Two BC Ministry of Education Early Years Initiatives:

Changing Results for Young Children (CR4YC)

Strengthening Early Years to Kindergarten Transitions

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System Wide Change:
Transforming BC’s Curriculum
2015 - 2019
B.C.’s K-12 Assessment System

Assessment and curriculum are interconnected. Curriculum sets the learning standards that give focus to classroom instruction and assessment. Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students’ progress toward meeting provincial learning standards.

B.C.’s assessment system is being redesigned to align with the new curriculum. Assessment of all forms will support a more flexible, personalized approach to learning and measure deeper, complex thinking. B.C.’s educational assessment system strives to support student learning by providing timely, meaningful information on student learning through multiple forms of assessment. The assessment system has three programs:
BC Core Competencies

- Core competencies provide the foundation for the redesigned curriculum
- Created on a continuum (not by grade level)
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one’s actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one’s identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
Context:
2017 begins the process of Implementing a Universal Child-Care Plan

| NDP Platform (2017) | “a childcare system that provides safe care for every child whose family wants or needs it” |
| Minister Chen’s Mandate Letter (2017) | “implement a universal child-care plan that provides affordable, accessible and high-quality care…” |
| Child Care BC (2018) | • Budget committed to 22K new spaces  
• “accelerate the availability of child care that is co-located on school grounds” |
| Cabinet Direction (2018/19) | • Directed EDUC to focus on supporting the delivery of school-age care, as part of the path to universal child care |
British Columbia
Early Learning Framework

The Revised
British Columbia
Early Learning
Framework

2019
2019: Resources for Educators & Families
Changing Results for Young Children

Image of the Child

Capable in their uniqueness, full of potential, rich in resources
CR4YC: Goals

- To increase the social and emotional well-being of young children...
- To improve the quality of practices associated with teaching social and emotional well-being...
- To increase collaboration and strengthen relationships between Early Childhood Educators and Primary Teachers
- To use the Social and Emotional Well-being science and research...
CR4YC Principles

All children and families have strengths and capabilities.

All educators have strengths and capabilities.

Collaborative inquiry is a powerful strategy for learning and change.

There is no one answer for everyone (one size does not fit all).

Community matters.

"Treat a child as though he already is the person he's capable of becoming."

-Haim Ginott
Meet Our Advisor to Changing Results for Young Children

Dr. Kimberly Schonert-Reichl

Lead Advisor in Social Emotional Learning

Applied Development Psychologist and Professor in Human Development, Learning and Culture, University of British Columbia
Changing Results for Young Children focuses on 7 Facets of Social and Emotional Well-being.
The early years are a transitional point in development – one in which there is an increased time of risk – as well as an opportunity for positive growth and development.

There is an inextricable link between young children’s social emotional competence and life and school success – this link becomes particularly salient during the transition to kindergarten.

Research points to the importance of fostering young children’s social and emotional development.
CR4YC: What we know from the science and research ...

The preschool years are an active period of neural development and an increased time of risk and opportunity.

Social-emotional well-being at transition to school reaches forward to adolescence and adulthood.

Investing in preschool children’s social and emotional development reduces the burden of mental health challenges and placement in special education.
Emotional literacy is as vital as any other skill, and is particularly central to children’s ability to interact and form relationships.
Social and emotional well-being skills are malleable and they can be taught.

“What do you want to be when you grow up?”

“Kind” said the boy
How we feel affects how we learn …
Connections to your own work?

What did you pay attention to?

Tell about it.
Choosing a Wonder Child

Who?
A child you have some questions/wonders/curiosity about

What’s involved?
Observing a “wonder child” over time as a way to examine practice

Obtaining consents & sharing

Completing observation sheets, submitting data monthly
Participation in 2019 - 2020

9000 children

470 Educators
  • 71 Community-based Early Childhood Educators
  • 84 Strong Start Facilitators
  • 107 Kindergarten Teachers

• Over 300 case studies

• 47 School Districts/Communities
2018 – 2019 Changes in Educators’ Practice

Strengths in Strategies and Approaches: % of Educators (n=192)

- Ch led play
- Warm envir
- Focus SEWB
- Self-reg tools
- Collab-coll
- Str-based
- Fam-cent
- Listen more
- Less direct

- Already Strong
- Added strength
Positive Practices that are Making a Difference

• Continuing trend to more child-centred and child-directed approaches

• Over 80% of Educators reported that their programs are characterized by opportunities for child-led play and a warm, accepting and encouraging environment

• Significant growth in three areas that have demonstrated positive effects on children’s well-being:
  • reducing adult direction
  • developing self-regulation tools
  • starting with strengths
Overall change in Social and Emotional Well-being

Overall Change in SEWB (n=207)

- **Major**: 40%
- **Some**: 56%
- **Little**: 4%
Each Educator focused on one facet of Social and Emotional Well-being

Identity
- Sense of identity – “who I am”

Social Responsibility
- Building relationships; friends
- Kindness and empathy - caring for others
- Contributing to classroom community

Personal Awareness and Responsibility
- Well-being – sense of joy and happiness
- Self-regulation - connecting actions/results; taking responsibility
- Sense of personal agency - self-efficacy; advocates for self; addresses own needs
% of Educators choosing each facet

Educator Focus on Various Facets of SEWB: Percent of "Wonder Children" (n=207)
Growth in facets of Social and Emotional Well-being

Change in specific facets of SEWB: Percent of focus children (n=207)
Highlights of Changes in Social and Emotional Well-being

• Almost all children (96%) showed positive overall change in SEWB, with approximately 40% described as having made “major” change.

• The greatest area of change was relationships, where over 80% of children were described as having shown positive development.

• Well-being, kindness/empathy, and self-regulation were reported as areas of change for close to 65% of children.

• Sense of identity, contribution to the classroom, and sense of personal agency were areas of change of nearly 60%.
CR4YCHILDREN

Changing Results for Young Children

ABOUT US

JULY 18, 2018 | WEBADMIN | LEAVE A COMMENT

website

cr4yr.com
Strengthening Early Years to Kindergarten Transitions
Contributing to System Change

• changing the way School systems build relationships and interact with Community

• SEY2K Teams explore working together through a compassionate systems leadership lens

• SEY2K Transitions sites include monthly meetings with a local team of both Community Agencies, Families and Educators who collaborate to set goals, plan activities, and working together to find new ways to engage families and children who have not participated in Early Years Programs and Services prior to Kindergarten

• SD 71 Inquiry Question: What can we do differently to build connections with young children and families to create stronger, smoother transitions?

It’s rare to find Education and Community Partners looking at shared goals and holding each other accountable.
Strengthening Early Years to Kindergarten Transitions Project 2018 - 2019

**Common Factors**
- Focus on one group or population
- Incorporate local context in project design
- Inquiry approach
- Community partnerships
- Revising/designing materials for families

**Challenges**
- Time
- Inclusion
- Child-centered
- Developing/sustaining relationships

**What Worked?**
- Well-functioning, committed teams
- Common sense of purpose
- Informed and supportive district leadership
- Emphasis on connections and relationships with families
- Strong existing community connections
- ECE and K dialogue
- A sense of JOY
SEY2K Project

Sooke School District Muddy Buddies
SD 63:
Integrating the ‘SENCOTEN’ Indigenous language into all Kindergarten Classrooms

Connecting the Indigenous language learning in preschool to the learning in Kindergarten
Strengthening EY2K Transitions Project
SD 70- Port Alberni

#Letsgetconnected
#EY2K
In what ways can we build relationships and enhance connections among families, children, Early Care and Learning Professionals, and Primary Educators?

Our Inquiry Question
Families and Children

Community Engagement– Surveys & Visits
We wanted our pilot to be based on the feedback from families and the community. We created a survey to send to families online and during family group time. We based our pilot on the results we received.

Aboriginal Parents as Literacy Supporters
Offering 4 sessions of APALS to the children going into Kindergarten and their families at EJ Dunn. We want to offer it to EJ Dunn families, so they get more opportunities to make connections with their peers, their families, EJ Dunn Staff, and become more familiar to their environment.

Community Programs
Attending Nuu-Chah-Nulth Children & Youth Services & Port Alberni Friendship Centre Family groups every week to build relationships.

Kim Barthel Training for Parents
Kim Barthel will be presenting on how to we can best support children as they transition to Kindergarten. When the survey results came back, there was an underlying theme that families wanted more info on how to best support their children.

Pop Up Play
Every 2nd week we offer play opportunities around the EJ Dunn Neighbourhood. A Kindergarten teacher and community service providers are present to connect with families.

Kindergarten Orcas EJ Dunn K Program
K Orcas is a 4 day program at the end of August where EJ Dunn K children and their families come: tour the school, meet the staff, and participate in play based explorations.

Early Care & Learning Professionals & Primary Educators

Community Engagement Meeting
Early Care and Learning professionals and Primary Educators came together to look over the survey results. Participants shared their voice as well. After discussions, commitments were given for involvement in the pilot.

Kim Barthel Pro D Opportunity
Early Care and Learning Professionals and Primary Educators will have the opportunity to learn and reflect together at the Kim Barthel workshop. She will be presenting on how to best support children as they transition to Kindergarten.

Let’s Get Connected Evening
Ready to Raise Facilitators Tammy Dewar and Tracy Smyth helped navigate us through activities where we identified commonalities, we laughed and connected.

Reflective Community of Practice
Early Care and Learning professionals meet from September to June once a month to go over the Reflecting in Communities of Practice workbook.

Story Basket Making Connection Evening
Early Care and Learning Professionals and Primary Educators will build a resource kit together that they can use in their practice. The Early Learning Framework will be looked at and reflected on.
Family Hub
Formerly known as the Berni Valley Early Years Centre

Summer 2019

Pop Up & Play – Parks Edition

Summer Fun with the Family Hub

This past spring the EYC received notification that we were successful in our application for the MCFD EYFS Years Service Delivery Framework funding.
Science of Early Child Development
To order the Early Learning Framework, Play Today and Let’s Play resources:
Crown Publications Online Catalogue – Home (crownpub.bc.ca)

Thank you!
CHEQ - CR4YC - SEY2K Connection

• Each project shares the same vision to ensure that all children have a strong and equal foundation to grow and thrive.

• The synergy and alignment between all three initiatives presents a powerful opportunity for collaboration.

• CHEQ provides comprehensive data that can be used by CR4YC triads and SEY2K districts to support this work.
SD6 Learning Services

Early Years Pathway to Kindergarten and beyond...

**Home + Family**
- Relationships are a key protective factor in my life
- I am experiencing continuous growth
- My family and caregivers keep track of my developmental milestones
- Diet and nutrition are important to my development
- My brain is growing rapidly

**Family + Community**
- We go to family-friendly places to socialize and learn
- My parents support my health through follow-up visits to the doctor, immunization, and screening
- We go to the Public Library and have access to BC Child Care Resource & Referral programs (CCR)
- My family and caregivers can attend Parenting Education
- We can access infant development programming

**Family + School + Community**
- Schools are landmarks
- Schools are centered within family-oriented neighbourhoods
- I have the opportunity for safe outdoor play
- I can discover school and community through my siblings

**Birth to 3 years**
**ME + YOU**
- I develop in the context of relationships

**3 to 4 years**
**ME + MY FAMILIAR PEOPLE**
- Together we go exploring
- I am learning everyday and building more confidence and self-esteem
- I like sharing my discoveries with you
- My family and caregivers continue to track my developmental milestones
- Talking to me often helps to build my vocabulary
- You undirks attention when we interact helps me grow and learn

**Before turning 5**
**ME + LOTS OF PEOPLE, PLACES & THINGS**
- Routines help me know what to expect
- I need enough rest so I can learn at my best
- I can do many things on my own and I can ask for help when needed
- It is important to spend time with me—play with me, talk to me, read to me
- I am starting to understand rules for safe play but I need guidance and support to take safe risks

**Kindergarten & beyond**
**ME + THE WHOLE WORLD**
- My family and caregivers help me feel ready for new things
- Simple household chores help teach me cooperation and responsibility
- As I begin school, routines and consistency help me to feel safe and secure
- I share my day’s activities with my family and caregivers

- I am becoming more independent and I travel between my home and places in my community
- I learn how to be safe in my community
- I learn who to ask for help and how
- My sense of self and identity is growing
- I am growing and learning ways to be responsible
- I am learning what it means to contribute and be a part of a community, solve problems and build relationships
- School Tours help me and my family meet great new people

- My family and caregivers are an important part of my learning and they engage in the school
- Graduation Entry helps me feel safe in this new environment
- CHEQ (Childhood Experiences Questionnaire) screening helps my family and school meet my changing needs
- I meet new friends and continue to learn how to play together
- I continue to learn that everyone is different and has unique needs
Discussion questions:

Do you have examples from your work/community of systemic Early Years approaches?

What facilitates these approaches and what are the challenges?
How might you apply/use what you have learned in this session to your work?

What questions still remain in your mind?