
Learning Resource: Listening With Our Hearts



Listening With Our Hearts

What does this mean?

*Listening with our Hearts is the practice of **Pedagogy of Listening**. It means that we truly **value** a **child's ideas** by using our **eyes, ears, and heart** to understand how they make sense of the world.*

Heart Listening in Action:

During our campground-themed play, I noticed a child pointing a stick at a peer's face. Instead of immediately jumping in to stop them, I practiced the **Pedagogy of Listening** by pausing to understand their intent.

When I asked if they were okay with the stick, the child happily explained, "**Yes, they're making me a s'more!**"

By using my **eyes, ears, and heart** to see past the physical action and into their imagination, I realized it wasn't an act of aggression, but a sweet moment of **connection**. When a colleague reflexively tried to stop them for safety, I was able to advocate for the children, explaining that through active listening, I saw their play was actually **safe, purposeful, and collaborative**.



Educator's Reflection



This story highlights the difference between simply enforcing a safety rule and truly **listening to a child's intent**.

Instead of rushing in to stop a 'dangerous' stick, the educator **paused** to give the children their full attention. By **asking** instead of assuming, they discovered the children weren't being reckless—they were sharing a s'more.

This moment serves as a reminder that when educators slow down to **listen with their hearts** and **trust the process**, they show children that their ideas and play matter more than an adult's quick assumptions.



Reflection

Ask yourself:

What contributes to our living and learning together?

- 1. How do we suspend judgement and practice openness?*
- 2. How do we ask questions without set answers?*
- 3. How do we listen to children's ideas and thoughts?*

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

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

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



Activities for the Educator



*In what ways can I
share my reflections?*

Choose one everyday moment (e.g., a conflict, busy play, or challenging transition) and pause before responding.

Reflect on these three questions:

What am I assuming is happening right now?

What are the children communicating through their words, actions, or play?

How can I respond in a way that honours each child's dignity and supports relational learning?

Reflect on this experience:

Did pausing change your first instinct to intervene?

Did you try this Heart Listening during transitions or meal times?

Share your reflections with your colleagues and hold conversations about the invisible meanings you discovered.



A Deeper Dive

Did you know:

The BC ELF's Engaging with Communication & Literacies pathways offer daily reflective questions for educators? You can find this on pages 82 to 84 of the ELF.

The BCELF invites diversity by providing opportunities for story-telling, deep conversations, and experimenting with different languages, sounds and creative representations.

Readings:



In dialogue with Reggio Emilia: Listening, researching and learning. Rinaldi, 2006



Listening to teach: Beyond didactic pedagogy. Walks. 2015



BC Early Learning Framework, 2019



Link to Theory of Concept

Consider BC ELF page 49: Educators notice gesture, silence, movement, gaze, and stillness, as well as the materials, the object, light, and sound, and how these are all **interrelated**, each offering the other as they circulate within a space and time. *In this sense, listening is letting go of what we thought we knew to open ourselves to something new*

Photos:

S'mores Photo by Photo by Konrad Hofmann on Unsplash

People Photo by Photo by Vitaly Gariev 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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