

## **A DAY WITH ANN PELO**

### **Pedagogical Leadership for Reimagining Our Work**



Ann Pelo is an educator, program consultant, and author whose primary work focuses on reflective pedagogical practice, social justice and ecological teaching and learning, and the art of mentoring. Her work is anchored by a commitment to the right of educators to be intellectually, emotionally, and spiritually engaged by their work.

Ann is the author of six books, most recently *From Teaching to Thinking: A Pedagogy for Reimagining Our Work*, with Margie Carter (2018). She is the Co-Editor of the Reimagining Our Work Collection, a series of books by early childhood educators that illuminate a pedagogical approach anchored by a commitment to social justice, deep listening, teacher research, and documentation that foregrounds educators' thinking about children's thinking.

The City of Greater Sudbury, Children Services welcomes all Early Learning and Child Care Professionals as well as our community partners to this special event.

**Location:** Steelworkers Union Hall and Conference Center, 66 Brady St., Sudbury

**Date:** October 30, 2019

**Time:** 8:30 AM to 4:30 PM (Lunch and refreshments will be served)

**Please register on LMS no later than Friday, October 18th to reserve your spot.**

[Click here to register on LMS under Leadership](#)

**Please forward any dietary restrictions to**  
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***During our time together, we'll consider the culture-making role of pedagogical leadership in the context of principles that can guide our work.***

*As supervisors and directors, we take on a range of roles in our relationships with teachers and educators. An integrating way in which we can view our work is to see ourselves as pedagogical leaders whose primary responsibility is culture-making.*

*As pedagogical leaders, we can invite and sustain an organizational focus on pedagogical practice—disciplined thinking and collaborative inquiry into the teaching and learning process. We can call forward values for critical thinking, glad collaboration, imagining, inventing, and questioning. This collective conversation creates an organizational identity—a community-wide culture—of teacher research, experimentation, and innovation.*

*This culture-making takes place informally, through regular conversations and stories about children's and educators' learning. It happens in the context of organizational structures like staff meetings and professional learning opportunities. It is strengthened by the use of a shared protocol for pedagogical documentation—the cycle of observation, study, and action that spins children and educators into deeper and more expansive inquiry.*