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# Learning Resource: Children are Capable



## Children are Capable

### What does this mean?

*This means we trust children to be active participants in their daily life, their world around them, not just passive receivers.*

*We **listen** to them, **value** their thoughts, and **support** them in exploring the world around them.*

### Capable Child In Action

Levi has taken off his own jacket and hat and put them away. Next to him, Holly is struggling with her zipper that appears to be stuck.

The educator notices and asks,  
*“should we ask Levi if he can help you?”*

Levi smiles and replies:  
*“I can help you if you want?”*

Holly nods, *“Thanks.”*

He jiggles the zipper, and it comes loose. She slips her jacket off and smiles at him.



## Educator's Reflection



The educator intentionally **paused, recognized** the children's capabilities, and **allowed space and time** for Holly to respond to Levi and for Levi to help Holly.

The educator could have intervened and assisted Holly with the zipper and moved on with the transition.

This theory encourages educators to **practice listening** to children, **following their wonders** and creating or allowing opportunities that **respect their abilities**.



## Reflection

### Ask yourself:

*What contributes to a capable child?*

- 1. How does my environment support the child's natural curiosity?*
- 2. How do my material and routines create conditions for the child to take an active role in their own learning?*
- 3. How does my program entrust the child to actively participate in daily decision making?*

Pause & Wonder | *What is happening?* | *Why?* | Ask | Be Curious.

*What does it mean to **pause**?*

*In what ways can I **share** my reactions?*

*How can I **reconnect** with my wonder?*



## Activities for the Educator

Invite yourself to introduce a material you view as challenging.  
Join the children in their play and journal your own responses.



## A Deeper Dive

### *Did you know:*

The BC ELF's Well Being and Belonging pathways offer daily reflective questions for educators? You can find this on pages 69 to 74 of the ELF.

The BC ELF integrates the First Peoples Principles of Learning which reinforces the "capable child" image by viewing learning as holistic, relational, and deeply connected to land and community

### Readings:



Children's Rights and the Capability Approach, 2014



BC Early Learning Framework, 2019

### Link to Theory of Concept

Consider BC ELF page 73:  
"Every child is a gift"

Reflect on the questions proposed:  
*"Consider routines, schedules, or transitions. How do rhythms and flows of the day invite children to participate in the program that support and honor their individuality and learning style?"*



## Photos:

Child in Raincoat Photo by Mohammad h Afshari on Unsplash

Hands Photo by Amauri Mejía on Unsplash



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*The concepts of these cards are taken from the BC Early Learning Framework  
and are meant to offer a simplified and yet reflective tool to work with the BCELF.*

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