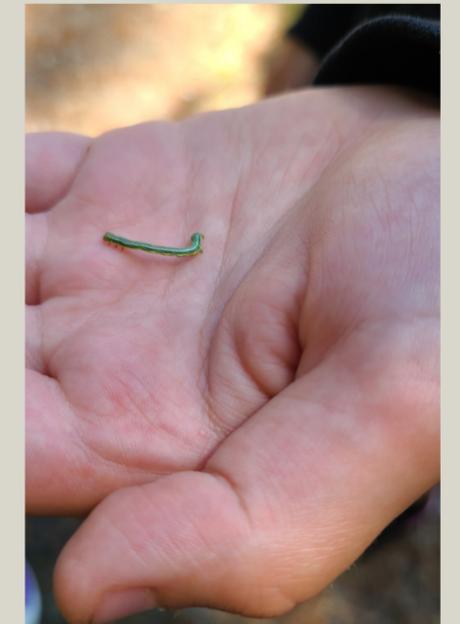
Pay attention to the reciprocity of my relationship with the more than human. Move beyond appreciation for and to reciprocity.

Learn the Names

Move beyond the familiar to the known. Seek to know and to understand the identity of all things in place.

THE JOURNEY TOGETHER

Before I took this course, I valued my time spent in nature with my three children. It was prioritized time that benefited our collective well-being. Throughout this course, I found myself engaged in our visits to place in a new way. There were quieter moments, more inquisition, more photographs, an engagement that had renewed depth, and a connection to the history of place and story. There was a profound realization of our presence in place and how each visit to place offered new levels of engagement and new opportunity.



LEARNING STATEMENT

I am learning how the use of story enhances and builds children's ecological identity, connection to place, and strengthens relationships. I am learning to use story through collaborative dialogue and use of pedagogical narration to enhance children's learning.





Let's craft the stories of today that will most likely help us tell the ones we want to live in tomorrow.

MacKay, 2021

WISE WORDS

sk'ad'a principles

- 1) Learning emerges from **strong relationships**
- 2) Learning emerges from **authentic experience**
- 3) Learning emerges from **curiosity**
- 4) Learning occurs through **observation**
- 5) Learning occurs through **contribution**
- 6) Learning occurs **recognizing and encouraging strengths**
- 7) Learning honours the **power of the mind**
- 8) Learning honours **history and story**
- 9) Learning honours **aspects of spirituality and protocol**

"Listening is not easy. It requires deep awareness and at the same time a suspension of our judgements and above all our prejudices; it requires openness to change" (Rinaldi, 2001).

"Documentation forces us to question our own assumptions, to wrestle with our own limitations, and to stretch the boundaries of what we thought possible—all while accepting responsibility for what we might not yet know while we determine what to do next. Documentation opens us up to vulnerability, but it also provides us with tools and structures we need to navigate the prickly things we feel while we move through and beyond new territory toward a more genuine relationship with children, with learning, and with our work" (MacKay, 2021).



NEXT STEPS

Give Voice to Children's Stories

Take time to engage with children in storytelling and writing. Discuss traditional stories that may exist in their families and collaborate on frequent storytelling opportunities with my home and classroom.

Create Pedagogical Narration & Engage in Collaborative Dialogue

Document and share pedagogical narration with children. Revisit ideas and make children's learning visible. Allow stories to be told and retold through documentation.

Share the History of Indigenous Storytelling

Share the stories of the Traditional Territories of the Tla'amin Nation and their rich connection to place and the more than human.

Actively Listen

Engage in practicing silence, actively listening, and hearing children's voices and stories through their ideas, curiosities, wonders, and inquisition. Recognize that children's interests have depth and practicing listening provides them opportunities to discover and share their intent.

Learning is embedded in memory, history, and story.

FIRST PEOPLES PRINCIPLE OF LEARNING

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