

Our  
Professional  
Reminders  
“Centre’s  
Circle  
of  
Connections”  
Handbook

Updated November 2020

Book Reference: Dietze, B, & Kashin, D. 2016. “Empowering Pedagogy for Early Childhood Education”



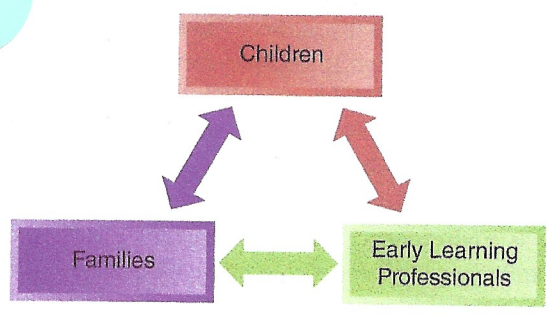


Figure 2.1 A triad of players



# Educator

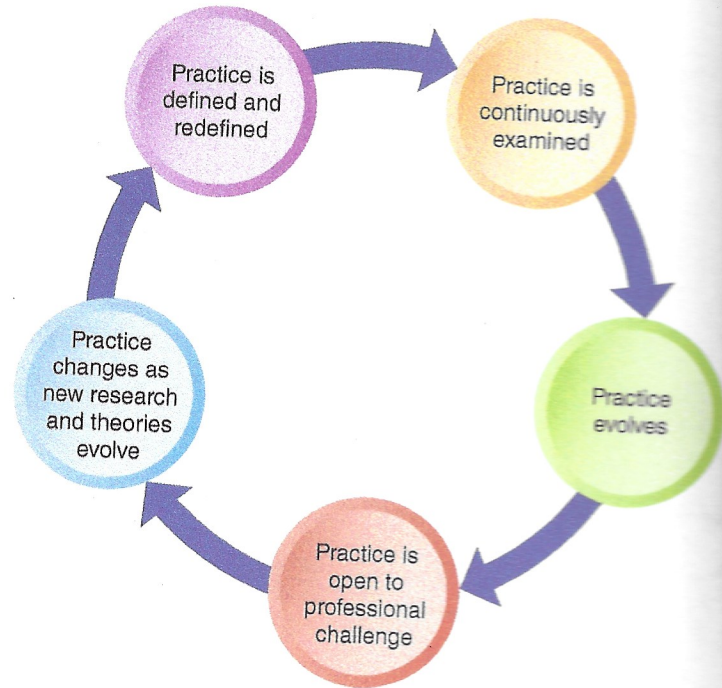


Figure 1.2 The cycle of professional practice

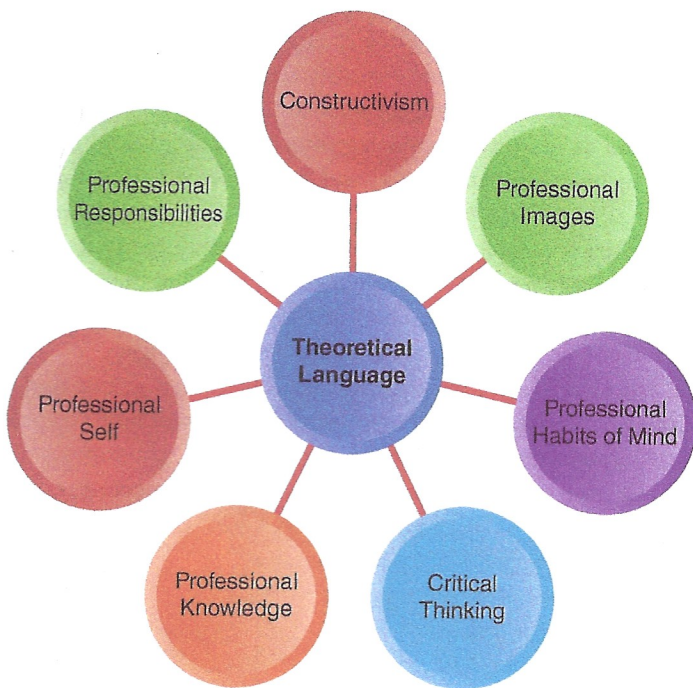


Figure 1.4 Theoretical language of the early learning profession

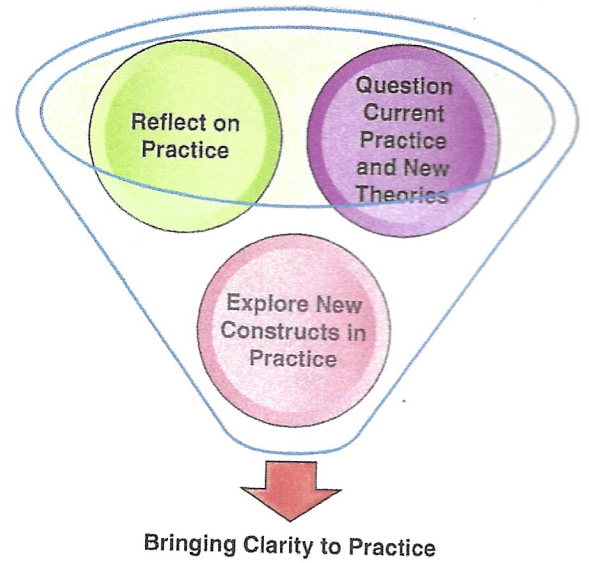
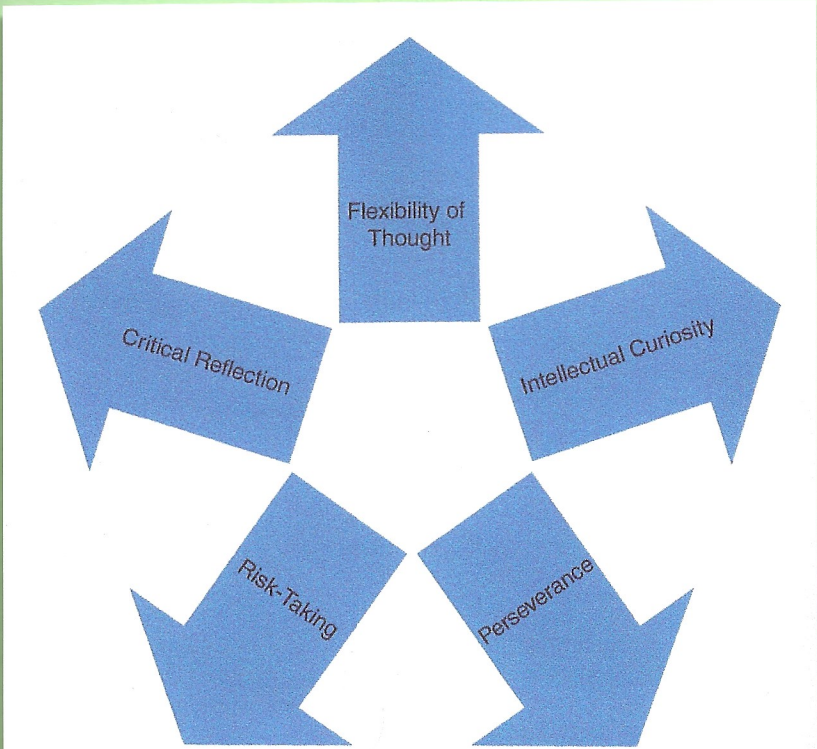


Figure 1.1 The process of bringing clarity to early learning practice



# Educator

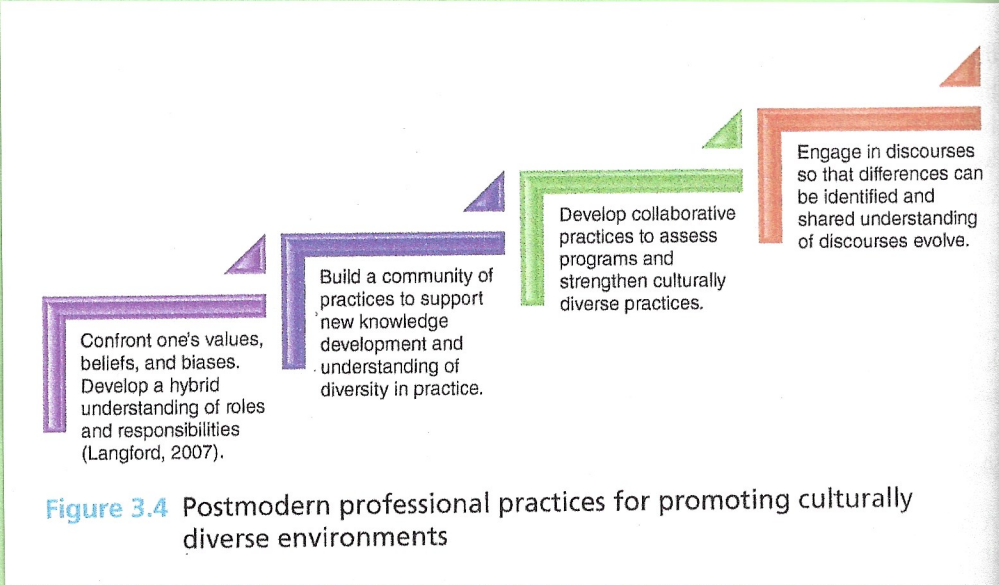


**Figure 1.5** Professional habits of mind

Source: Adapted from Jones & Shelton, 2011.



**Figure 10.5** Roles and responsibilities of early learning professionals in programming



**Figure 3.4** Postmodern professional practices for promoting culturally diverse environments



Child

Educator

Family

Learners

Figure 7.5 Moss's democratic practice values

Source: Adapted from Moss, 2007.

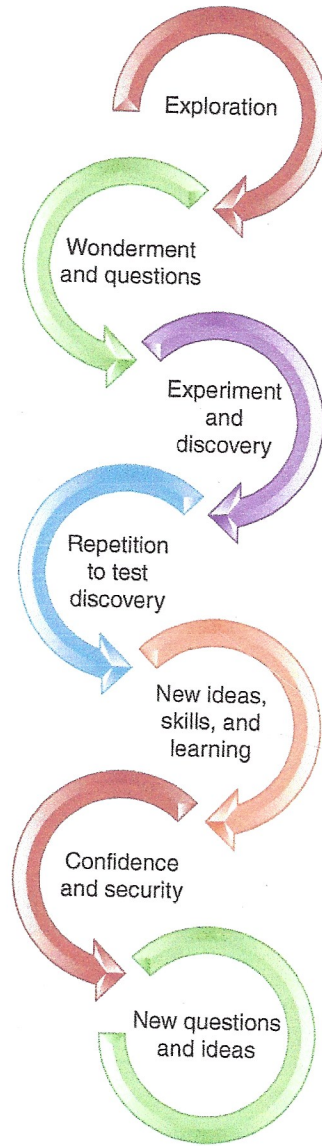
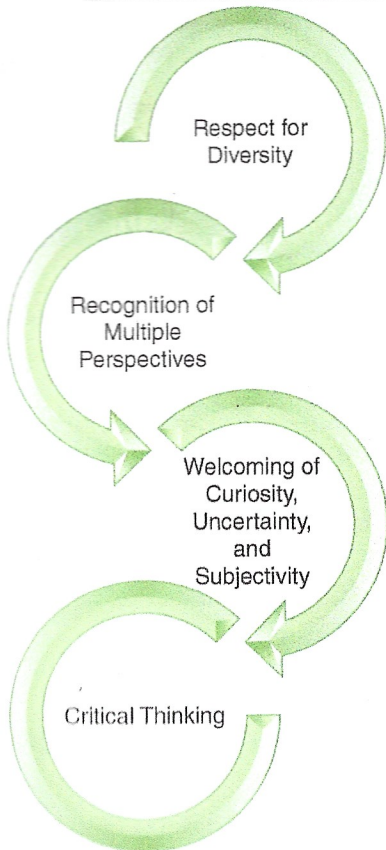


Figure 9.3 Cycle of curiosity

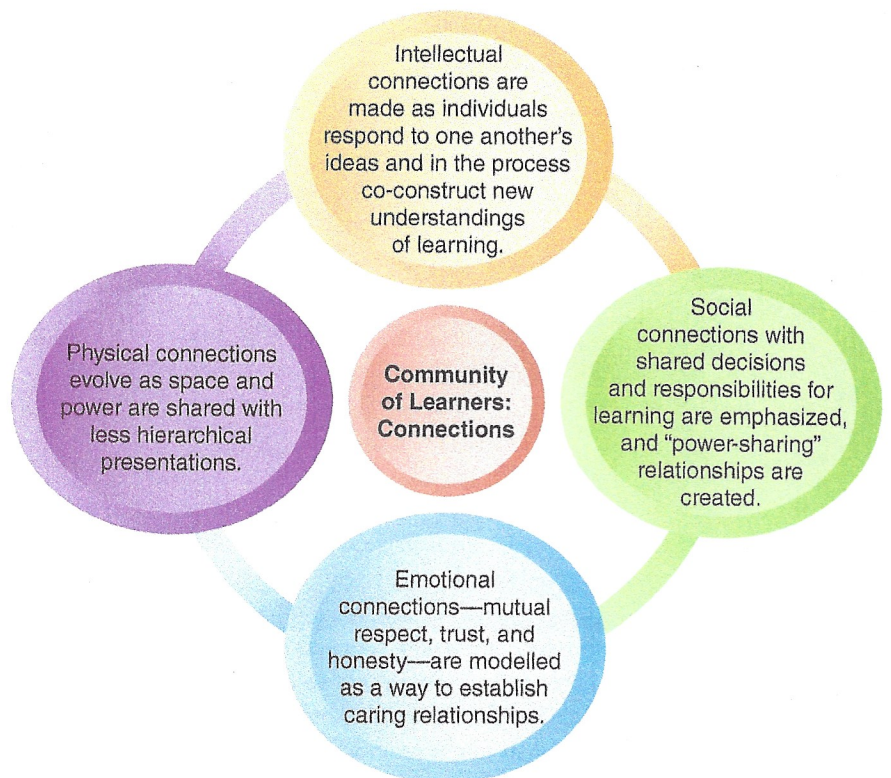


Figure 11.1 Connections within communities of learners



Family

Child

Educator

Learners

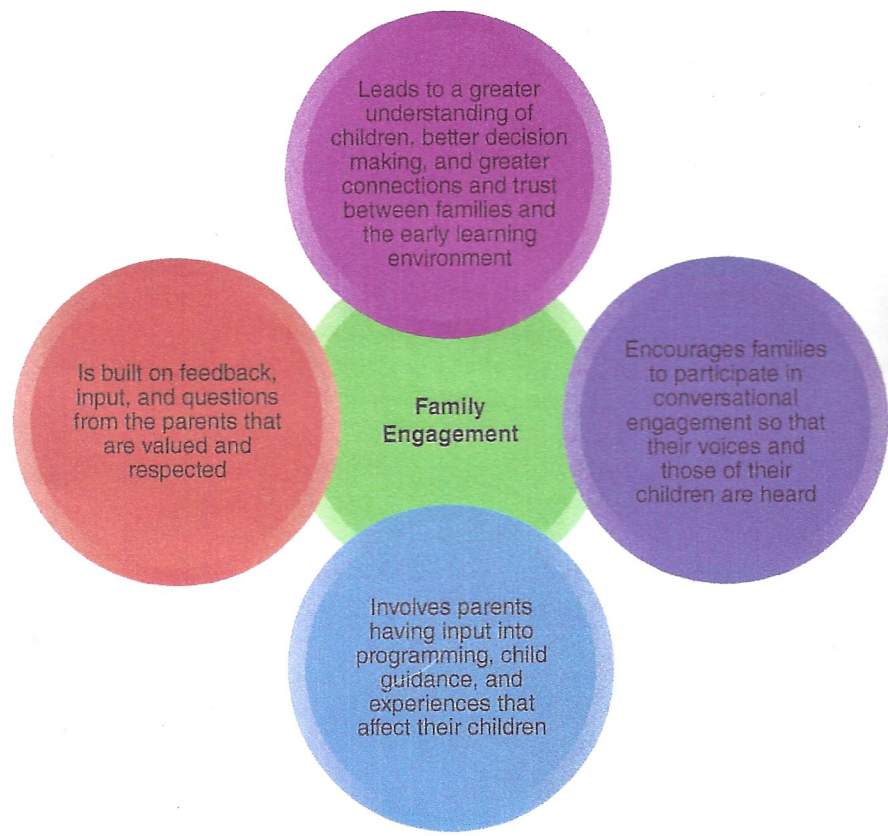


Figure 2.6 Key assumptions about a family engagement model of practice

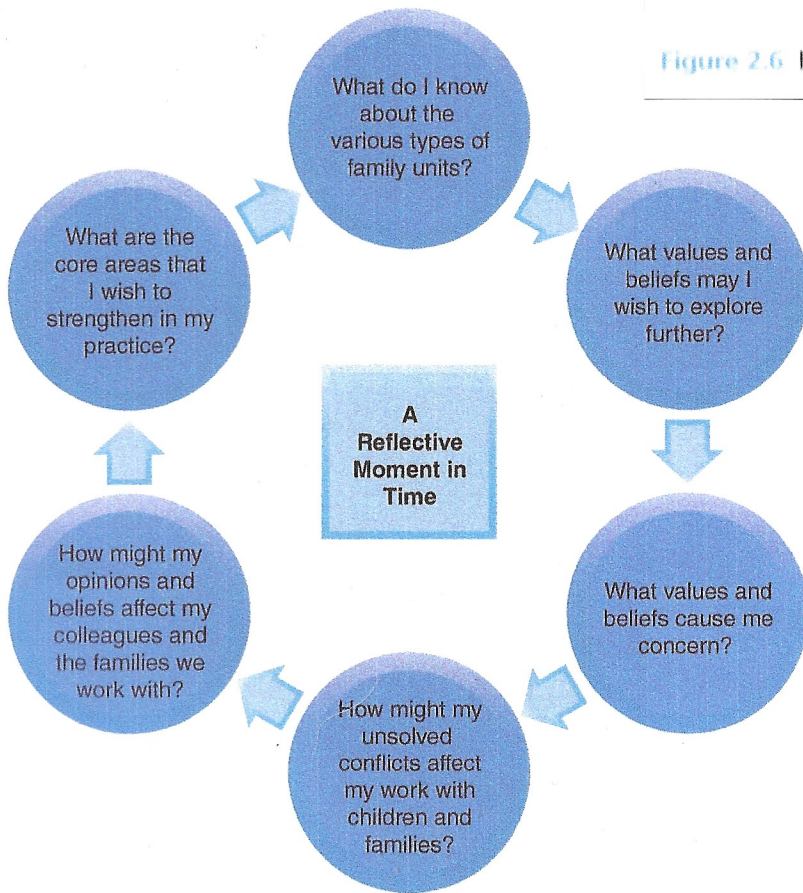


Figure 2.5 A reflective moment in time

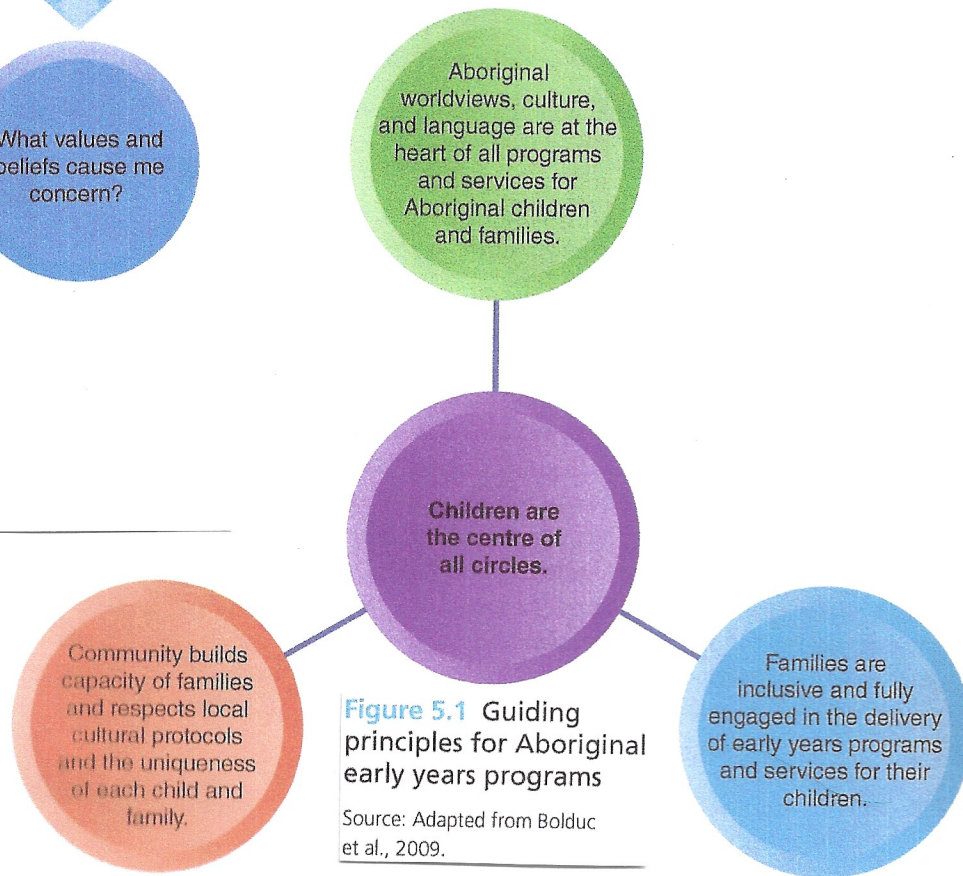


Figure 5.1 Guiding principles for Aboriginal early years programs

Source: Adapted from Bolduc et al., 2009.



# Child

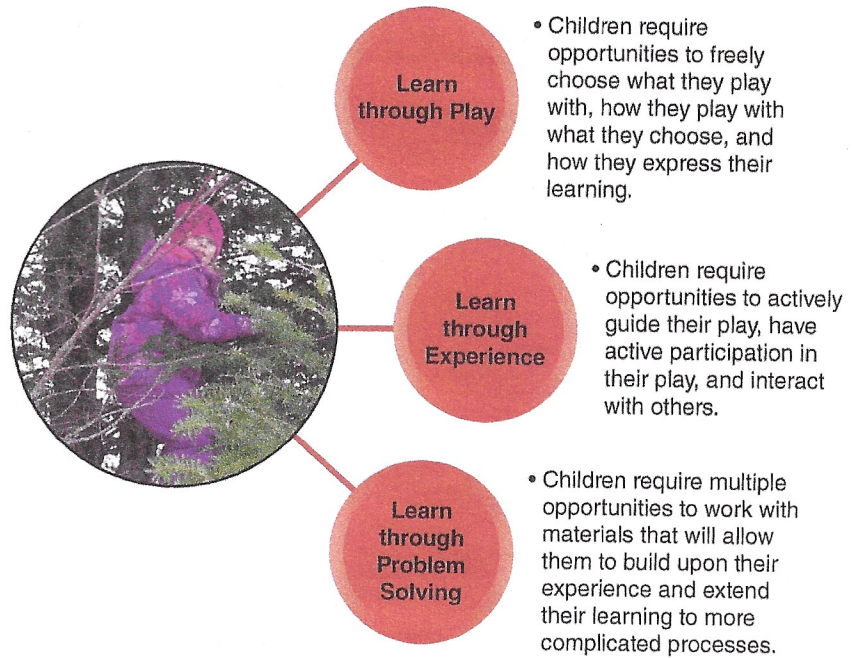


Figure 2.3 How children learn

Kelly McPherson

# Programming

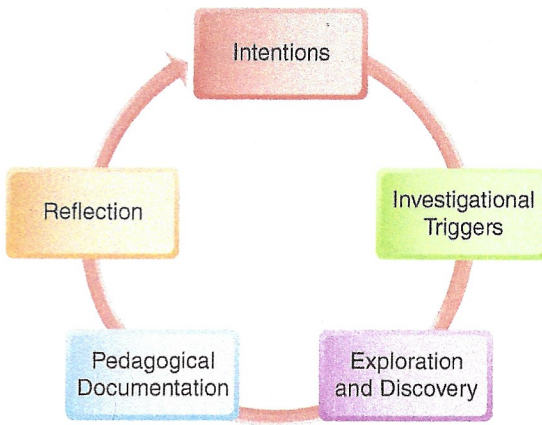


Figure 11.3 Reflection and the programming process

# Learners

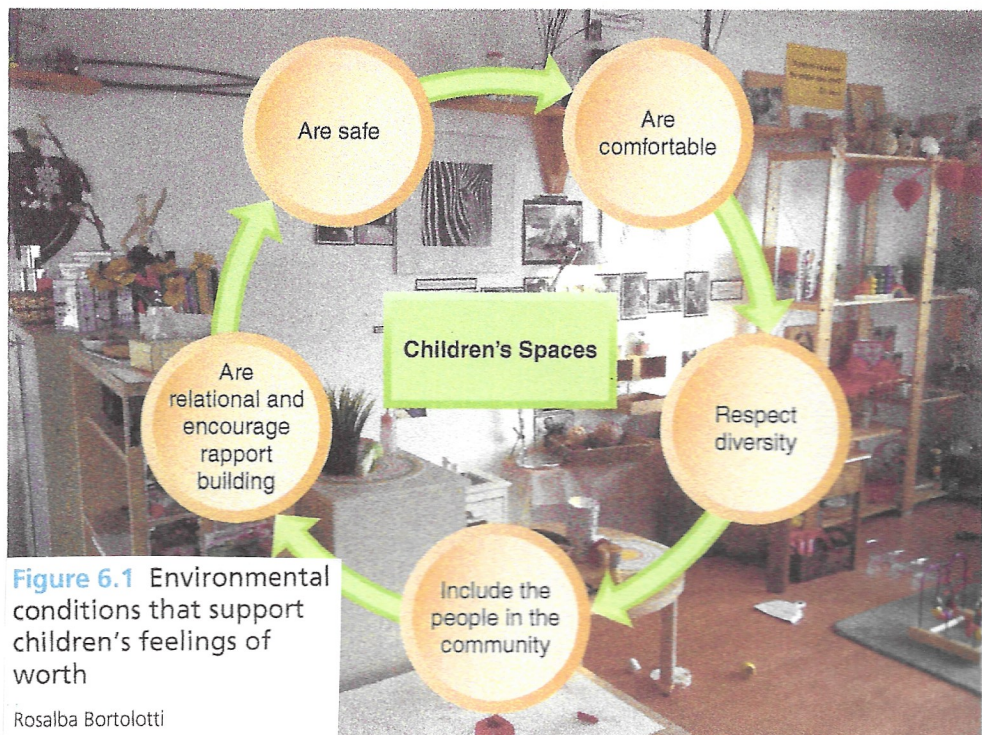


Figure 6.1 Environmental conditions that support children's feelings of worth

Rosalba Bortolotti



# Continuous

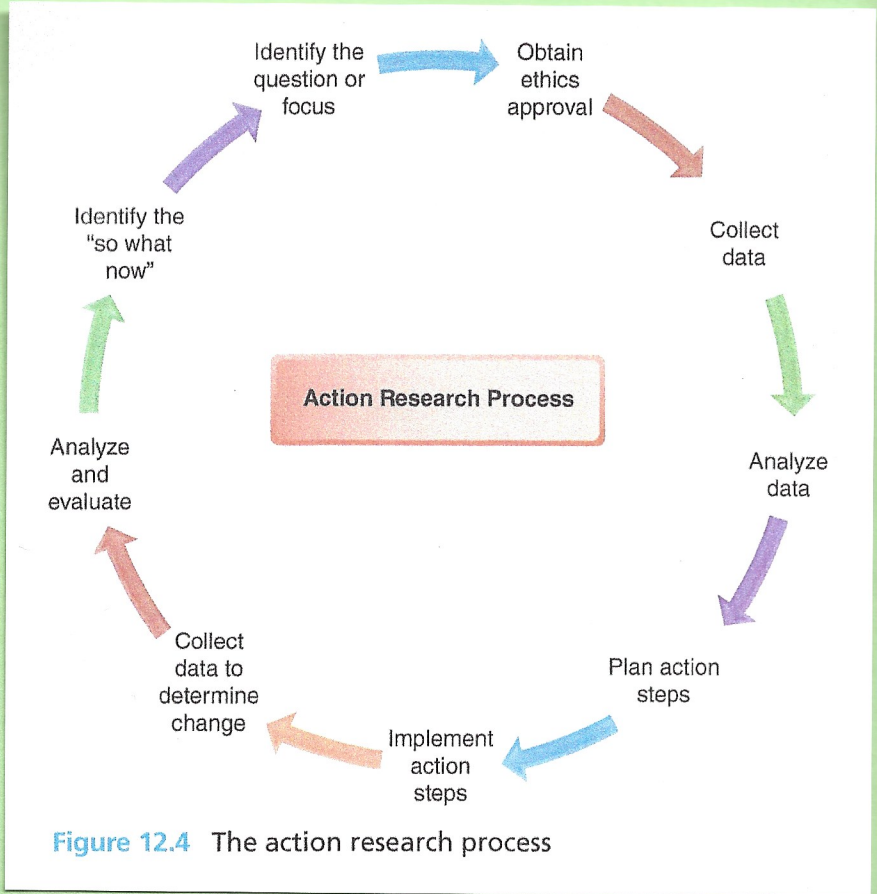


Figure 12.4 The action research process

# Continuous Learning

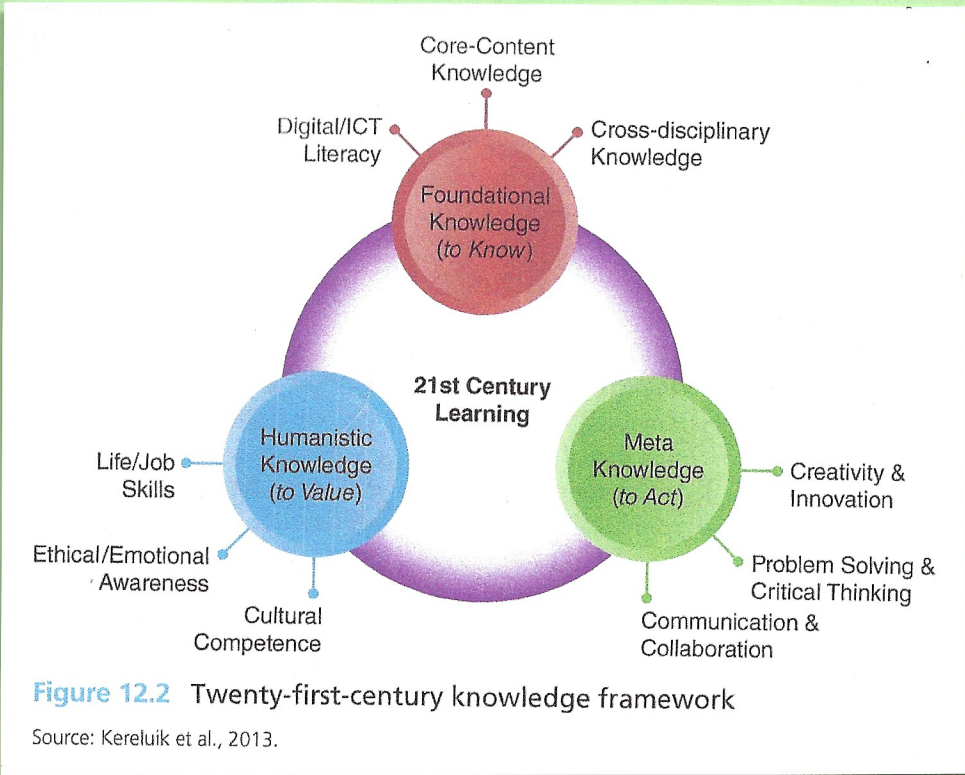


Figure 12.2 Twenty-first-century knowledge framework

Source: Kereluik et al., 2013.

# Learning