



Reflect on your own experiences with children, families, and colleagues. If you are an supervisor, administrator, or adult educator, how might you use these questions and activities to help other adults reflect on their experiences?

Consider the Child’s Point of View

Imagine a program with pedagogical leadership in place. Not just as an afterthought or hit-and-miss effort squeezed in among the countless administrative and supervisory tasks. But real guidance and ongoing dialogue! How might the outcomes for the staff and children be different?

Margie Carter describes pedagogical leadership in this way:

“Pedagogical leaders study and guide the teaching and learning process in their program. They keep everyone focused on the remarkable children in their midst and how teachers can learn from them when they carefully observe, listen, and study their documentation together. Pedagogical leaders question, provoke and support possibilities for children and teachers to engage in relationships and investigations that bring joy and new learning for both of them.”

Try This!

Consider how a child might describe his or her experience in a program in which all staff benefit from consistent pedagogical leadership as part of their daily practice.

Revisit the list called “Outcomes for Jesse.” Add 10 statements to Jesse’s list that you think children might say if they experienced the benefits of a program with pedagogical leadership in place. You can download the list from the *Consider the Child’s Point of View Key* in the Administration and Supervision competency.

After you have completed this activity, record your reflections on how easy or hard it was for you to come up with outcomes from the child's point of view.

What new insights did you get into the value of pedagogical leadership alongside administrative leadership?
