

Relationships

Partnership

- Early learning co-researchers in the classroom
- Connection and collaboration deepen over time (history & familiarity)
- Ongoing, meaningful and collaborative professional learning

Classroom

- Students benefit from having two safe, consistent, responsive educators with unique expertise & backgrounds in the classroom
- Small group activities for special helper & peers
- When an educator is away, the classroom maintains a familiar face and sense of consistency

Family/School/Community

- More consistent classroom extensions are possible → outside or in other learning environments (i.e. community)



Planning

- Purposeful → considering role for both educators throughout daily activities, incorporating their respective qualifications, pedagogical passions, and experience
- More intentional in our pedagogical choices and reflective of Indigenous perspectives, knowledge, and understandings
 - co-educators with the land
- Additional opportunities to supplement the focus or extend the learning within a theme (i.e. sensory bins, loose parts play)
- Rich collection of early learning resources and ideas can be shared within the community of practice and with other educators at the school
- Shared planning time during prep

Communication

Partnership

- Open dialogue with informal check-ins throughout the day
- Discussions about philosophies and reflections on practice
- Could use communication book → documentation of daily notes

Classroom

- Team bookends → both greet in the morning and say goodbye at the end of the day
- Pedagogy of Listening → opportunity to attend to what children bring that may never have been heard before

Family/School/Community

- Class newsletter or online portfolio applications
- Pedagogical Narration → meaningful observations and insight on student learning
- Presented as a team on all school & parent correspondence

Program Delivery

- Co-leading → both educators support student learning in all areas
- Further emphasis on supporting social & emotional well-being throughout the day
- Opportunity to respond to student needs as they arise
- Added flexibility for changes to routine or day plan
- Engaging and developmentally appropriate activities can be provided during wait times and/or transition times
- Increased opportunities for off-campus activities

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