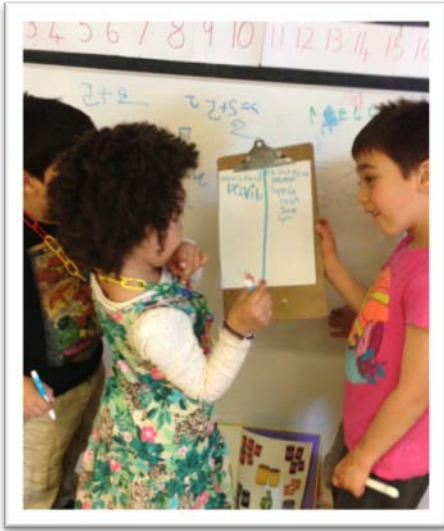


At the Heart of Our Work



“Our image of **the child** is rich in potential [and experience], strong, powerful, competent, and capable of complex thought and learning, most of all, connected to adults and other children.”

Early Years Policy Framework (2013)

Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.

How Does Learning Happen? (2014)

“**All students** can succeed. Each student has his or her own unique patterns of learning,”

Learning for All, K-12 (2013)

Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children’s learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with. Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work.

How Does Learning Happen? (2014)

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children’s learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children’s learning, and deserve to be engaged in a meaningful way.

How Does Learning Happen? (2014)



- What is our image of the child? Is this image at the centre of all that we do? How do we know?
- Do we hold this image for all children? Who might we have excluded from that image?
- What does this mean for our expectations?
- What does this mean for our pedagogical decisions?