

A draft statement of intention of The Pedagogical Network

It is important that we share understandings and language, with the intention of helping each other to critically reflect as we embrace a vision of **all** children as citizens with inherent rights to be heard, who are seen as contributing to creating a more just culture, a culture of care for all our relations: human, animal, plant, rock, air, water...

It is our view that a shared understanding not only about *intention* but also about *how* we will travel together is essential as we work toward transformation at a community level. When we think about reimagining early years pedagogy, we want to be sure we are walking the talk.

We propose consideration of the following to provide a compass, to create a context that will be based on the kind of principles we also see as essential for pedagogical work with **all** children and families, keeping in mind the kind of citizen and the kind of planet we want:

- Everyone is learning. In a network, we are public learners, and we understand that our knowledge is always partial. If we want to see change, we have to change ourselves. Sharing *what* we are learning and our *excitement* about the changes sets the stage for others to feel invited to participate actively.
- Change is generative when we make a commitment to be and have companions with a shared intention who are dedicated to thinking together, challenging ourselves and each other. When this is reciprocal, when everyone is in a state of optimistic disequilibrium, it can feel safer to experiment. This enactment of a view of the teacher as researcher also puts us closer to the processes that will support children's creative and collaborative work.
- We will work to increase awareness that our assumptions and blind spots can obstruct our vision, and to welcome the questions and different perspectives that will offer other possibilities. We don't want anyone to feel judged, and at the same time, it is important that there is accountability to the intentions of this community-wide project. So, it is not a matter of agreeing or disagreeing with each other, but of congruity with the intentions of the project.
- We will also work to reduce hierarchy, recognizing that **all staff bring** different kinds of knowledge and experience are important to inform and question decisions. At the same time, we recognize that we all have knowledge and experience that will exert a magnetic pull in different directions, and we will work to recognize and address those.
- We want to foreground listening, seeking first to understand, then to be understood.
- We want to embed practices that will provide evidence that the early education experience for children and families and educators is getting better, therefore pedagogical documentation, as indicated in HDLH, will be central to our work together.

We hold an image of a bonfire where we gather to listen, to build relationships, to seek mirrors and new pathways as sparks are generated.

The network will only be strong if each strand is closely woven with each other strand.