



LAND ACKNOWLEDGEMENT

I would like to acknowledge that we are gathered here today on the traditional and unceded territory of the Okanagan Syilx people. We recognize, honour and respect the presence of Indigenous people, past, present and future.

Strengthening Early Years to Kindergarten Transitions (SEY2KT)

- Sharon Jeroski, Researcher
- Horizon Research & Evaluation

- Maureen Dockendorf
- Early Learning and Child Care Strategic Consultant
- MECC

- September 29, 2022



A woman with a colorful face mask and a maroon hoodie is sitting on a wooden deck, playing a ukulele. She is surrounded by a group of children sitting on the deck, some wearing colorful hats and jackets. The background shows a blue building, a white car, and trees under a clear sky.

Government mandate:

- **Integration** of Child Care with the Ministry of Education and Child Care
- **Bringing continuity** to two systems to create a continuum of learning
- **Bridging the two sectors:** Child Care Sector and the Education System

Strengthening Early Years to Kindergarten Transitions Agenda

- **Background**
- **Research process**
- **Participants**
- **What We Learned**
 - Developing partnerships in the community
 - Welcoming families into the school community
 - Going into the community
 - Creating communities of practice
- **Moving Forward: Compassionate Systems Leadership**



Systems change is complex - it is multi-layered and ever changing. Leading in this context demands new perspectives and capabilities.

If you want different outcomes, you have to look at and do things differently



Doing things differently

COMMON PURPOSE, NEW PERSPECTIVES AND CHALLENGES ARE CAUSING EDUCATORS AND COMMUNITY MEMBERS TO REVISE THEIR THINKING AND CONSIDER NEW WAYS OF WORKING TOGETHER.



What is SEY2KT?

- A multi-partner initiative designed to improve early learning experiences and transition processes for BC children and families
- Brings together educators from school district and community settings to design and implement ongoing collaborative actions based on local resources and needs
- Based on themes that emerged from regional sessions involving over 1500 participants
- Grounded in research on transitions from early childhood to primary school and successful transformations to a learning leadership model (OECD 2015)
- Aligned with the revised Early Learning Framework (BC 2019)





Goal: focus on one community to foster coherent and seamless transitions to school for children and families through:

- **establishing a local context for partnership, strong relationships, and collaboration in planning and decision-making**
- **working collaboratively to increase the exchange of knowledge, experiences and information about transition practices and experiences**
- **improving pedagogical continuity between the Early Years Sector and Primary Education**
- **identifying and address the barriers in ‘both systems’ and determine what would be enabling conditions (e.g. shared pedagogical practices, joint professional learning opportunities)**

Foundational: First Peoples Principles of Learning Early Learning Framework

PATHWAYS AND LIVING INQUIRIES: ONE TEAM PLANS A SEY2KT PLAY SESSION

Learning is not an individual act but happens in relationship with people, materials, and place. All aspects of children's learning and growing are interconnected and overlapping. There are no pre-set ways to engage with...living inquiries, instead, pedagogy should be grounded in the place, land, families, histories, and cultures of local communities. (Early Learning Framework, p.65)



ACCESSIBILITY AND FOCUSED LOCAL CONTEXT

Throughout our meetings with our Aboriginal department and the Keginow outreach worker, the importance of the First Peoples' Principles of Learning was echoed. Our meetings reiterated how important it is to listen to collaborate with the Indigenous community so that reciprocal relationships of trust are fostered.

FAMILY AND CHILD CENTERED TRANSITIONS

The importance of continued relationships, beyond a one-time event is critical in ensuring trust is established, maintained and continued. As our understanding of this deepened, we recognized the importance of developing an ongoing collaboration with this community so that opportunities to learn, share and meet together are planned over time.



COLLABORATION BETWEEN COMMUNITY AND SCHOOL-BASED EARLY LEARNING

We recognized the importance of honouring the role of Indigenous knowledge in understanding history, culture, stories and protocols as we met with our Indigenous partners. Collaboratively developing plans for the Pop-Up was integral to its success. Sharing our plans with elders and advisors and ensuring that their voices were heard and honoured was extremely important.



PEDAGOGICAL CONTINUITY

We learned a tremendous amount about the complex history and challenges our Indigenous families have had to navigate. The importance of trust, consistency, authenticity, and the willingness to listen to understand was shared with us. The smudging ceremony was an opportunity to clear any negative energy from our space and start building the foundations of trust.



FLEXIBILITY: LOCAL COMMUNITY STRENGTHS AND CHALLENGES

Our understanding of the importance of outreach was also enhanced as we discussed the barriers for families to participate with schools (trust, trauma) and learned how challenging it is for some families to enter schools due to past trauma.





Teacher Jen (or Miss Jen)
Just B4!

Jun 7



2018 – 2022: 12 Communities/School Districts (experienced)
2022 – 2023: 37 Communities/School Districts (new)

12 communities/school districts

- SD 6 Rocky Mountain
- SD 8 Kootenay Lake
- SD 36 Surrey
- SD 45 West Vancouver
- SD 46 Sunshine Coast
- SD 60 Peace River North
- SD 61 Victoria
- SD 62 Sooke
- SD 63 Saanich
- SD 70 Pacific Rim
- SD 71 Comox Valley
- SD 73 Kamloops



Over 2000 families/children
(this includes those participating virtually)

Back tracking to keep you up to date!
Butterfly release; Vice Principle, Ms Gerard coming to play with us;
play with Big Buddies from Mrs. Lawson's class; Friendship Fruit
Salad; ice play and more building!



Create a Strengthening Early Years to Kindergarten Transitions Team

Strengths of the SEY2KT Framework

- **accommodates** communities where they are
- **creates** a sense of belonging to something “bigger”
- **encourages** problem-solving and innovation
- **places** a high value on collaboration
- **incorporates** accountability to the group and partners
- **creates** a foundation for system change

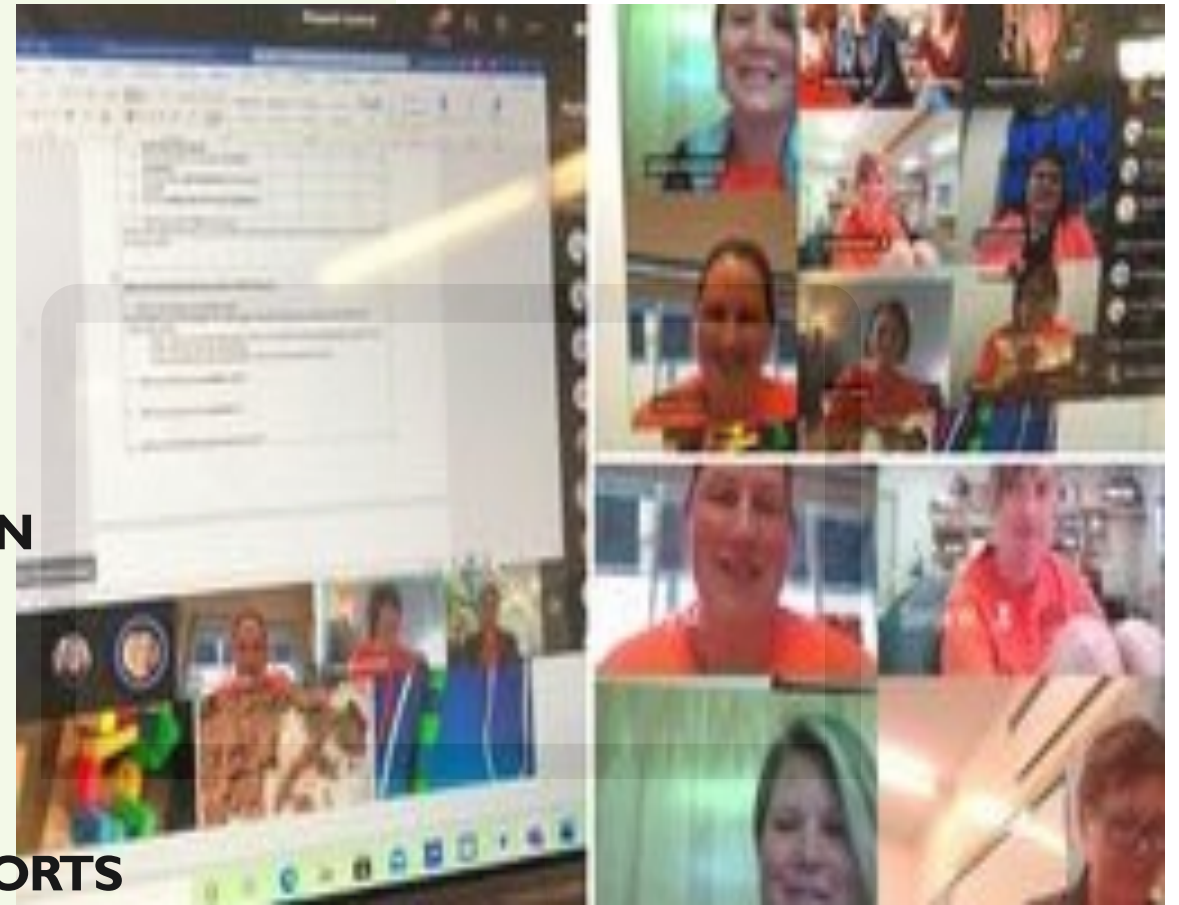
Research:

TEAM SELF ASSESSMENT

MONTHLY SUMMARY SUBMITTED TO SHARON

REGULAR VIDEO CONFERENCES

COMPASSIONATE SYSTEM LEADERSHIP REPORTS



Self-Assessment



We are a well-functioning and committed **TEAM**

We have an explicit common **PURPOSE**

We have informed and supportive **DISTRICT LEADERSHIP**



We are building **RELATIONSHIPS** with individual families

We bring a sense of **JOY** to this work

We are **CONNECTING WITH OUR COMMUNITY**



Research Process

Documenting

TRANSITIONS THAT ARE FAMILY AND CHILD-CENTRED

ONGOING, EFFECTIVE AND TIMELY COMMUNICATION

COLLABORATION TO STRENGTHEN COHERENCE
between community and school-based Early Years services

PEDAGOGICAL CONTINUITY
between the Early Years Sector and Primary Education

FLEXIBILITY TO TAKE IN TO ACCOUNT
local community strengths and challenges

ACCESSIBILITY TO QUALITY, CHILD-CENTRED LEARNING,
focused within the local context



Monthly Sharing

Context: What did you do? (Point-form. Please note any attachments or artifacts you are including, and where to find them!)

Observation. What happened? What did you notice about the children, educators, families, and community?

React and interpret: What did you/your team learn ?

Reflect and Plan: What will you and your team do next to support these children/ educators/families/community?



Columbia Valley Pioneer
5 hrs · 🌐

A school bus with kindergarten teachers is driving around the community today to meet their new 2021 students. Carter, 5, was thrilled by the visit and the bag of school supplies they provided.



READY, SET, PLAY!

IS YOUR CHILD STARTING KINDERGARTEN AT GEORGE JAY IN SEPTEMBER?
YOU ARE INVITED TO ATTEND ANY OF THE SESSIONS BELOW!



Well-Being & Belonging	Interacting with Others, Materials & Our World	Communication & Literacies
Wed April 15, 2020 3:15-4:15 PM at George Jay Elementary School	Tues May 12, 2020 3:15-4:15 PM at George Jay Elementary School	Thur June 4, 2020 3:15-4:15 PM at George Jay Elementary School

Free! Registration Required

New kindergarten students and a caregiver are invited to attend one, two or all three sessions. Each session includes: meeting teachers, snack, activities and playtime. No siblings please, as space is limited. To register, please visit: tinyurl.com/sbzyuf9



Data Files For Each Site

MONTHLY REPORTS

SELF-ASSESSMENTS

ARTEFACTS:

- Community invitations
- Meeting agendas and reports
- Photographs and other records of events
- Presentations to school district and community agencies
- Internal summaries

Framework For Analysis

FOUR THEMES EMERGED FROM ANALYSIS OF THE DATA FILES:

- 1. Collaborating and Creating Partnerships:** Developing new ways of 'showing up' and interacting with one another
- 2. Welcoming Families:** welcoming families into the school community
- 3. Going out into the community:** Improving accessibility
- 4. Creating communities of practice:**
Developing shared professional learning activities, planning together, engaging in common practices



Theme 1: Collaborating and Creating Partnerships

TEAMS DEVELOPED EXTENSIVE PROCESSES FOR CONSULTING AND COLLABORATING WITH ONE ANOTHER

- Recognizing how passionately everyone wanted to be part of strengthening opportunities
- Gathering information and views
- Working together to develop a collaborative vision
- Inviting collaboration in organizing and conducting activities
- Engaging partners in problem-solving (e.g., around accessibility)
- LISTENING! Focusing on two-way conversations – valuing all the voices



Partnerships and Collaboration

Becoming both wider and deeper

Diverse – reflect local context

Becoming more and more 2-way – partners have an integral role in many sites now

Educators listening more, reaching out, learning

Community partners presenting

- *“As our partnerships expand, our understandings deepen and develop”*
- *“We have common goals – we all want families to feel welcome, supported and aware of available community resources”*
- *“We are working together to pass the attachment baton”*

Partnerships within Community

Regional coalitions: Columbia Basin for Literacy

Community Services: Child Development Society; Intercultural Association

Community members local Early Learning and Care Consultant

Indigenous organizations: Friendship Centres; Tribal Schools; Metis nation; EY Indigenous Council; Young Warriors; Tsarlip Facilitators

Indigenous Elders/Knowledge Keepers

Partnerships within Community

Centres for Child Development

BC Government: EY Navigator; Health Regions; Child Care Resources and Referral; MCFD

Libraries and Municipalities

Preschools/Child care

Colleges and High School Volunteers (e.g., Nursing Students)

Community Centres

Partnerships Within School Districts

District Leadership: Assistant Superintendent, Principals, Directors of Instruction

District Services: Indigenous Community Coordinator; Community Schools Coordinator

School-based administrators

StrongStart BC Facilitators and Seamless Day ECEs

Kindergarten and Grade 1 Teachers

Support Services: classroom support workers, indigenous support workers; SWIS workers; OT

Primary teachers, Language teachers: ELL; Teachers from other grades



Theme 2: Welcoming Families into the community

Creating events at school that included young children:

- “Play in the K”
- Daycare buddies – shared play time Strong Start and Child Care Centre
- Drumming, singing and cultural circle
- Family Friday in the gym
- Early Primary Choir every Friday (SS; K/1)
- KinderSpark
- Virtual Strong Start
- Songs and rhymes in school library 9:15-10:15 including families, support staff, K’s
- Networking nights (ECEs and families)

Inviting families and the community into the school setting

Becoming more of an ongoing relationship than a single event

Examples:

Play Your Way to K (four-part series)

Strong Start children join the K class for an hour each Thursday at the end of the day

Planting and labelling a garden of native plants (SS & K)

Hollyburn primary choir (families, Strong Start, K and grade 1)

“Families appreciated the opportunity to be in the school in a different way, connecting to place, children and educators”



Beginner Band
Tue 7:00 - 7:30
Wed 7:30 - 8:00
Thurs 8:00 - 8:30

Intermediate Band
Wed 7:45 - 8:15
Thurs 8:15 - 8:45

3377 517 51 931 Mr. Ferguson

Am G C - R. pride
C D - Cheap Thrills
Em D - All of Me
G D

Handling

Hollyburn Community Choir



Sending experiences OUT to families

Examples:

Video “A day in the life of Kindergarten at [*school name*]”

A bitmoji classroom

Social media

Bags of learning resources

Grade 5’s look back at Kindergarten – using voices and images of grade 5 students

Theme 3: Going Out Into The Community

- *Every ounce of connection we offer to families and children will enable us to be better partners.*



Going out into the community

Examples:

Posting children's stories on large weather-resistant poster boards

Sharing photos and artefacts in displays at local coffee shops

The ever-popular pop-up play – now often hosted by community partners

Having exchange visits (outside) with local day care sites (e.g., story walks)

Sharing videos: grade 5 students look back and talk to students about to enter Kof current activities

COME! LET'S EXPLORE AND PLAY AROUND

SD70 PacificCARE PORT ALBERNI ccrr NUU-CHAH-NULTH TRIBAL COUNCIL

2020

Outdoor Loose Parts Robotics Messy Art FREE Family Fun Gross Motor Games FREE Snack for 3-5 yr olds and siblings too

POP UP PLAY

JOIN SD 70 FAMILY HUB & PARTNERS AS WE EXPLORE AND PLAY!

JAN 18- LITERACY ALBERNI 10:00-12:00 (5100 TEBO AVE)
 FEB 1-FAMILY LITERACY DAY CELEBRATION @ ECHO CENTRE 10-12 (4255 WALLACE ST)
 FEB 13 - CELEBRATE FAMILY DAY AT EJ DUNN GYM 3:00-5:00 (3500 ARGYLE ST)
 FEB 27- ECHO VILLAGE SENIOR CENTRE 6:00-7:30 (4200 10 AVE)
 MARCH 12- PORT ALBERNI CITY HALL 3-5 (4850 ARGYLE ST)
 APRIL 2- PORT ALBERNI FRIENDSHIP CENTER- 11-1 (3555 4 AVE)
 APRIL 18- WILLIAMSON PARK- 4-6 (5081 BISHOP AVE)
 MAY 14- FIR PARK VILLAGE SENIOR CENTRE 6:00-7:30 (4411 WALLACE ST)
 MAY 28- WEAVER PARK- 4-6 (2750 5 AVE)
 JUNE 11- GYRO REC PARK- 4-6 (3245 7 AVE)

Find us on Facebook for more info: @ey2kpopupplay
 EARLY YEARS TO KINDERGARTEN TRANSITIONS (EY2K)

PHONE: 250-724-0278 EMAIL: KCHARBONNEAU@SD70.BC.CA



Connections to the Forest

JUNE 8, 2022

6:30 PM

IN PERSON

The Family Hub
3500 Argyle Street,
Port Alberni (Access
doors via 18th Ave)





Theme 4:

Creating a Community of Practice



Creating Communities of Practice

Developing common purpose and understanding about quality experiences for young children
IN THIS COMMUNITY

Reducing barriers between different groups of educators

Developing structures that could support collaborative practice

- ECEs invited to district learning events and supported (e.g., release/honoraria)
- ECEs consulted about opportunities, speakers, and activities for district pro-d calendar
- All teachers invited/welcomed to events where they could learn more about young children
- Speakers and facilitators at district events were encouraged to include examples from ECE Education
- The expertise of early childhood educators was valued
- Ongoing opportunities for connections embedded in planning (e.g., CR4YC)

Creating a Community of Practice

Compassionate Systems Leadership

Agreeing to highlight play, indigenous teachings and outdoor learning in all contexts, conversations, and presentations

Attending common pro-d (e.g., *Story Workshop, Ann Pelo*)

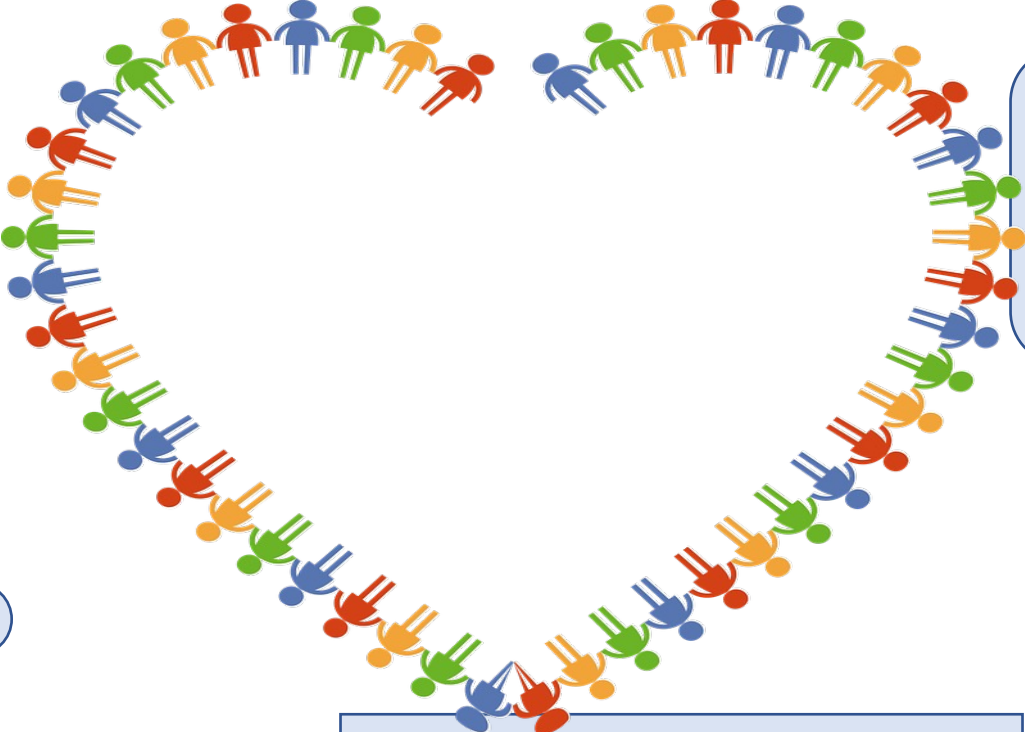
Following an annual cycle where we gather, co-create, and co-facilitate

Using common resources (e.g. ELF)

Engaging in common practices (e.g., *Wonder-Full Me*)

Providing leadership and mentorship

- *Hiring an Early Learning lead has been a big step forward for us – you can't do this without someone on the ground*



What kind of people do we want to be?
What kind of community do we want to live in?

Vision Statement

We believe that a sense of belonging comes from connection and that **belonging, connection** and **identity** are essential for social-emotional wellbeing.

We invite our families to see themselves as valued contributing members of our community.

Reimagining Early learning:
Educators:
Ongoing professional development and opportunities for ECE's, teachers, administrators, Support Staff to engage in collaborative experiences

Young children and families:
Strong start, Kindergarten Connections, Pop Up Play, Ready Set learn, Welcome to kindergarten, Seamless Day, CR4YC, SEY2K

What opportunities can we create to:

- Recognize and celebrate **diversity**
- Intentionally **include** every member of our community
- Provide **equitable** access for ALL
- Build and strengthen multiple diverse changing **relationships**
- Make services and supports **visible and accessible**

Wider Community:
Continue to work with and alongside our community partners to welcome families, make services accessible and visible, plan and offer opportunities for our families to connect and communicate.

SEY2KT Teams

Creating a Community of Practice: Community and School-based Educators

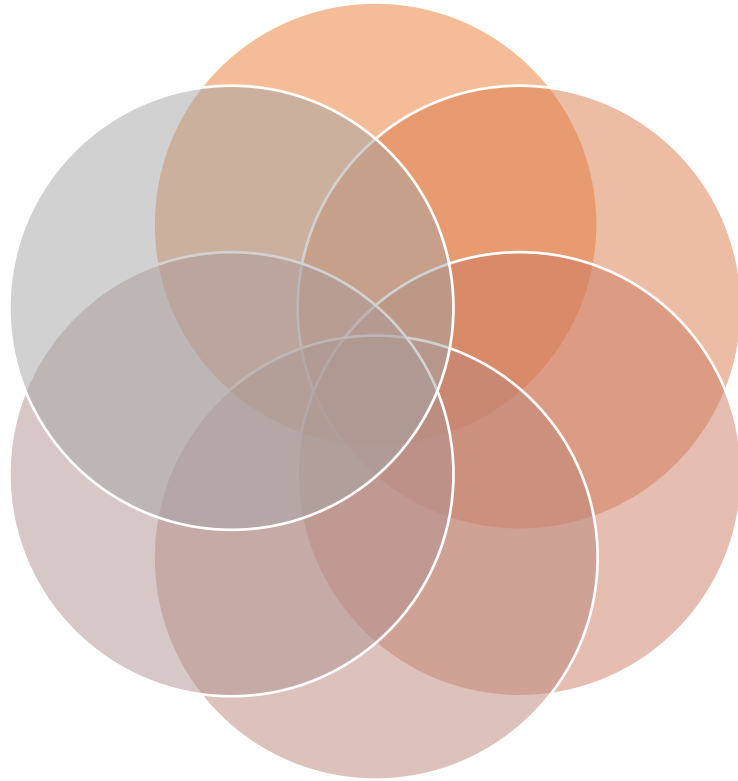
We are learning that

OVERALL, GROUPS DEMONSTRATED A POWERFUL LEVEL OF COMMITMENT TO INCREASING ACCESSIBILITY, BUILDING THE CONNECTIONS AND DEVELOPING THE RELATIONSHIPS NEEDED TO SUPPORT AND ENHANCE QUALITY TRANSITION EXPERIENCES

- the SEY2KT framework makes a positive difference to transitions
- SEY2KT makes young children more visible and integrated in their communities
- SEY2KT has helped to initiate shared professional development and further the communities of practice that enhance early care and learning
- the educators and community members engaged in this project are strength-based, optimistic, and innovative problem-solvers, often in the face of complex challenges

Well Functioning Team

A sense of joy - a passion for the work



Clear Purpose

**SEY2KT:
What
worked?**

Connections with community

Informed and Supportive leadership

Strong relationships with families

Invitation to Think



Differently



Trust the moment, be in the moment.



Trust the capacities and the present complexities of families and children and their abilities, possibilities, ideas, innovations, so you can truly hear them.



Compassionate Systems Leadership

SEY2KT's methodology, resources, tools to strengthen SEY2KT teams

Compassionate Systems Leadership sessions are integrated into to monthly SEY2KT provincial sessions

CSL provides methodology, practices and tools for SEY2KT site teams

Summary reports from each CSL group helped to inform the research reports

WEBSITE: CSL tab, SEY2KT

<http://compassionatesystemsleadership.net/>

Systems
Leadership is
necessary

