



Create Your Own Name Tag

- Create a 3-Fold Name Card.
- Print your name in bold letters.
- Underneath in smaller letters add your School / Work Location and your position this year.
- Decorate your Name Tag.



*Changing
Possibilities for
Young Children
2023-2024*

➔ Barb McBride

➔ bbmcbride@outlook.com

Territory ACKNOWLEDGEMENT



Pause and Connect

- Take a moment to pause and reflect... Begin your introduction with sharing how you feeling as you join us today?
- Then... introduce yourself by saying your name and your position this year so we have an idea of the diversity in the room.
- What is something you would like to share that others might not know about you?



Shape of the Session

- **What is CP4YC?**
- **Voices from our group**
- **Early Learning Framework**
- **Your Group of Children**
- **Personal Reflection**
- **Highlights from last year**
- **Who will I choose?**
- **SEWB Facets: What interests me?**
- **Observations**
- **Next steps**
- **Hopes/Reflection**



What is CP4YC all about?

- **Listening (watching) Closely**
 - **Being Curious**
 - **Embracing Wonder**
 - **Sharing the Story**
 - **(E.L.F. page 51)**
-
- **What's the story you want to tell?**
 - **What's the story you want children to tell?**
 - **What do you want to be paying attention to?**
 - **What are you wanting to focus on?**



Key Principles of CP4YC

Strengths: Child, Parent/Guardian,
Educator

Inquiry: the most powerful force for
learning and change

Community: class/group, colleagues, this
group

*No one answer for everyone (one size
does not fit all (muddy/confusing))*



Key Practices

- child-led play
- self-regulation
- nurturing SEWB
- a strength-based approach



Goals

To build a supportive community of practice to share what you are learning

To extend the opportunity to collaborate and implement quality practices around SEWB

To establish a culture of inquiry through documentation and critical reflection around your individual question

To build on your strengths, expertise, knowledge and context by sharing and discussing

To use current research on what develops SEWB

To strengthen your knowledge and implementation of the ideas presented in the Early Learning Framework



Voices of Our Group

Voices of Previous Participants

- What was your greatest learning from an inquiry you have been part of (CP4YC or other)?

OR

- What was the most frustrating aspect of the inquiry process?

OR

- What was the most exciting thing about your inquiry, the process, or your learning?

Voices of those New to the Group

- What enticed you to join CP4YC?

OR

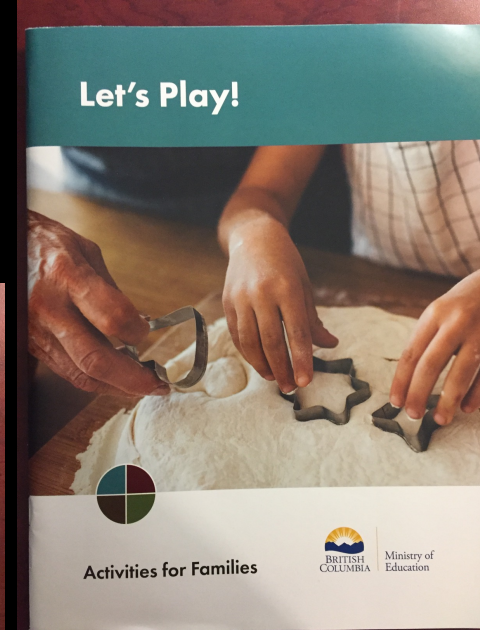
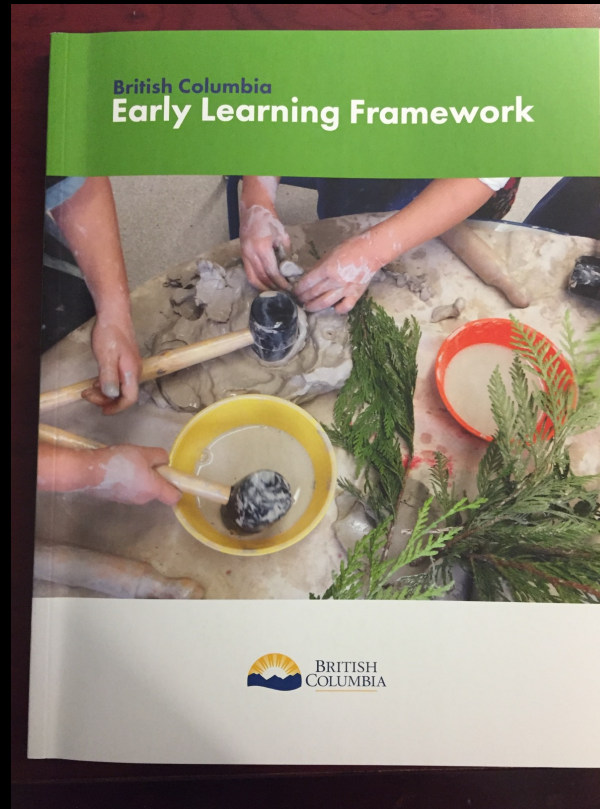
- What is one question/concern you have?

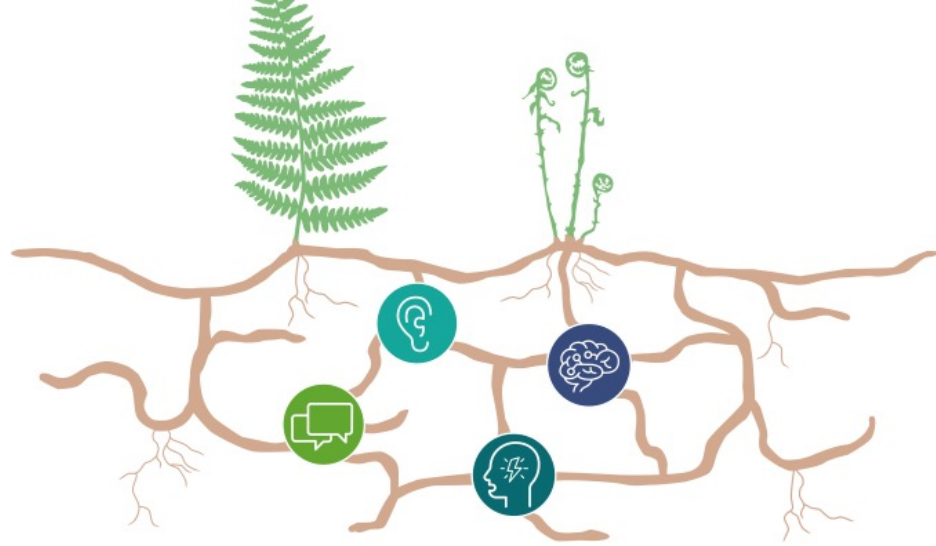
OR

- What are you about hoping to get out of participating in CP4YC?

Ministry Resources

- 0 – 8 Early Learning Framework
- Play Today handbook
- Let's Play!- Learning Activities for Families





Early Learning Framework

Let's look at p 47 of the Early Learning Framework. After reading this section talk in your table group about:

Rethinking learning and practice is central to the vision of this framework. This section describes the following practices (pedagogies) which are intended to enhance learning and be woven into all other sections, not in linear ways but in multiple and unexpected ways. The image of a fern with its underground **rhizomes** can be useful in thinking of pedagogies that are dynamic and exploratory, where new possibilities can emerge for transforming and re-creating early learning pedagogies.



pedagogy of listening

Pedagogy of listening is an approach to practice that means listening to the thousand languages, symbols, and codes we use to express ourselves and communicate.



critical reflection

Critical reflection involves thinking carefully about fundamental beliefs that shape our senses of self and others and how we view the world.



collaborative dialogue

Collaborative dialogue means inviting comments, questions, and interpretations from children, families, colleagues, and community members to elicit multiple perspectives.



pedagogical narration

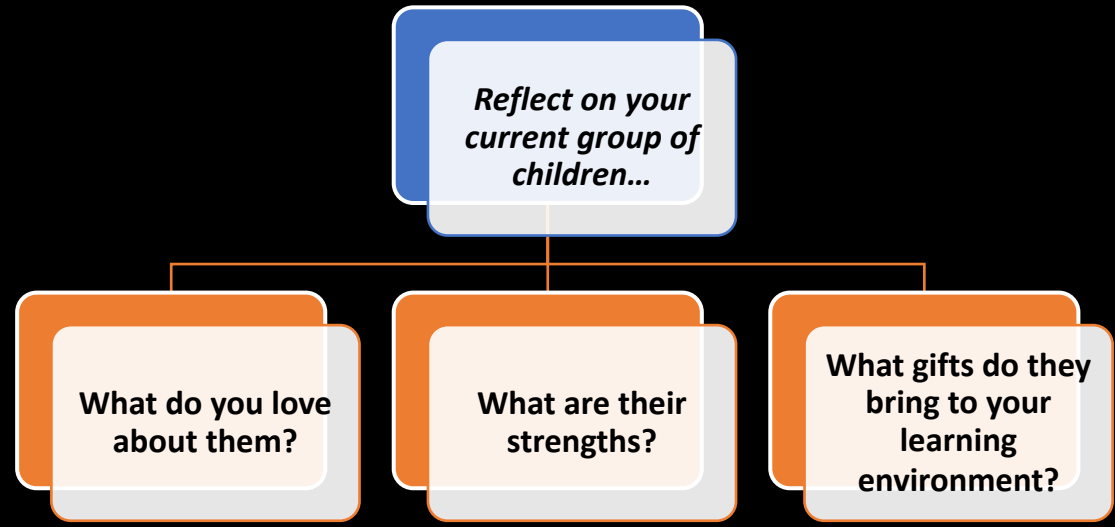
Pedagogical narration is the process of noticing and collecting moments from daily practice and sharing these with colleagues, children, and families.

- How this resonates with the work you do with children?
- What is the relationships between these pedagogies and the work we are doing in CP4YC?

Bring one idea from your discussion back to our large group. (5 minutes)

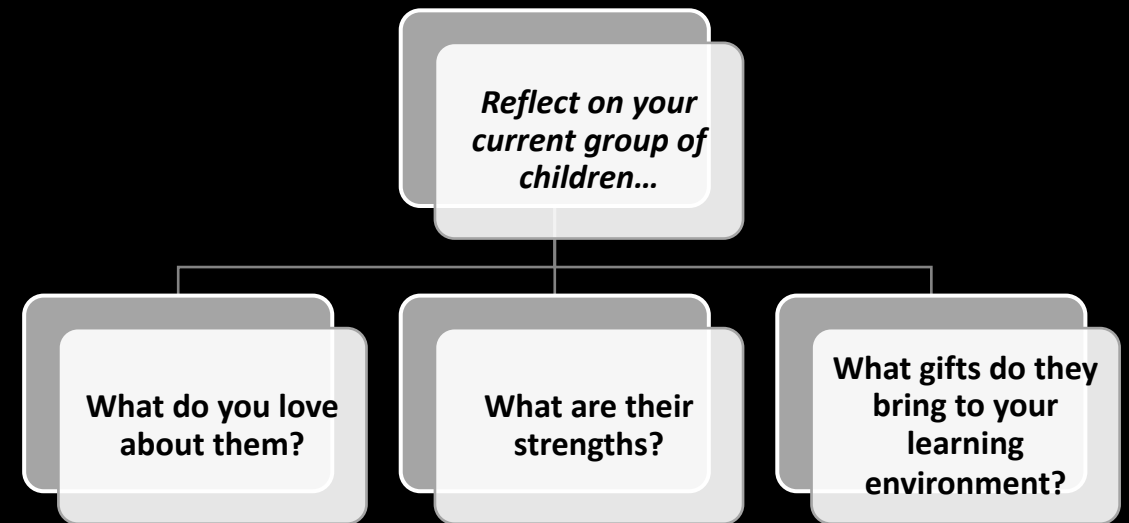


Write/Sketch/ Draw





Reflective Chat ...



Personal Reflection

- Please take five minutes to fill out the document “Reflecting on my current Practice”.
- This will provide a baseline snapshot of your current thinking.
- You will keep this as part of your learning portfolio for our year of working and collaborating to CP4YC.
- This is for your personal reflection only and will not be shared.



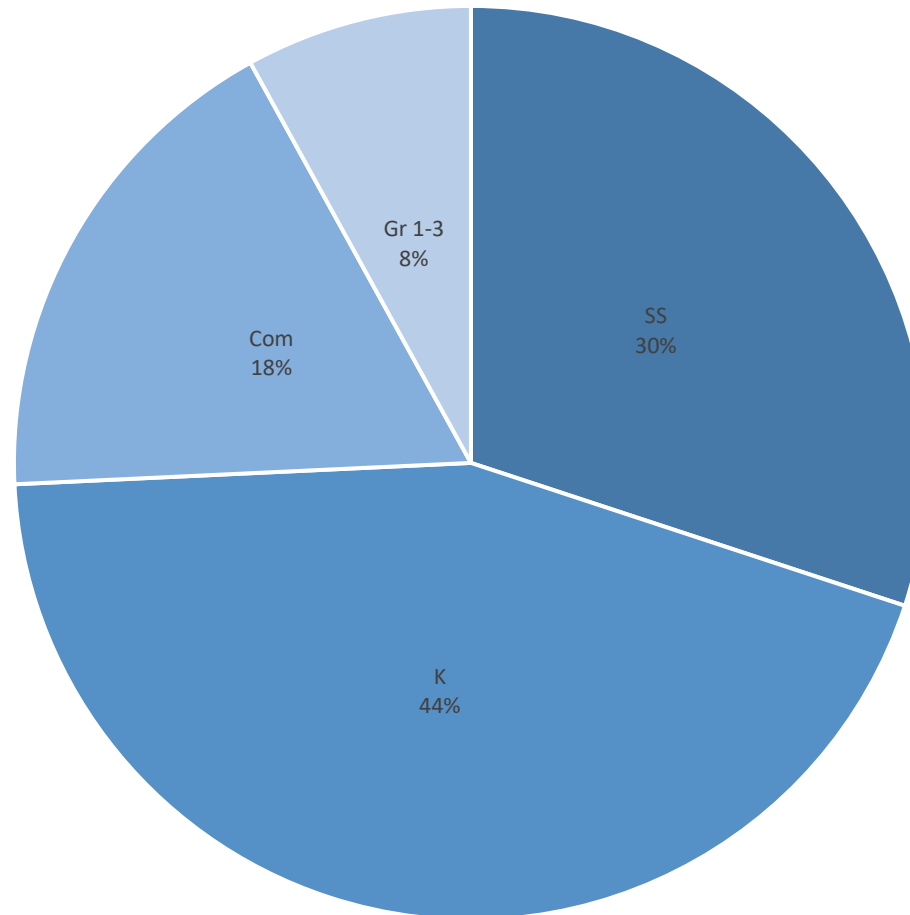
CR4YC 2022-2023 Results



Sharon Jeroski & Jennifer Delvecchio
Horizon Research & Evaluation Inc

Participants (Source)

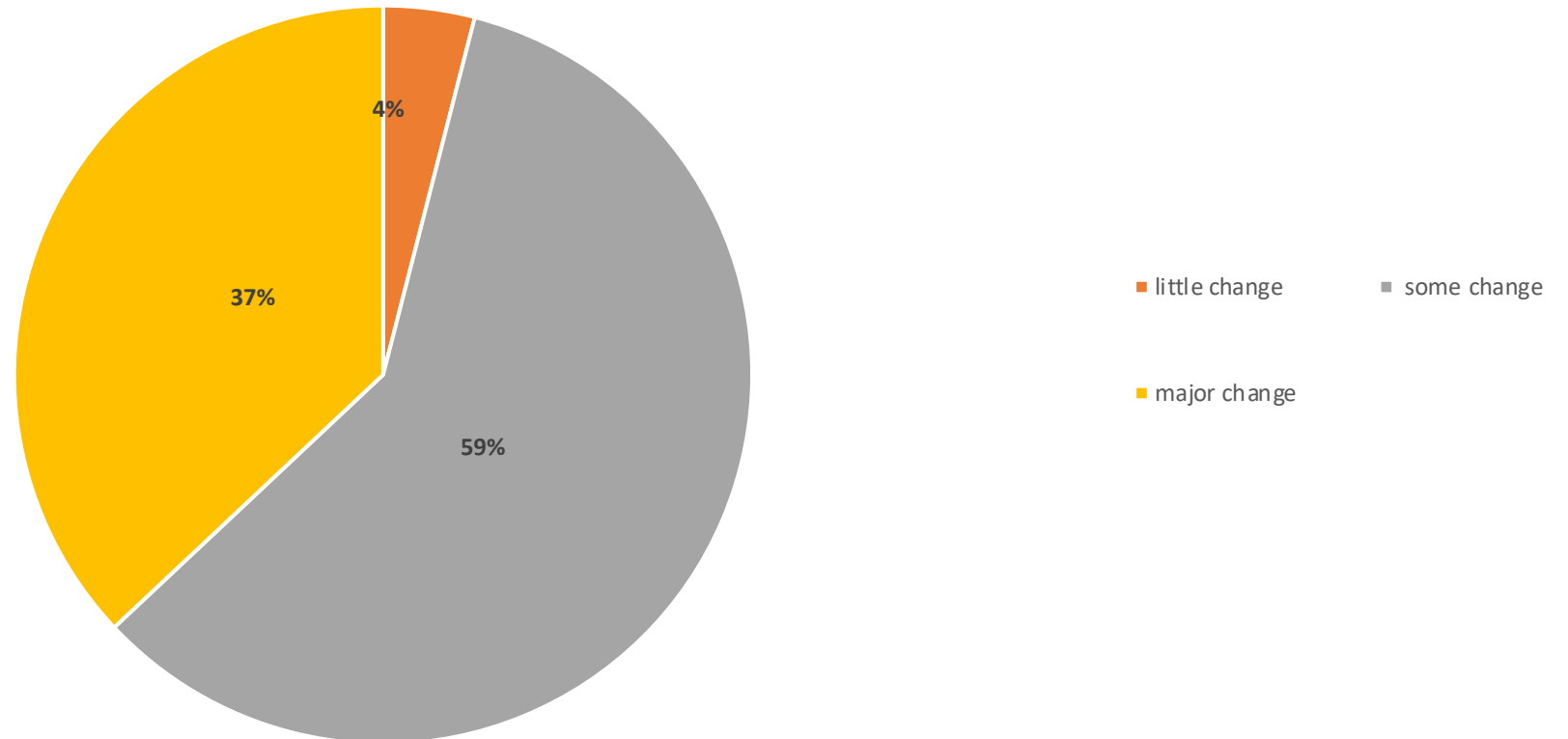
Participants in Inquiry Groups (n=390)



- SS
- K
- Com
- Gr 1-3

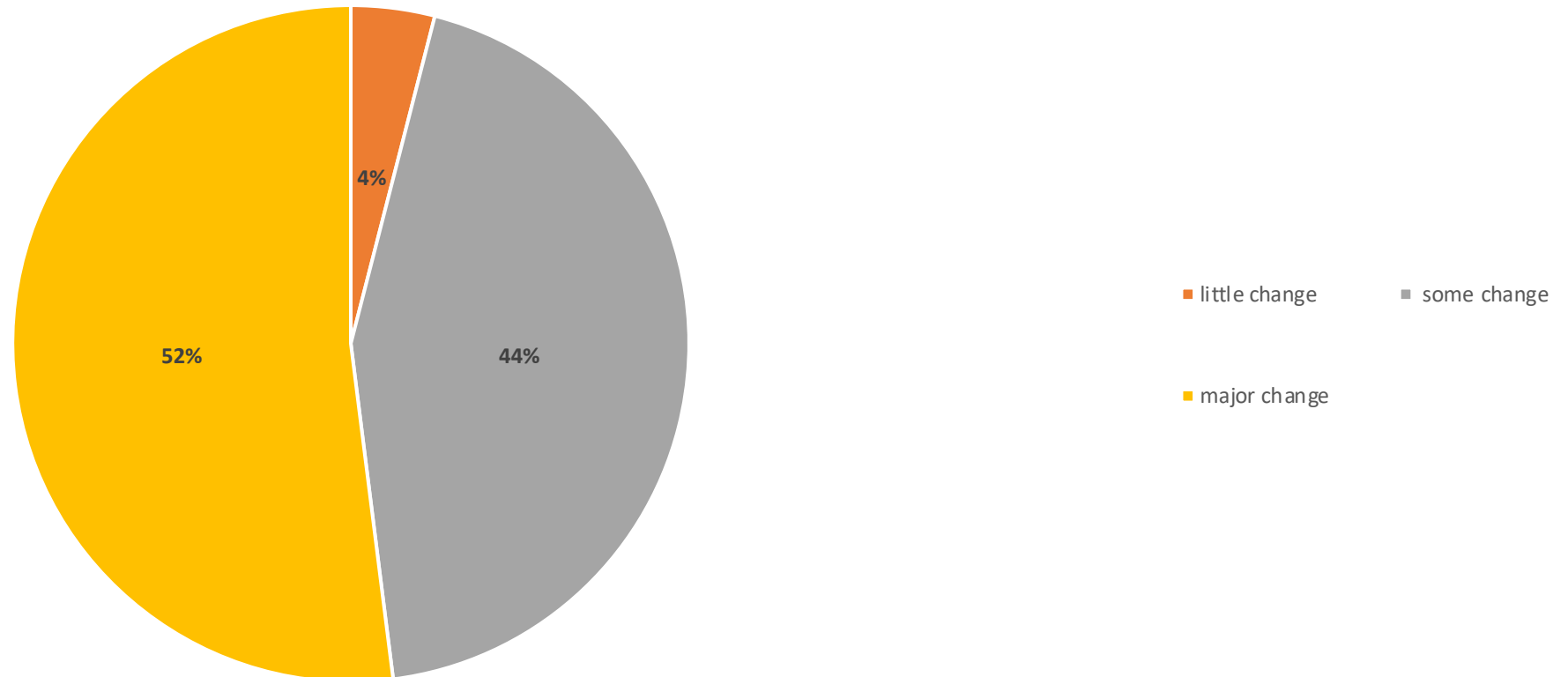
Impact on Children's SEWB

Change in Overall SEWB (n=319)

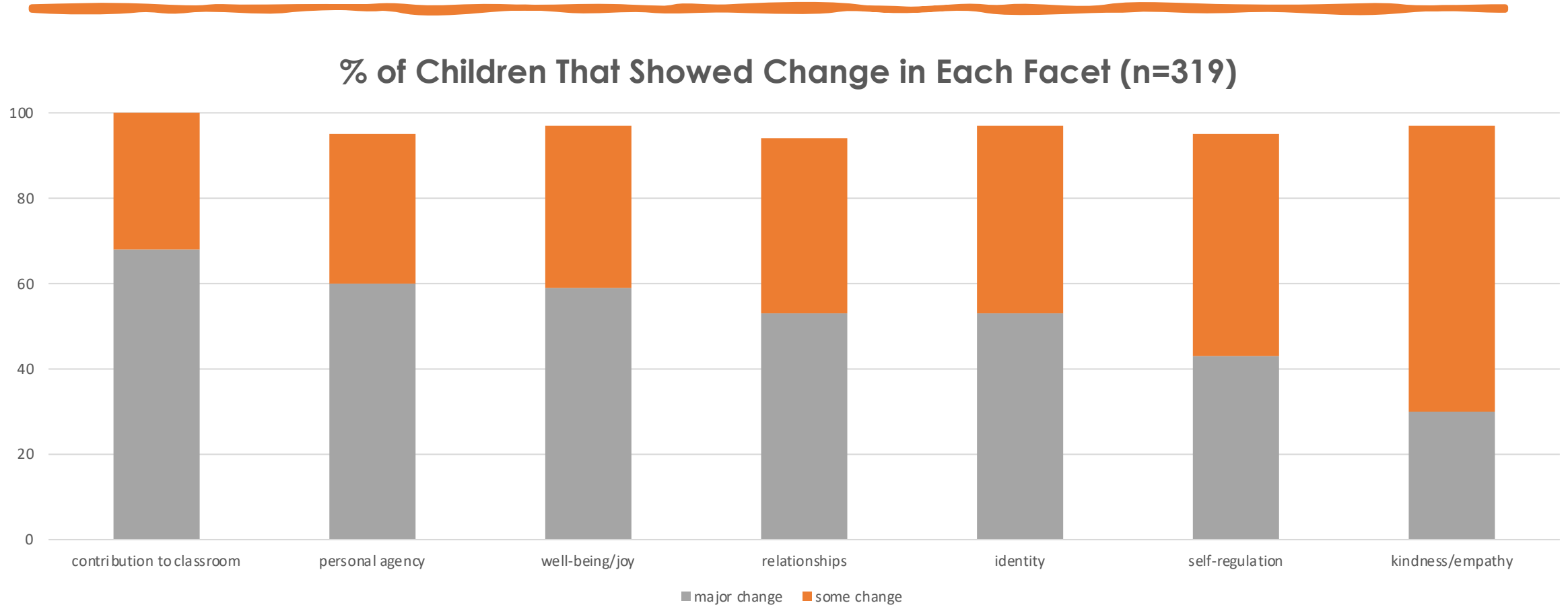


Change in Focus Facet

Change in Focus Facet (n=319)



Change in Each Facet



Details of change in facets

FACET PARTICIPANTS FOCUSED ON	N OF CHILDREN	EXTENT OF CHANGE		
		Major change	Some change	Little/no change
Contributing to classroom	19	68% (13)	32% (6)	0
Sense of personal agency	43	60% (26)	35% (15)	5% (2)
Sense of well-being	39	56% (23)	42% (17)	2% (1)
Relationships	114	54% (61)	41% (47)	6% (7)
Sense of identity	32	52% (17)	45% (15)	3% (1)
Self-regulation	42	43% (18)	52% (22)	5% (2)
Kindness/ empathy	30	30% (9)	67% (20)	1% (3)
Combined	319			

Spotlight on Personal Agency

Sense of Personal Agency – self-efficacy

- advocates for self; recognizes and addresses own needs
- uses voice
- strong connection to self-regulation, sense of well-being, and contributing to classroom/group
- foundational to other facets and to future success
- often a good starting place –strength-based, easy to observe in small steps- relevant across contexts and ages

CR4YC Results

- consistently one of the areas of strongest growth
- facet where educators' efforts seem to result in improvement



Choosing a Wonder Child

Who?

- ❖ A child you have some questions/wonders/curiosity about
- ❖ A partnership with the child and family to support curiosity and exploration
- ❖ Regular enough attendance to support inquiry & reflection

What's involved?

- ✓ Obtaining Consents, Communicating & Sharing
- ✓ Observing your “wonder child” over time as a way to examine practice
- ✓ Completing Case Study document (cover sheet, observation sheet, etc.)





CP4YC Children

Notice Name Nurture

THE 7 FACETS

CHANGING POSSIBILITIES FOR YOUNG CHILDREN

Social and Emotional Well-Being

BUILDING RELATIONSHIPS

friends

KINDNESS AND EMPATHY

caring for others

PERSONAL WELL-BEING

sense of JOY and
happiness

SENSE OF IDENTITY

who am I

SELF-REGULATION

identifying and
managing emotions

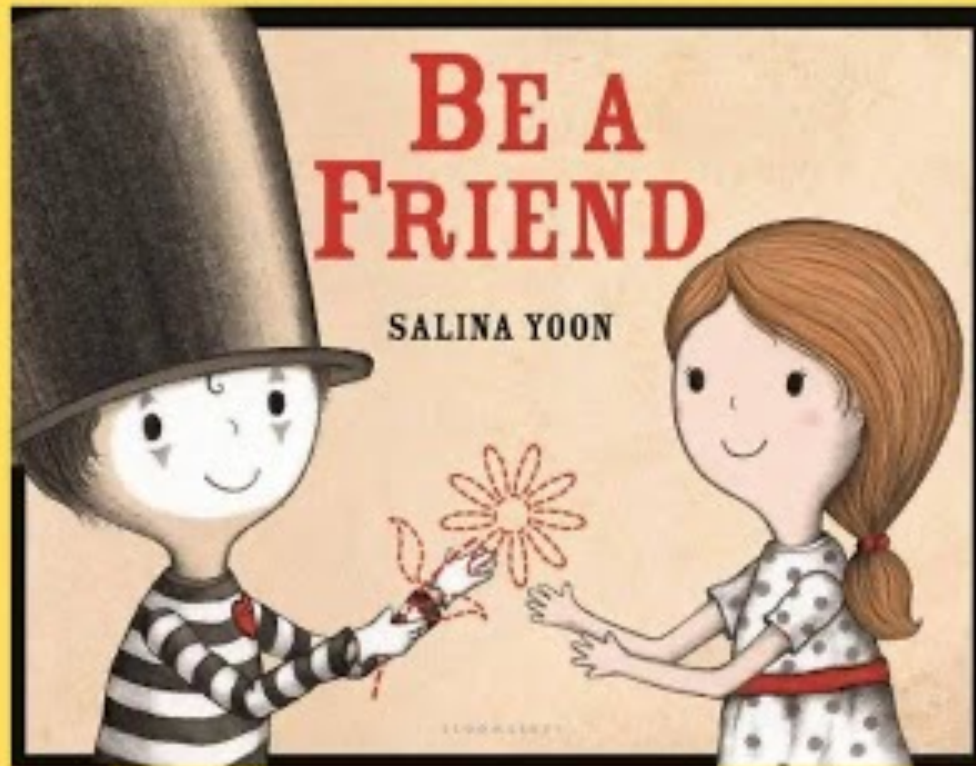
CONTRIBUTING TO THE LEARNING COMMUNITY

belonging

SENSE OF AGENCY

advocating for self and
addressing own needs

Building Relationships



Friendships



Be
Bold
Enough

Giggle Juice

to use your
voice,
brave enough
to listen to
your heart,
and strong
enough to live
the life you've
always imagined

**Sense of Agency
~Advocating for
Self~**

***Addressing
One's Own Needs***



Interactive Activity:

The "Preference Poll"

Initial Thinking:

Which facet will I choose to focus on with the group?

- Building Relationships: friends

- Kindness and Empathy: caring for others

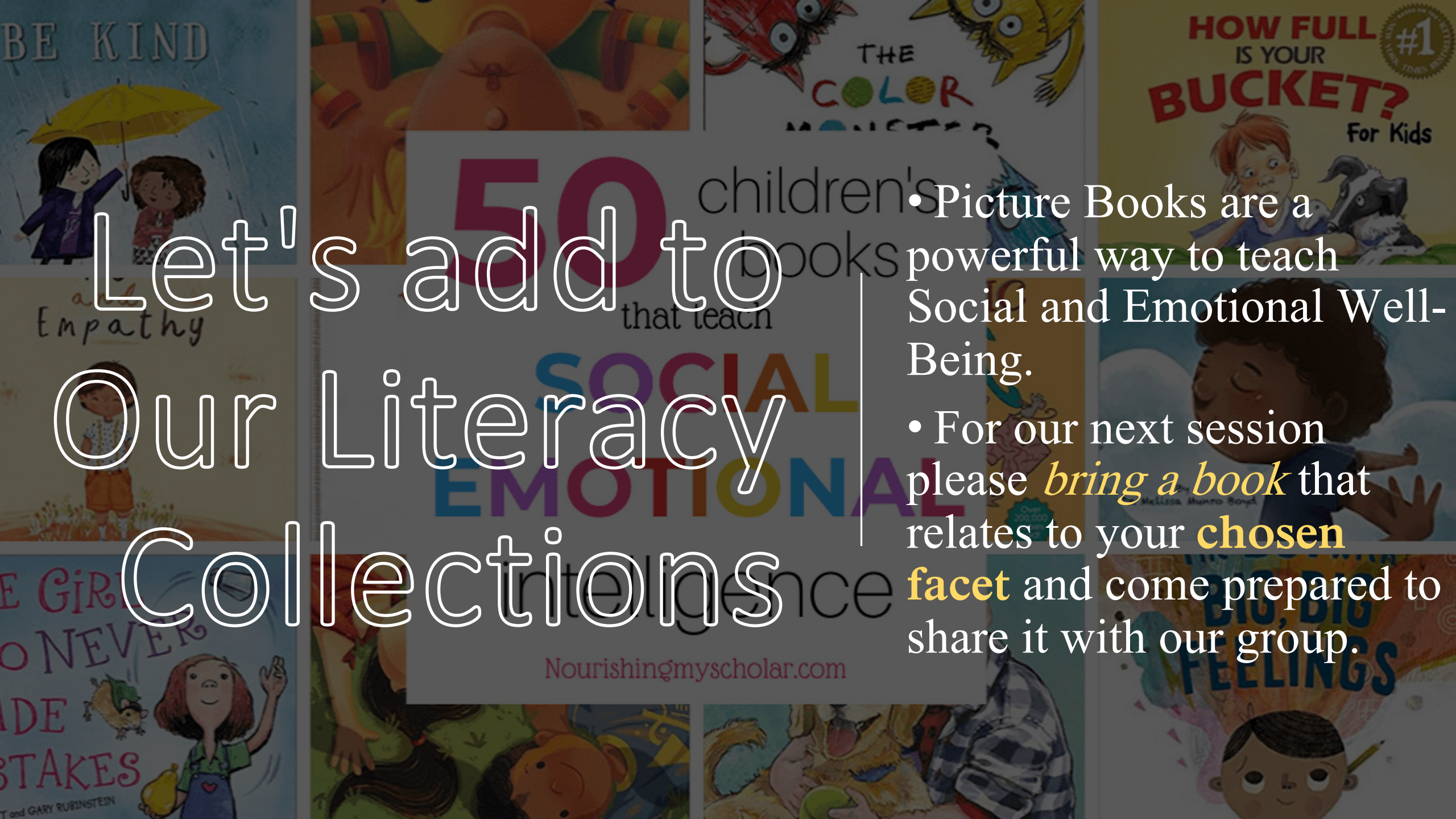
- Personal Well-Being: sense of joy and happiness

- Sense of Identity (who am I?)

- Self-regulation: identifying and managing emotions

- Contributing to the Learning Community: belonging

- Sense of Agency: advocating for self and addressing own needs



Let's add to Our Literacy Collections

50 children's books that teach

SOCIAL
EMOTIONAL

Intelligence

Nourishingmyscholar.com

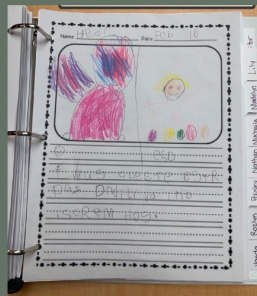
- Picture Books are a powerful way to teach Social and Emotional Well-Being.
- For our next session please *bring a book* that relates to your **chosen facet** and come prepared to share it with our group.

April 12, 2022

School Wide Write

KIDS ARE WRITING ABOUT THEIR BEST DAY

THE STUDENTS HAVE BEEN DOING STORY WORKSHOP TO HELP THEM TELL THE STORY OF THEIR PERFECT DAY AFTER THEY HAVE CREATED THEIR STORY WITH MATERIALS. THEY COULD DRAW A PICTURE AND THEN WRITE A STORY. I WAS HELPING HER SOUND OUT THE WORDS FOR HER STORY.



H.M IS SITTING WITH ME AT THE RAINBOW TABLE. WE ARE TALKING ABOUT THE PICTURE SHE HAS DRAWN ABOUT HER BEST DAY. SHE POINTED TO A PICTURE OF HER PICKING UP EASTER EGGS AND SHOWED ME THE LABEL SHE HAD DRAWN OF THE EASTER EGGS. I THEN HELPED HER SOUND OUT THE WORD SHE WANTED TO WRITE FOR HER STORY. I WOULD STRETCH OUT THE SOUNDS AND SHE WOULD USE INVENTED SPELLING. AS WE WERE ALMOST FINISHED, SHE LOOKED AT ME BEAMING AND SAID "I AM GETTING PRETTY GOOD AT THIS"! I TOLD HER SHE WAS AND GAVE HER A HIGH FIVE.



How might I provide more opportunities to extend or build on these joyful experiences?

- I wonder if repeated Story Workshop experiences will build on literacy confidence?
- I wonder if different materials could be included to support literacy exploration?
- I wonder if partner or buddy literacy experiences can improve confidence?
- I wonder how play experiences can build on small talk?

CP4YC: Langley and Maple Ridge/Pitt Meadows OBSERVATIONS OF SOCIAL AND EMOTIONAL WELL-BEING: CR4YC

Choose ONE facet of Social and Personal Well-being as your focus on your wonder child.

WHAT facet are you thinking about focusing on?

Date and Context	Observation (please be specific/detailed). What caught your attention? What surprised you about this moment? Who, where, what, when. Observation. What happened? What did you notice about the child/group's reaction and learning (e.g. joy, engagement, self-regulation, confidence, relationships)	Questions arising from this observation -- what do you wonder about? This makes me curious to understand more about... I noticed... I saw... I heard... I wonder...
<p>Have you included a photo or other artefact?</p> <p><input type="checkbox"/> <input type="checkbox"/></p>		
<p>Have you noticed and links to or connected with parts/portions of the Early Learning Framework?</p> <p><input type="checkbox"/></p>		

Helping Rebuild

E is very observant and likes to watch his peers from a distance. He often follows some of the kids around the room. He is interested in what they are playing, but often requires support to join in.



E had knocked down some of his classmates' creations such as towers and it has made them not want to play with E.

Today he is giving back blocks that he took away and with support helped rebuild the tower.

Questions:

What environment and materials will help E be successful in joining group play?

The following day, E played with just one friend and had much more positive interactions. He was able to use his skills and teach his friend something new. They had a lot of fun.

- E: Can you build a beyblade?
- S: You can't build beyblades out of these balls.
- E: Yes, I can
- S How?
- E: Like this, connect the sticks and make them...



Contributing to classroom comm
Alexander spilled some of the glitter and sequins onto the floor. He quickly got off his chair and ran to get the broom and dustpan to help clean up the spill.

CP4YC Observations

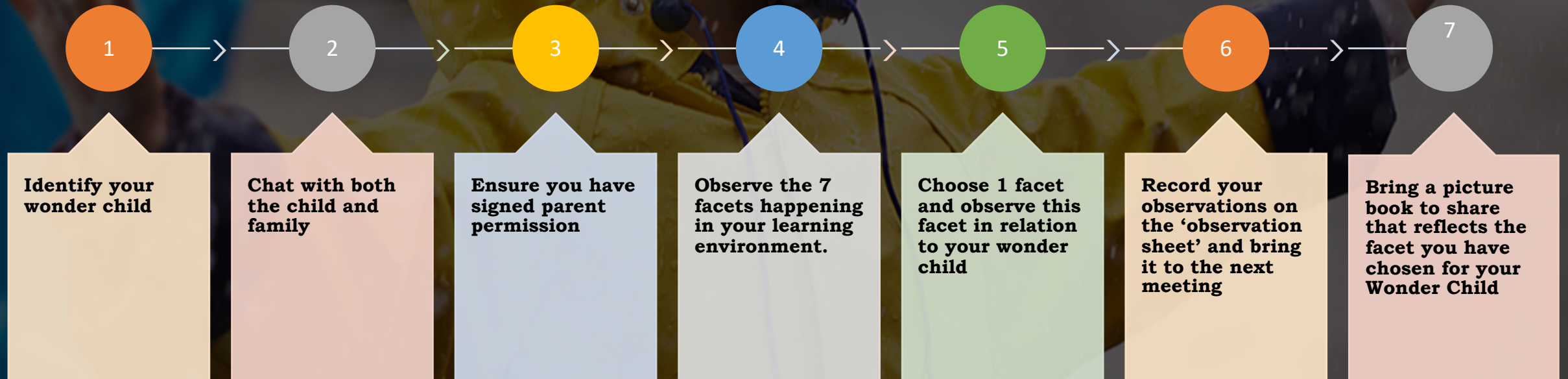
Observing day to day, research-based changes, to enhance children's social and emotional well-being

You can present/submit your information in different ways.

What is the process used for CP4YC?



What do I plan to do or think about before our next session?



A group of people, including children, are sitting around a campfire at night. The fire is bright and central, illuminating the scene. The people are mostly in silhouette, with some faces visible in the light of the fire. The background is dark, suggesting an outdoor setting at night.

CHANGING POSSIBILITIES FOR YOUNG CHILDREN

is a process of inviting

YOU

to hear, see, think, & reflect

about the importance of social and emotional well-being of young children and what impacts it will have on your practice

What is one thing that you *hope* as you start a new school year...