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# *Changing Possibilities for Young Children 2023-2024*

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# Territory ACKNOWLEDGEMENT



# Write/Sketch/Draw/Share

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VinceGowmon.com

**Children** do not move, think or speak in a straight line, and neither does **imagination** nor **creativity**. But sadly, our standardized pathways of education do.

## 5 MINUTE WRITE-

- What are your connections to this quote?
- What does it mean to you and the work you will do as an educator?

## TALK in District Group

- Share something you believe would be engaging or interesting for your colleagues to hear.
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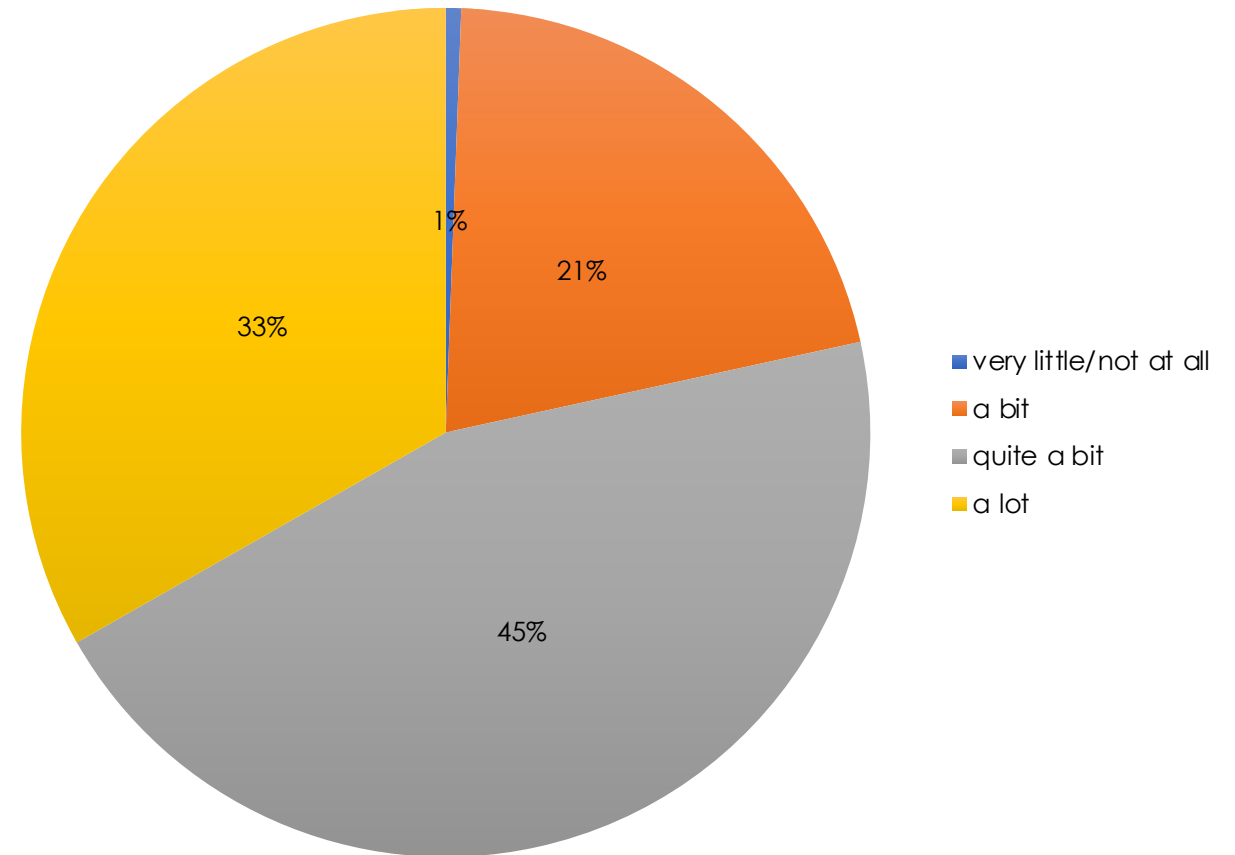
# CR4YC 2022-2023 Results

A close-up photograph of a child's hand pointing towards two snails on a patch of grass. The child's hand is in the upper left, with the index finger pointing down at the snails. The snails are on a small patch of bare earth in the center of the frame. The background is a blurred green lawn and a person's legs in blue jeans. The overall scene is outdoors and brightly lit.

Sharon Jeroski & Jennifer Delvecchio  
Horizon Research & Evaluation Inc

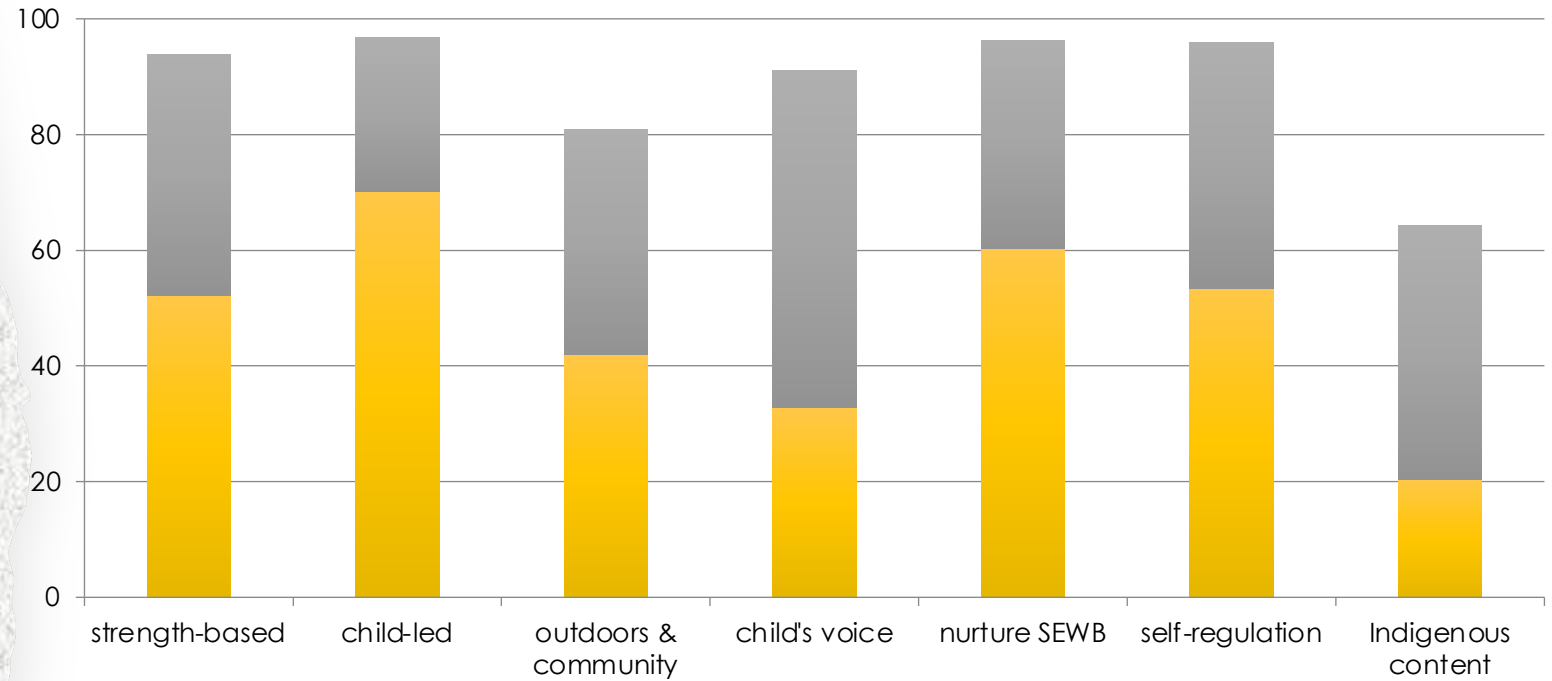
# Impact on Practice

## Impact of CR4YC on Practice (n=344)



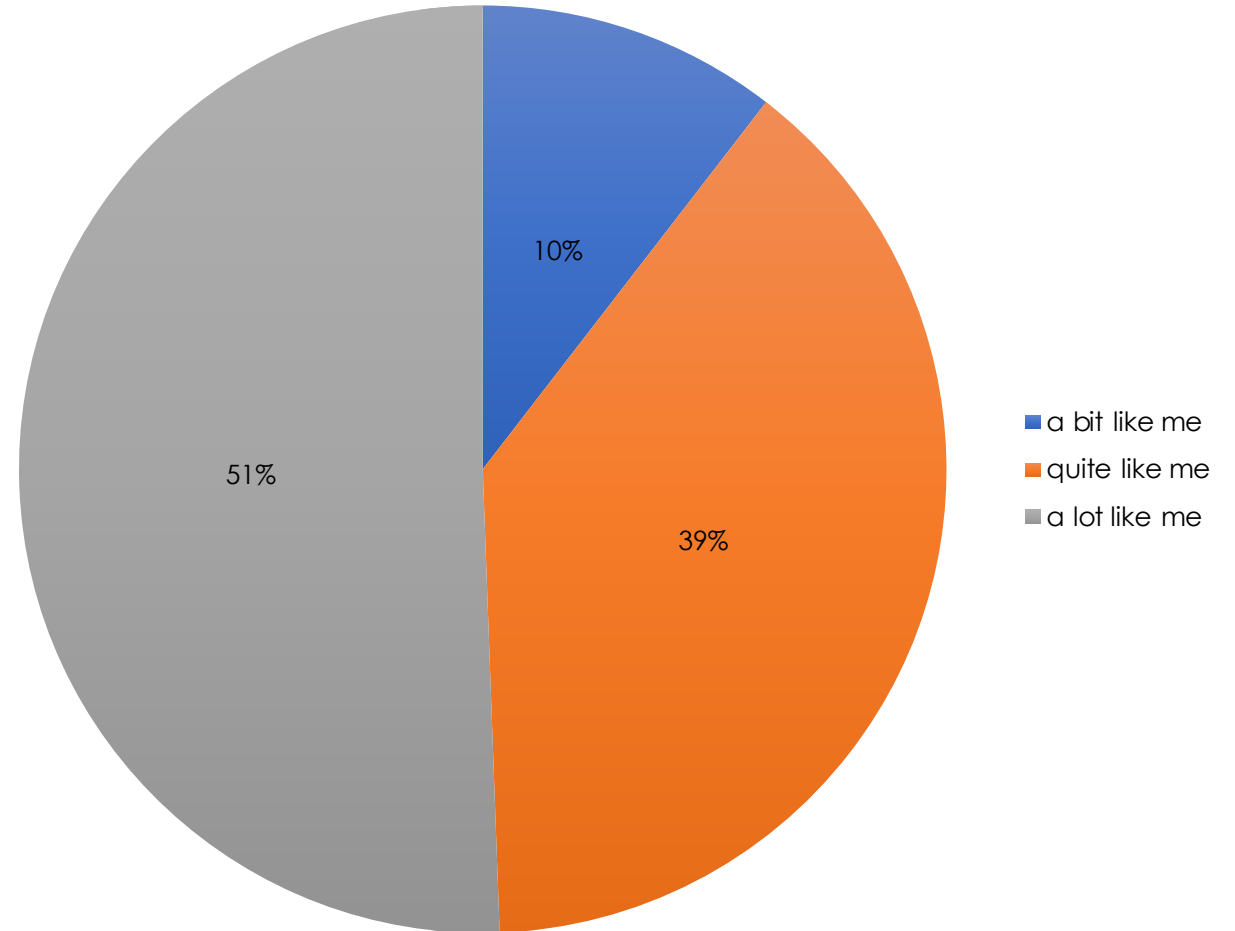
# Key aspects of practice

## Key Aspects of Practice (n=345)



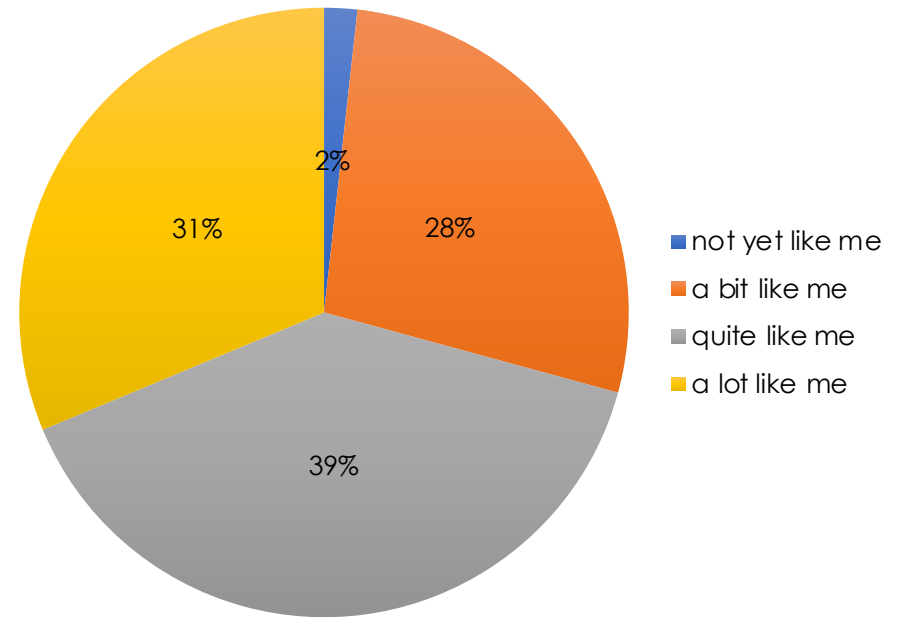
# Seek collaboration

## Seek Collaboration (n=345)



# Focus on own SEWB

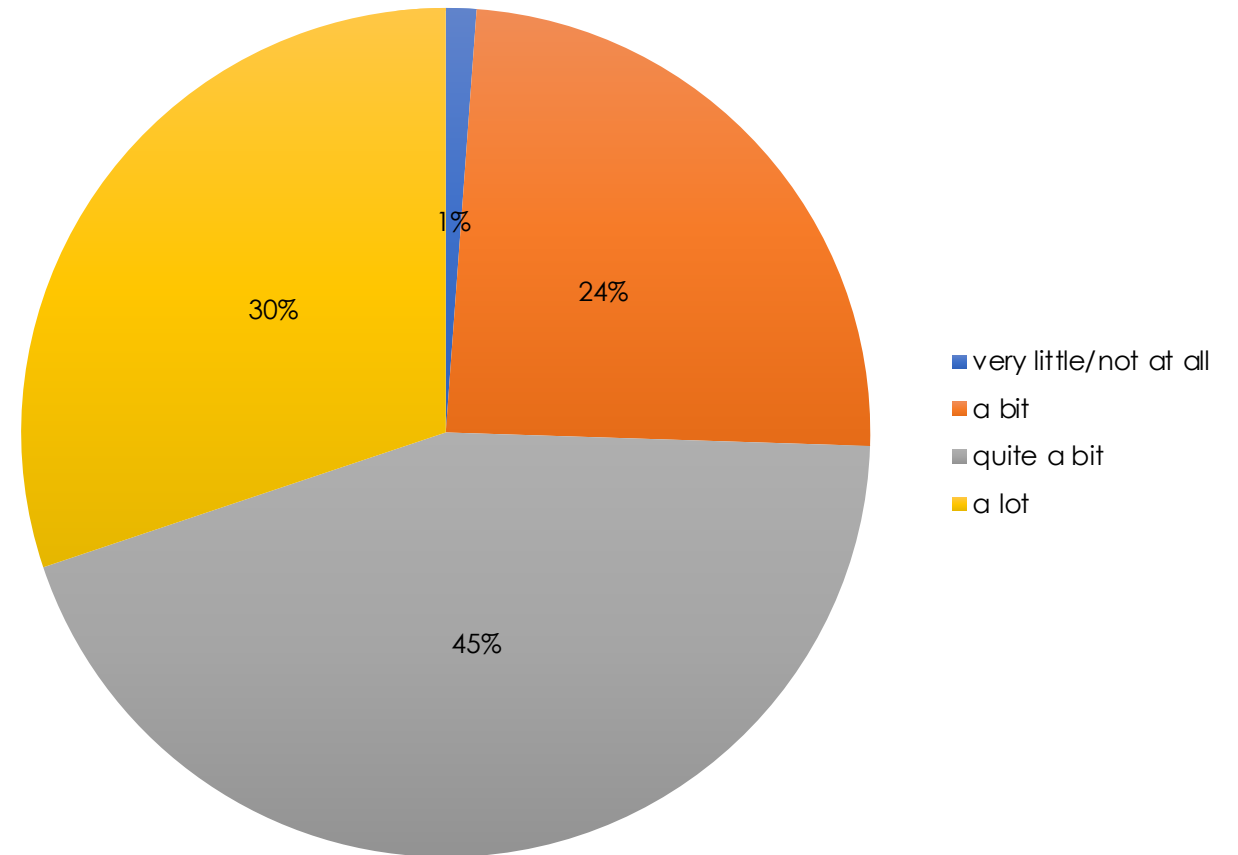
## Focus on Own SEWB (n=344)



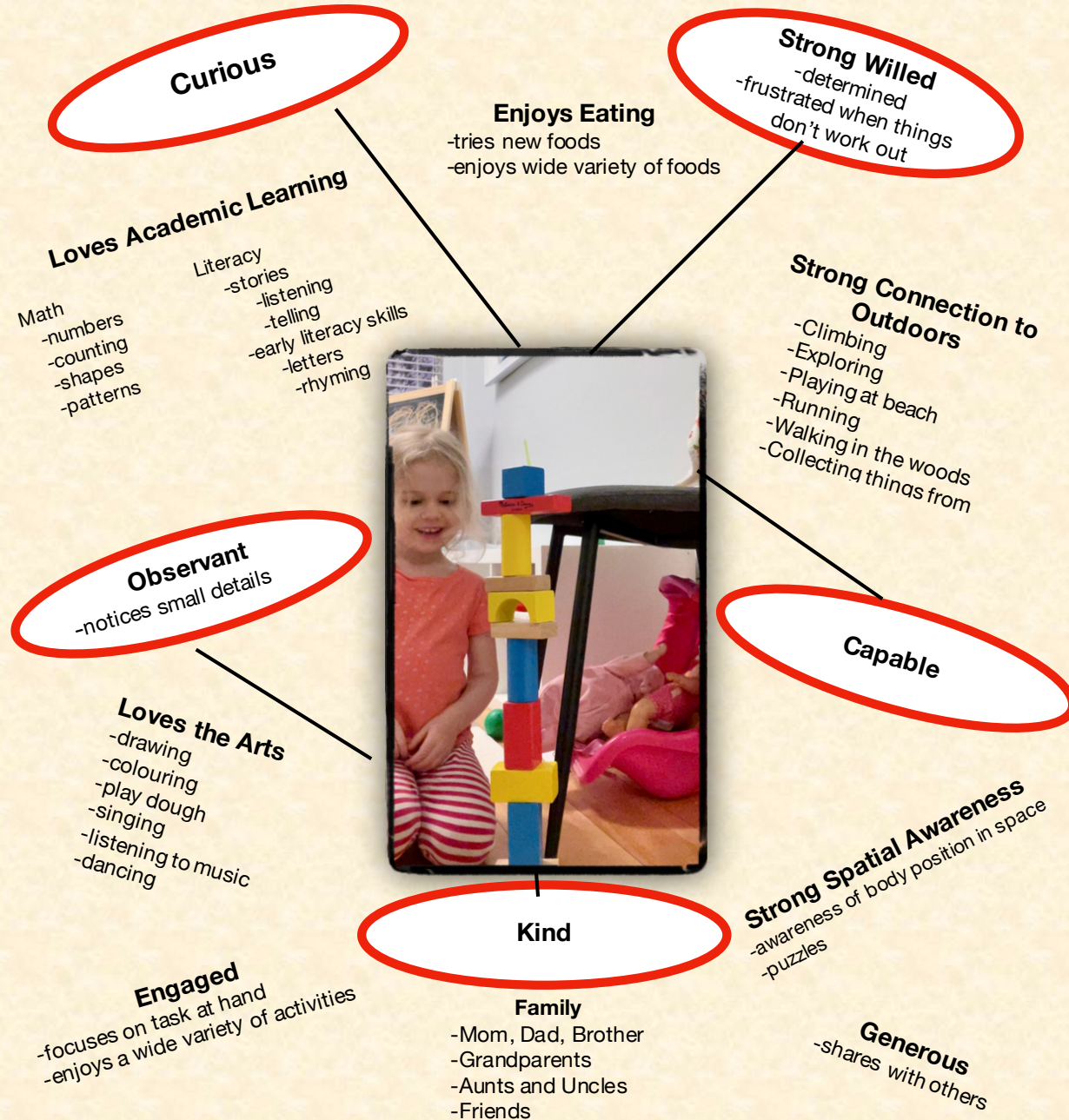


# Impact of ELF on Practice

## Impact of ELF on Practice (n=345)



**Picture of My Wonder Child**  
3 Years Old



What enticed you to choose this child?

Using your picture (or a heart) as a focal point create a web of this child's:

- Strengths
- Interests
- Passions

From your web circle the 5 words or phrases that most effectively capture this child at this moment in time.

Share your picture and thinking with your District group.

# Firming Up Your Facet Focus

- Share the facet you are contemplating focusing on with your district group
  - Why are you drawn to this facet?
- At the end of your discussion your District Lead will record your chosen facet on the “Working List of Inquiry Questions and Facets”

## 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

# 7 Facets of Social and Emotional Well-Being related to Early Learning Framework (pp. 69 – 90)



7 Facets	Early Learning Framework
Building Relationships: friends	Engaging with Others
Kindness and Empathy: caring for others	Engaging with Others and Social Responsibility
Personal Well-being: sense of joy and happiness	Well-being and Belonging
Sense of Identity: who am I	Identities and Diversity
Self-regulation: identifying and managing emotions	Well-being
Contributing to the Learning Community: belonging	Engaging with Others and Social Responsibility
Sense of Agency: advocating for self and addressing own needs	Wellbeing and Belonging

# Complete Your Case Study Cover Sheet

**Case Study: Cover sheet.** Send copy to [sjeroski@icloud.com](mailto:sjeroski@icloud.com) REQUIRED.

Educator's /child's code	Program (please check one) <input type="checkbox"/> Community child care/preschool <input type="checkbox"/> Strong Start <input type="checkbox"/> Kindergarten <input type="checkbox"/> (please specify) _____
1. List the first FIVE words or phrases that come to mind when you think about this child today. In doing this, consider "whole" child – all domains and aspects. STRTENGTH-BASED!	
2. What strengths, capacities, and/or "passions" do you see in this child? (at least 3) <i>Note: please include strengths from any domain or aspect, including social-emotional; physical/motor; aesthetics; passionate interests; literacy communication; thinking)</i>	
3. Which ONE of the following facets will be your focus for observing and recording your wonder child throughout project? <i>Note: connections to the following Early Learning Framework Living Inquiries are shown in parentheses.</i> <input type="checkbox"/> Building relationships; friends (connects to <b>Engagement with others</b> ) <input type="checkbox"/> Kindness and empathy - caring for others (connects to <b>Engagement with others</b> and <b>Social Responsibility</b> ) <input type="checkbox"/> Personal well-being – sense of joy and happiness (connects to <b>Well-being and belonging</b> ) <input type="checkbox"/> Sense of identity – “who I am” (connects to <b>Identities and diversity</b> ) <input type="checkbox"/> Self-regulation - connecting actions/results; taking responsibility (connects to <b>Well-being</b> ) <input type="checkbox"/> Contributing to classroom community (Connects to <b>Engagement with others</b> and <b>Social Responsibility</b> ) <input type="checkbox"/> Sense of personal agency - self-efficacy; advocates for self; addresses own needs (Connects to <b>Well-being and belonging</b> )	
Please attach: OBSERVATIONS OF SOCIAL AND EMOTIONAL WELL-BEING	
Please observe the child carefully and record <b>one or two short, specific observations</b> about <b>strengths</b> you observe <b>one facet you have chosen</b> . Note: You can use the form attached on another of your choice. You might also include questions you are wondering about.	



## *Inquiry*

*An inquiry is like an oyster.*

*It may be challenging to get into...  
Once you pry it open and are inside it's very messy...*

*But if you persevere and  
continue to probe ...*



*... you may come upon  
a pearl of wisdom...  
that evolved from an  
irritating grain  
of sand.*

Barbara McBride



# How to Write an Inquiry Question



***Keep it open ended:***

***Possible question starters are:***

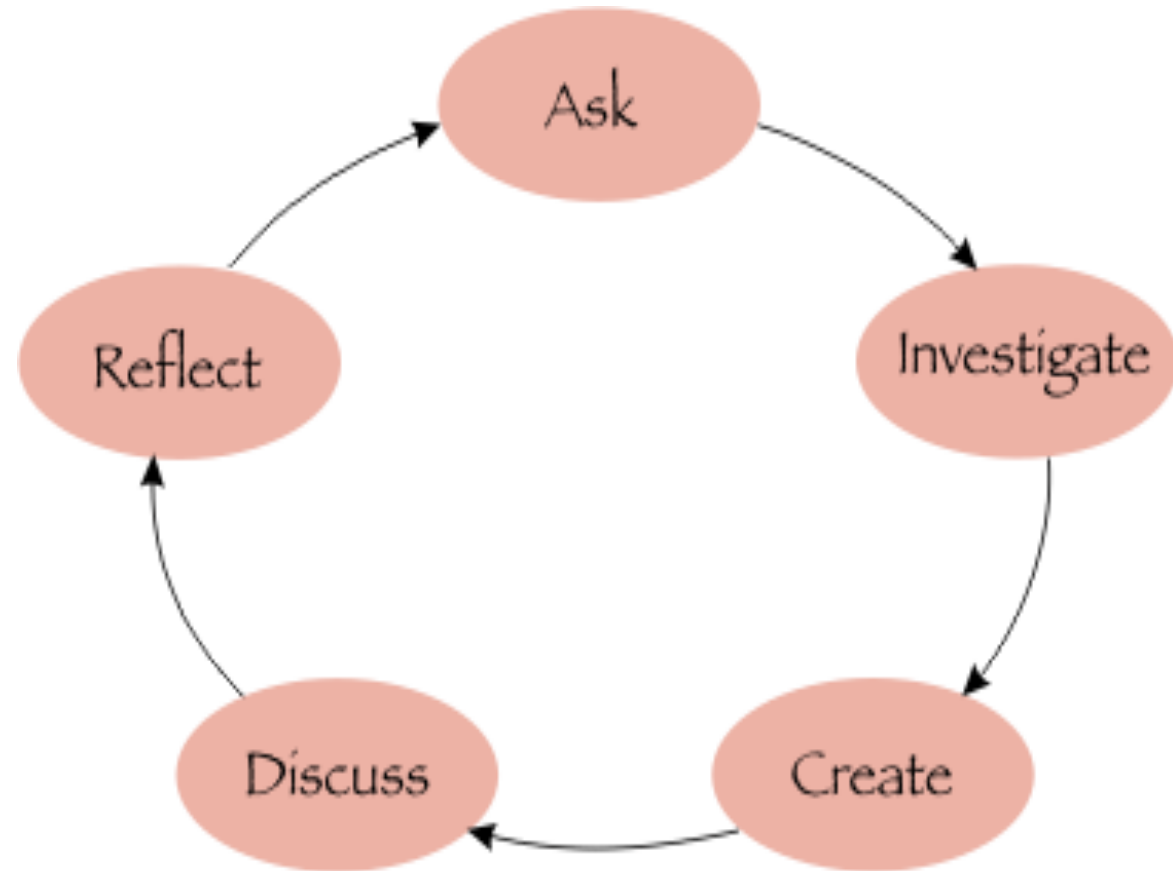
- **What happens when . . .**
  - “What happens when I explicitly teach what it means to be empathetic?”
- **What differences will I notice in \_\_\_\_\_ when/if \_\_\_\_\_?**
  - “What difference do I notice in children’s understanding when I read indigenous ” more indigenous stories?”
- **How . . .**
  - “How does being outside every day develop a deeper connection to others, materials, and the world?”
- **What . . .**
  - “What is the role of the educator in solving conflicts between children? Is there a right way to do this?”

# Initial Thinking

Take 15 Minutes in your table groups.

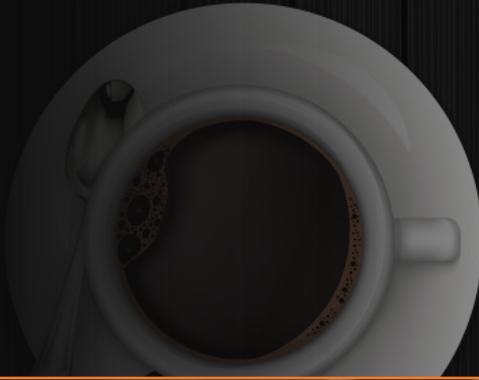
- Peruse some of the ***critically reflective questions*** from the Living Inquiries section of the **Early Learning Framework** (Section 3 p. 69 - 90 that might pertain to your chosen Facet.
- Chat about possible inquiry questions that piques your interest with your District group.

## Cycle of Inquiry Based Learning





*Coffee*  
BREAK



BREAK





**Changing Possibilities for Young  
Children—and for Ourselves—  
By Becoming Storytellers**

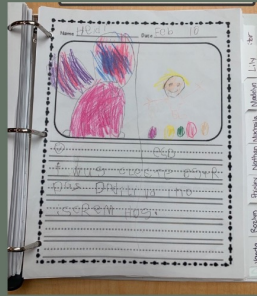


April 12, 2022

# 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 Uh-Oh". He quickly got off his chair and ran to get the...

# CP4YC Observations

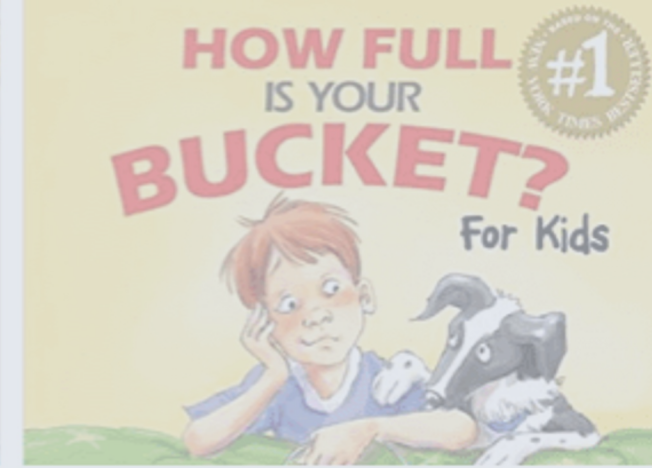
Observing day to day, research-based changes, to enhance children's social and emotional well-being

You can present/submit your information in different ways.

# Teacher as Storyteller

- What stories do we want children to hear about themselves?
- What kind of story tellers do we want to be?





# Books To Share

# Commitment for the Next Session

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

1

Bring a rough draft of your inquiry question to be flushed out in the group.

2

Continue to notice your children's actions and deeds as they pertain to the 7 facets of Social and Emotional Well-Being.

3

Continue to observe and capture traces of moments with your Wonder Child that pertains to your inquire question and your chosen facet of SEWB.

4

Continue to delve more deeply into The Early Learning Framework.

5

Capture and come prepared to share and record at least one instance that exemplifies strength or growth in your Wonder Child around your chosen facet.

# Happiest are the Givers

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*Thank you for  
the gifts you  
give every day  
to your children  
and their  
families!*

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