
Learning Resource: Connections Matter



Connections Matter

What does this mean?

*Children learn best through **meaningful connections**—with people, materials, places, and their community.*

*These strong, responsive relationships build **belonging, identity, and shared learning.***

When children engage with others and with the land in real time, their communication and interactions deepen the meaning of their learning experiences.

Experiencing Connection:

During morning play, a small group of children gathers around loose parts—stones, driftwood, and blocks collected together on a recent walk.

Amira starts building a “bridge,” and Mateo joins her, adding stones to support it.

The educator listens closely and asks, “What do you remember about the real bridge we crossed?”



Educator's Reflection



By asking this question, the educator helps the children reconnect to their shared community experience and strengthens their **sense of belonging**.

The materials linked to their bridge walk support collaboration with each other and with the material, showing how learning grows through **connections**—with people, place, and the world around them

This theory encourages educators to capture moments of **connection** with people, materials and place that shape children's learning.



Reflection

Ask yourself:

What makes connections stronger?

- 1. How can I organize my learning areas to promote meaningful connections?*
- 2. How do I communicate with parents in my program on daily basis?*
- 3. How does my daily routines, including walks and outside time provide opportunities for children to build relationships?*
- 4. In what ways can I encourage children to connect with spirit of the land and all its living relations?*

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

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

*How can I **reclaim** my ability to wonder?*



Activities for the Educator



Choose a small outdoor spot to sit quietly for 1–2 minutes.

What do you hear?

What do you see?

What does the earth feel like today?

Reflect on this experience:

Can you try this with a small group of children?

Could you do this in different locations?

Share your reflections with your colleagues and hold conversations.



A Deeper Dive

Did you know:

Did you know: The BC ELF's Engaging with Others, Materials, and the World Pathway offers daily reflective questions for educators? You can find this on pages 76 to 79 of the ELF.

The BC Early Learning Framework invites us to see relationships as shared journeys of learning, where children and adults explore and make meaning together through deep listening. It also reminds us that these connections go beyond people, honouring our relationships with families, culture, and the land.

Link to Theory of Concept

Consider BC ELF page 69: "*Joy in relationships with people, places, materials and ideas*"

Reflect on the question proposed: "*What does it mean to be in reciprocal relationship with children, families, and colleagues?*"

Readings:



Love to Learn: The Transformative Power of Care and Connection in Early Education. Isabelle C. Hau, 2025



BC Early Learning Framework, 2019



Photos:

Rocks Photo by Natalie L Unsplash

Trees Photo by Casey Horner 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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