



COMPASSIONATE SYSTEMS LEADERSHIP

SEY2K LEARNING
COMMUNITY

APRIL 22, 2021

Joanne Schroeder and
Pippa Rowcliffe



We acknowledge, with gratitude, that we live, work and play on the traditional, ancestral and unceded territory of BC's First Nations people.

Agenda

Grounding and Settling

Check In

Site Updates

Reviewing our Work

An Integrated Frame for
Systems Change

Preparing for Next Time





Our Agreement

Be present – as fully as possible

Openness

Conscious participation

Everything is by invitation

No judgement – listen to understand and curious

Confidentiality

Tech free zone



Grounding

Check In

Check In Questions:

What is moving in you today – thoughts, emotions, physical sensations?

How is it going building your personal practices?

Reflection:

Silent Journaling

Speaking - each person has 3 minutes to share their reflections without interruption

Listening - listeners hold space for the speakers



Stories from the Field



- 1 minute, yes, just one to share an insight or learning from your process of building a creative tension chart.....or something else.

Creative Tension

Kindergarten Transition SD 73 Kamloops/Thompson

While most schools are unable to welcome families PHYSICALLY into their building for transition activities, we are continuing to strive to be closely connected with our families and have alternative ways to orient them to their Kindergarten year.

“Families are the first teachers, the primary caregivers, and the knowledge-holders of their children”
(Ministry of Education, BC Early Learning Framework, 2019, pg 16)



Every SCHOOL

SPARK materials have been selected by a group of kindergarten teachers and early childhood educators to promote early learning opportunities in the year before school begins. Each child will receive the lime green resource bag and specific 'play' materials. SPARK resource bag materials include:

- Children's books: Chicka Chicka Boom Boom, and The Kissing Hand
- Poem: Five Green and Speckled Frogs
- Crayons
- Activity mat (for use with playdough)
- Playdough
- Child-safe scissors
- Bingo Chips
- Playing Cards (A-10)
- Dice
- Glue stick
- Puzzle
- Activities to create/play

FREE!
Registration required

May 6th
May 6th
June 1st
June 2nd

You may choose
3:30-4:30pm
or
5:30-6:30pm

Location:
StrongStart room at
Arthur Hatten Elementary School

SPARK
Strong, Prepared And Ready for Kindergarten

Is your child excited for Kindergarten?
Entering kindergarten is a major transition for children and parents.

This free program includes:

- Time spent in the SCHOOL environment
- Parent education
- Snack
- Take away activities

We can only permit one adult to attend with your child for face to face sessions (no siblings)

OUTSIDE door will be clearly marked

TO REGISTER email: Michelle.Shopp@ed.gov.bc.ca or call: 250-736-7217

Piloting in 3 schools

Kindergarten on the Loose with MOTHER GOOSE

SPARK
Strong, Prepared And Ready for Kindergarten

PLEASE REGISTER AT
www.eventbrite.ca

S.P.A.R.K
(under online events)

For any questions, email Crystal:
crystal.murgatroyd@kamloopsy.ca

CHALLENGE

- While districts have multiple ways to reach families of children already enrolled in school, parents who are new to the school system aren't yet part of that communication chain. Families are still unsure whether they will even enroll yet. Homeschooling option!
- Inconsistent messaging and programming across District:
- HAVE and HAVE NOT Schools depending on Admin. or Kindergarten teacher or ECE participation and knowledge.
- Unable to train Kindergarten teachers and ECE's in person for SPARK roll out.
- Mental Health of children/families/schools

Celebrate!

- District Resources – SPARK Bags to ALL schools
- Google Site with lesson plans, videos, sample letters, and resources for teachers and schools
- 7 Strong Starts – own dynamic safety protocols in place
- 3 Pilot schools – SPARK /Mother Goose programming targeted to new K families (ZOOM)
- Return of Ready- Set -Learn Funds
- Early Learning Table! – Lean on Community and Partnerships
- Full Time Early Learning Coordinator

Pacific Rim SD 70 Desired Outcome & Vision



- We really want to be thoughtful and not rush in the creation of the pilot.
- Concerns were raised about having September as a start date as being too soon.
- We want to ease into it and make sure we are not biting off too much.
- An idea was raised to start first with an Early Childhood Educator in a K class first and once we are confident with that move on to the next step of creating a seamless day (before and after school care).
- We know we cannot do it all and we want to create a lasting initiative.
- We know we have more work to do to really flesh out our vision on what this can look like.
- We all see the value in the Kindergarten and Early Childhood Educator having time for planning and prep together and we want to make sure that this is in our ask.
- We look forward to continuing on with the visioning with Kindergarten Educators on April 23.

SEY2KT - Collaboration Sessions



Community Partners

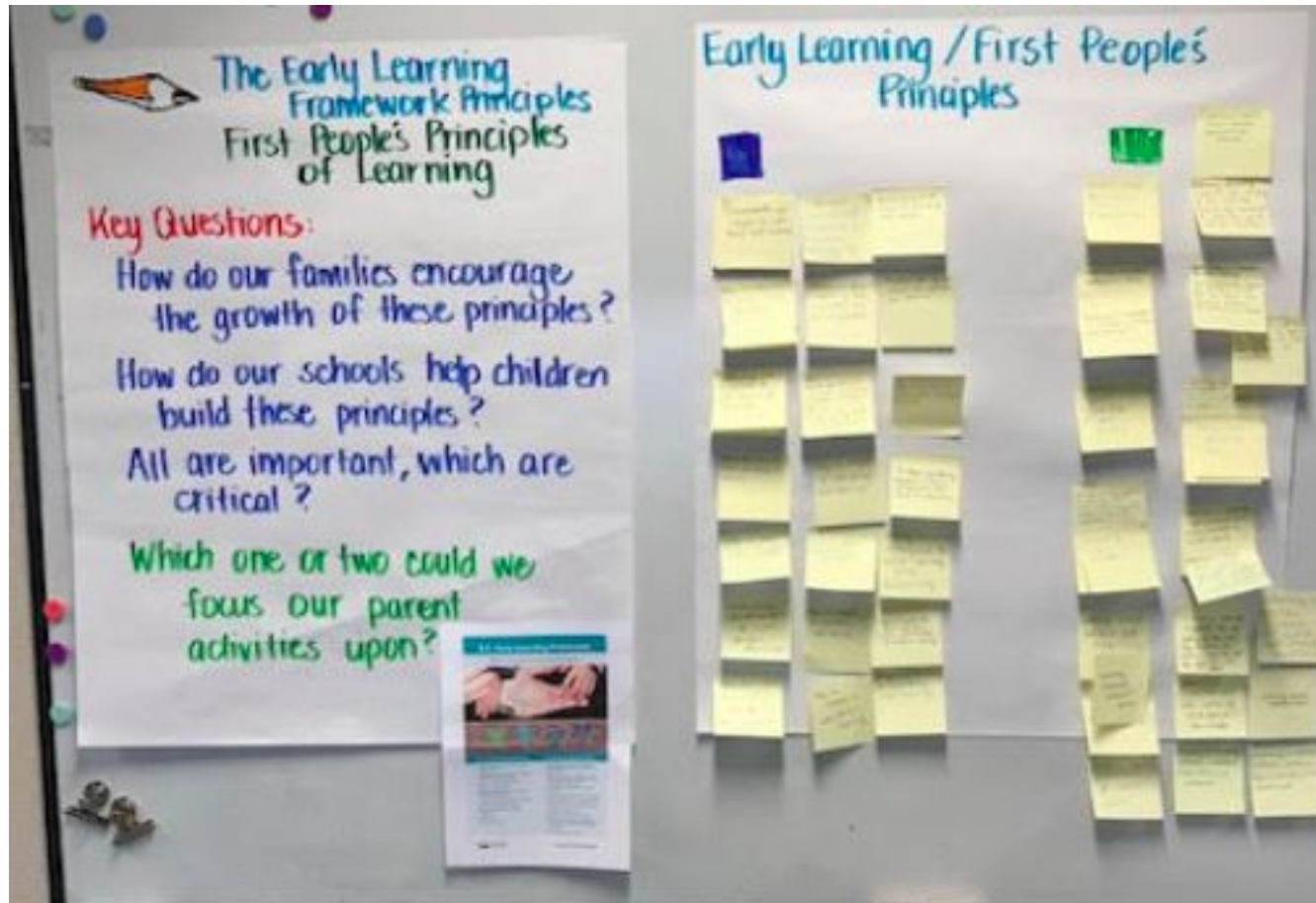
- CCRR
- CDC

SD 60

- Administration
- Teachers
- ECE
- SWIS Program
- Learning Services Departments
 - School Counselor
 - OT
 - Deaf and Hard of Hearing
 - Inclusion
 - Speech and Language
 - Curriculum
 - School Psychologist



Setting the Stage...



What Do We Know...

The Preschool Learner

self help skills
problem solving strategies
listen to 2 instructions
listen + follow
taking turns
lunch box skills
waiting - patience
bathroom skills

experiencing losing
accept criticism
empathy
emotional connections
expressing emotions
sit + focus for 5 mins
without electronics
world experience →
outside, nature
self regulation

Skills that foster independence
accepting 'no'
ways to keep curiosity + love of learning alive

it's ok to be different
→ me + others
Keep self confidence strong
interdependence
sense of security
to attachment
reality
conversation
team work
- speaking + listening
- talking with others
- vocabulary development
- experiential
- books
- power of play

length of attention span
clear steps
independence

Communicate through PLAY
- costumes - cultural books + songs
- power of play
Environment - interest for learning
- risk taking

The Preschool Learner

Self Help / Self Regulation / Transition

Feed
Clothe } Self care
Bathroom
dealing with change → flexible
Problem solving
Risk taker - willing to try something new
Cooperative Skills - sharing
- waiting your turn

Resiliency - basic skills
Learning new things

The Preschool Learner

Key Questions:

What is important for the preschool learner?
What mindsets, actions, skills, behaviours are important at this stage?
What is the optimal environment to encourage learning?
What 3 things must we keep in mind about the preschooler when planning family learning activities?

The Kindergarten Learner

Key Questions:

What is important for the Kindergarten Learner?
What mindsets, actions, behaviours and skills are important to grow and develop at this stage?
What is the optimal learning environment to encourage the building of these skills?
Given our thinking to the questions above... what 3 things need we keep in mind when planning learning activities for families?

The Kindergarten Learner

Optimal Learning Environment

- mindful of not overwhelming - dif focus
- sensory audit of environment - CALM
- routines and flexibility

Remember we jump from play based to curricular based

Transitioning to new environments

- comfort
- connecting + extending contact to home school

Gradual release to independence

Enhance family activities already occurring

involve community places + agencies - help parents be aware of community places of interest

- ↳ Community info + friendly

Feeling safe - parents are more 'hands off' relying on media, less interaction than parent/kid

Downtime → don't know how to play outside of organized activities / screen time

Phonology

rich suggestions for imaginative play (an open, interactive design model)

K-1 Preschool Transition → 3 kids come in May/June

The Kindergarten Learner (2)

Environment is the 5th Teacher

Things you can do when you're reading

The Kindergarten Learner

Curiosity
kindness
excitement
confidence
independence
decision maker

awareness of surroundings
of others
sit think - problem solve
mindful - metacognition
patience
tolerant

Responsibility for 5 year old

being able to take a little criticism
coachable

environment is open to writing
agenda - schedules - routines
labeling - concept work
nouns
categories - label nouns
- all names

Share how a day would be
I see how you work
I see how you work

talk from books
environment



Bringing Our Thinking Together...

Early Learning and Kindergarten Transition Planning 2021



What Guides Our Work in Kindergarten Transition

Key Early Learning Framework Principles:

People build connection and reconnection to land, culture, community and place.
 Environments are integral to well-being and learning.
 Children are strong, capable in their uniqueness, and full of potential.
 Families have the most important role in contributing to children's well-being and learning.
 Play is integral to well-being and learning.
 Relationships are the context for well-being and learning.

Key First People's Principles of Learning:

Learning recognizes the role of Indigenous knowledge.
 Learning requires exploration of one's identity.
 Learning involves generational roles and responsibilities.
 Learning is embedded in memory, history and story.
 Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 Learning involves patience and time.
 Learning is holistic, reflective, experiential and relational.



THE PRESCHOOL LEARNER is curious and in constant wonder about the world, excited to come to school, establishing an awareness of self, others and surroundings and learning to communicate his thinking and emotions.



Helpful skills to build in the Preschooler transitioning to Kindergarten:

Skills That Foster Independence:

Self-Help Skills: for eating, for dressing, for putting on shoes or boots, for using the bathroom and being able to feel the internal body systems for hunger, bathroom needs, temperature and emotions.

Personal Emotional and Social Awareness Skills: problem solving strategies, able to listen to and follow 2 step directions, able to focus attention for about 5 minutes, skills for transitioning to new activities and environments, skills for developing flexibility, awareness of different emotions, able to 'read' emotions on others, ability to name and express emotions appropriately, and self regulation skills.

Skills that Foster Positive Social Interaction: take turns, wait time and patience, ability to win and to lose gracefully at a game, accept criticism, show empathy, emotional connection with others, conversation skills: listening, speaking, pausing, vocabulary for expression, ways to enter a conversation, cooperative play skills showing the ability to share, being able to copy and imitate when modeling others, and able to establish relationships with others to feel secure in their environment.

THE KINDERGARTEN LEARNER is also curious and in constant wonder about the world, excited to come to school, establishing an awareness of self, others and surroundings and learning to communicate his thinking and emotions but also developing a growing sense of confidence in their abilities. The learning environment is considered the 3rd teacher and is critically important in encouraging exploration of new ideas and concepts.

Helpful skills to build in the kindergarten student:

Increasing awareness of self, others and environment.
 How to show empathy and kindness, respecting and appreciating diversity of race, culture, gender and ability.
 Increasing sense of self advocacy, confidence and strength in communicating ideas and thoughts.
 Practicing decision-making and problem-solving skills.
 Develop techniques for mindfulness and anxiety reduction in new settings – using all 5 senses and stories.
 Lengthen wait time and patience for others and situations.
 Literacy skills – how books work, increasing vocabulary, broaden conceptual knowledge and background knowledge
 Communication skills – grammar, vocabulary, concept words and description all growing rapidly

Collaborating for the Future of Our Amazing Tiny Humans

School District No. 60
 District VP of Early Learning Services
 District Principal Learning Services
 District Principal Curriculum Administrator
 Reps
 Kindergarten Teacher
 Settlement Workers in Schools
 Community Agencies:
 Family Friendly Early Years
 Strong Start
 Child Development Center

SD60 Learning Services:
 Speech Language Dept
 School Counselor
 English Language Learning Dept
 Inclusion Dept
 Occupational Therapist
 Numeracy Support Teacher
 Literacy Support Teacher
 Teacher of the Deaf and Hard of Hearing



B.C. Early Learning Framework

Vision: Respectfully living and learning together



Early Learning Framework Principles

- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children's well-being and learning.
- Environments are integral to well-being and learning.
- Play is integral to well-being and learning.
- Relationships are the context for well-being and learning.
- Learning is holistic.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.
- Learning involves generational roles and responsibilities.
- Learning is embedded in memory, history and story.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves patience and time.
- Learning is holistic, reflective, experiential and relational.

B.C. Ministry of Education, 2019



Four Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (rooted in generational roles and responsibilities, and a sense of place).
- 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 is holistic.
- Learning recognizes that some knowledge is earned and not shared with permission within a cultural situation.

First Nations Education Steering Committee, 2012

www.gov.bc.ca/earlylearning



Kindergarten Transition	Tasks	By Who?
Kindergarten Registration	Goody Bag inclusions, K swag, games, activities Communicate with School Librarians Encouragement/motivation to register	
Jump Start to Learning	Create new topics Post to all school websites Email to school administrators Email to all newly registered families	
SD60 Early Learning Calendar	Create district Early Learning Calendar format, January to June for families with students transitioning to K Monthly contribution for specific area of learning Technological aspects – links to activities, posted on websites, linked to district schools and community	
Parent Information – Sessions, Online	Content specific in-person sessions Content specific print material to be posted online Content specific online session	
Reaching Parents - Marketing	Playground Signs Information for community waiting rooms Online forums – Instagram, TicToc, Facebook	

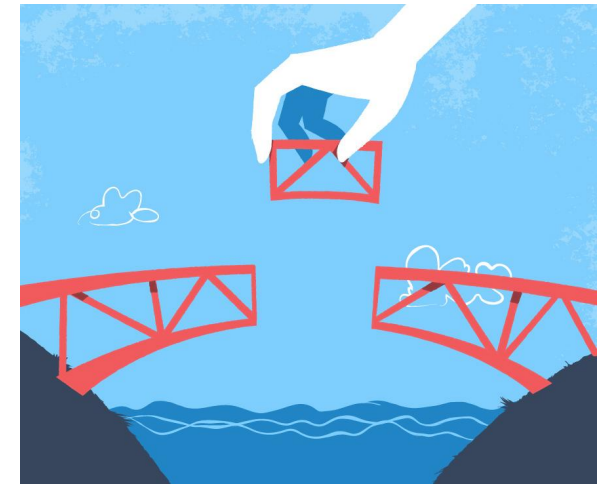




Collaboration



Connecting



Building Bridges

Surrey – Our Vision



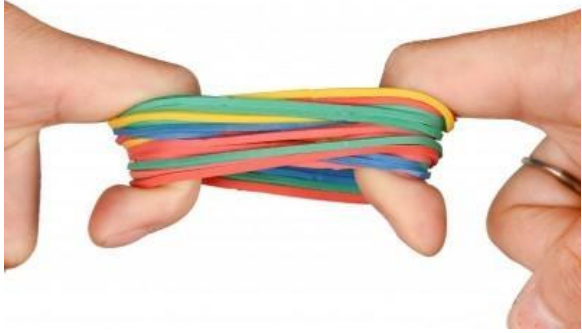
Play Based Learning



Reciprocal Teaching and Learning



Compassionate Listening



Stretching



Connecting & Collaborating Online



Everything is Virtual

Our Current Reality



Adapting, Adjusting, Pivoting



Finding Innovative Solutions



Reaching

SEY2K Greater Victoria



Leaning into tensions and engaging in difficult and honest conversations allowed us to create movement and shifts towards collective growth and understanding.



school-centric thinking

class composition

change

vulnerability

fear

Action towards desired outcome...one conversation at a time...

relationships

trust

time



community-based thinking

seek perspectives (family & community)

generative conversations

Critical Reflection

Reflection Questions for April 8 SEY2K Steering Committee Meeting

Please take a moment to reflect and jot notes to remind you of what you would like to share at the beginning of our next meeting together on Tuesday, May 4th. This is for your own reference unless you would like to share it with us.

1. What stood out for you from our meeting on April 8 that you want to remember?
2. How did your thinking shift during the meeting?
3. What was special/important about the meeting for you?
4. Is there anything else you want to remember to share during our Check In on Tuesday, May 4th?




The door is open for continued conversation.
There is a feeling of safety and compassion in the group.
The space and time for conversation leads to positive action.





A Review of our Work So Far

A wooden stool with three legs, representing Core Leadership Capacities. The stool is made of light-colored wood with a smooth finish. The top surface is a flat circle, and the three legs are slightly tapered and splayed out. The stool is centered in the frame against a plain white background.

Core Leadership Capacities

Personal
Mastery

Systems
Thinking

Reflective
Conversations

Personal
Journeys

Mindfulness

Self
Compassion

Personal Development

Check Ins

Ladder of
Inference

Mindful
Listening and
Speaking

Generative
Conversations

Broad
Compassion

Interpersonal Development

The
Iceberg

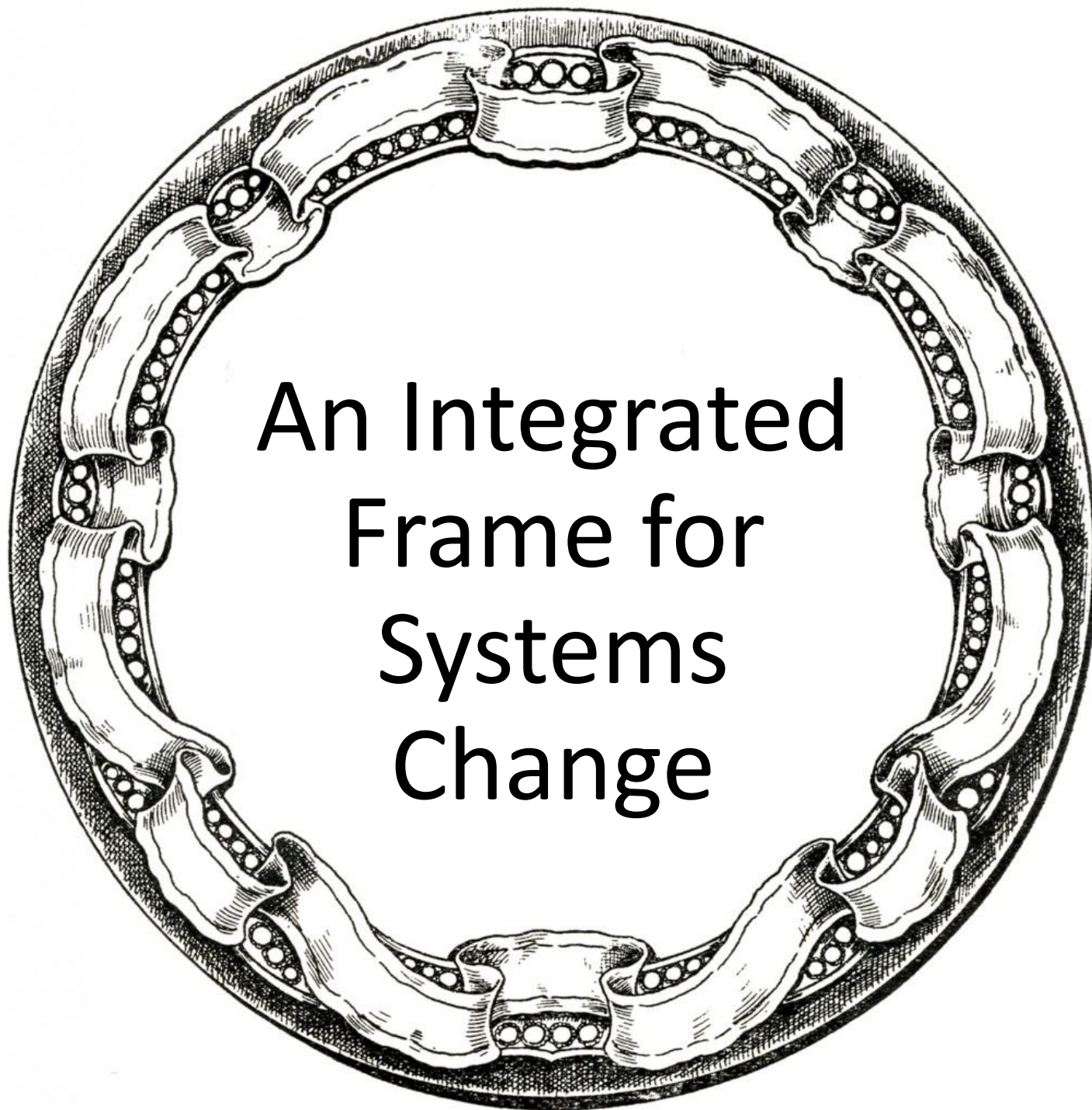
Systems
boundaries

The
Elephant

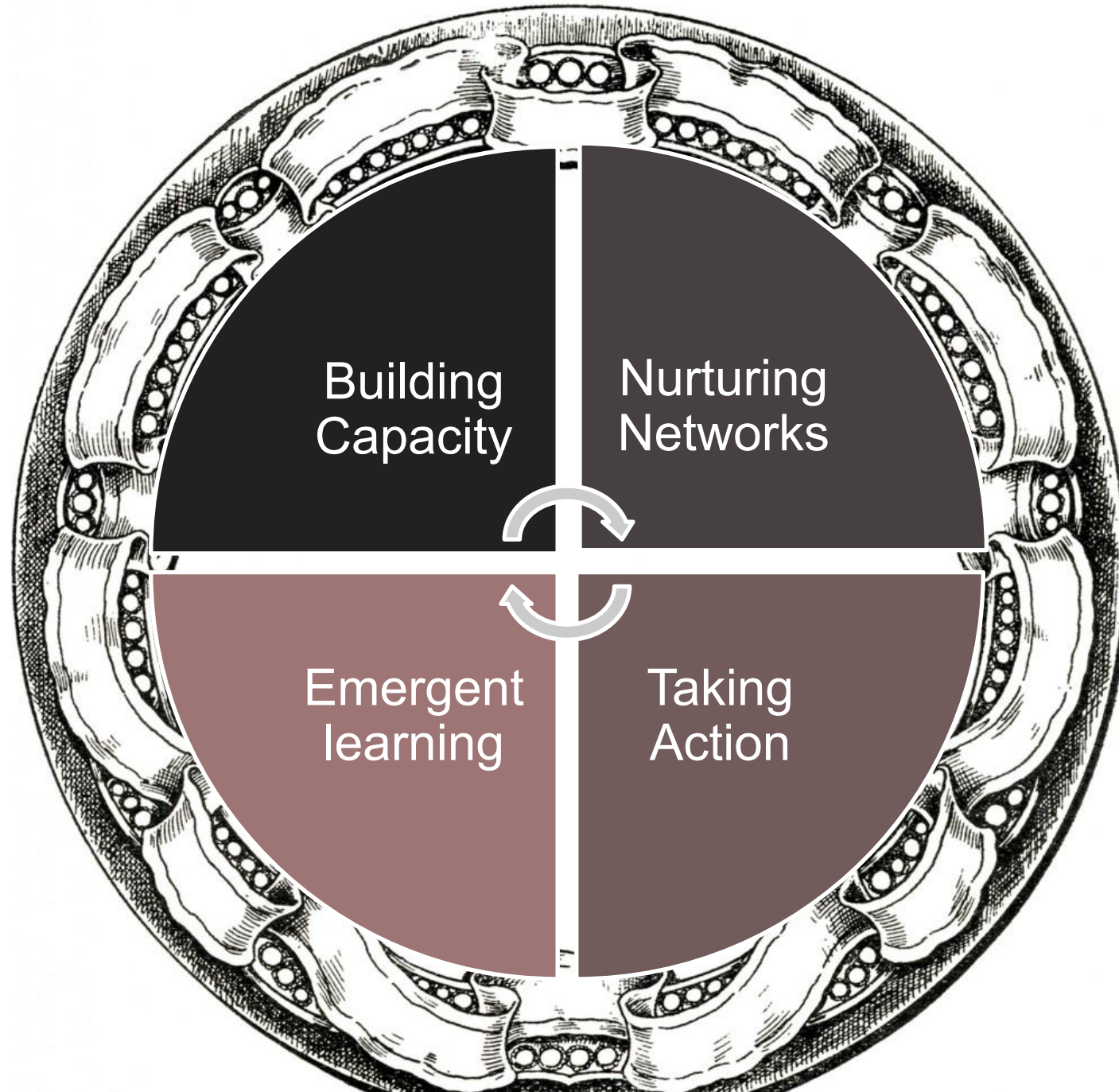
Creative
Tension

System
Mapping

Systems Thinking



An Integrated
Frame for
Systems
Change



Building Capacity

- Learning individual Compassionate Systems Leadership (CSL) skills and competencies
- Developing collective cultures and capability toward CSL

Nurturing Networks

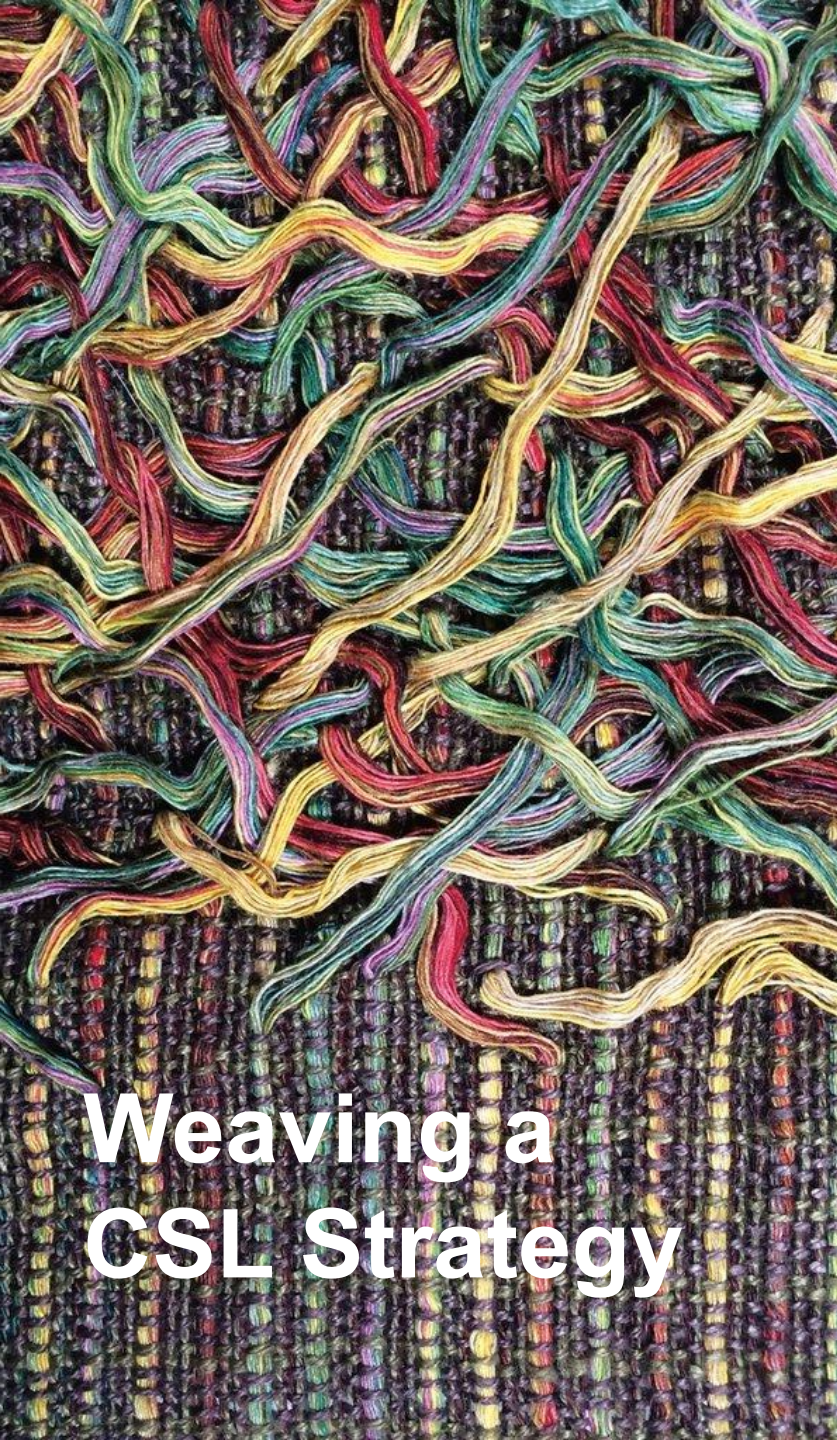
- Building networks - close and extended - of partners, colleagues and friends
- Committing to a collective vision and values
- Creating space for generative space based on deep and engaged relationships

Emergent Learning

- On-going personal and collective reflection
- Formal research
- Informal feedback
- Story and lived experience

Taking Action

- Projects, activities, initiatives
- Adaptations in processes and structures



Weaving a CSL Strategy

Building Capacity

- Activity 1
- Activity 2

Nurturing Networks

- Activity 1
- Activity 2

Emergent Learning

- Activity 1
- Activity 2

Taking Action

- Activity 1
- Activity 2



Break out Groups

Till Next Time

Homework:

Presentation & Celebration

- 10 minutes each
- What key ideas and concepts have helped you progress your thinking and action?
- What most resonated with you?
- An insight into your project vision and the more detailed plan you are developing of have developed
- What are your next steps?

Office Hours:

Thursday, May 6th -12 to 1 p.m.

Next Meeting:

Thursday, May 20th – 8:30am to 11:30am