



# SEY2K Transitions

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SD61 Greater Victoria



The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our





Thank  
you

# Personal

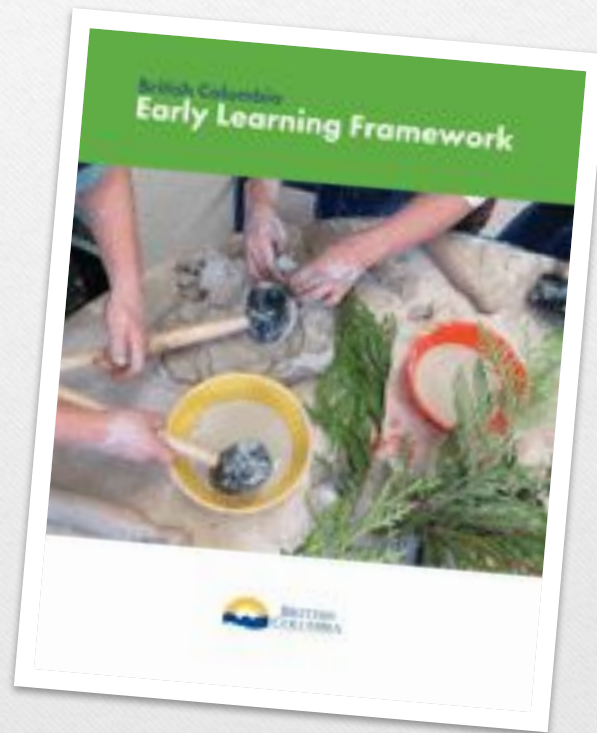
# Journeys

- What key person, place, or event has led to you being here today?
- What values & beliefs have underpinned your journey? Have they shifted over time?
- Were there intersection points where you made important choices? Did you ever get lost or lose your way?



# Early Learning Framework

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# 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.
- ♦ Educators are researchers and collaborators.
- ♦ Early years spaces are inclusive.
- ♦ People build connection and reconnection to land, culture, community, and place.
- ♦ 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.

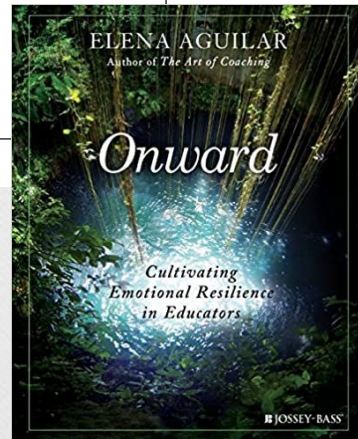
## First Peoples Principles of Learning

- ♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ♦ Learning is holistic, 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.

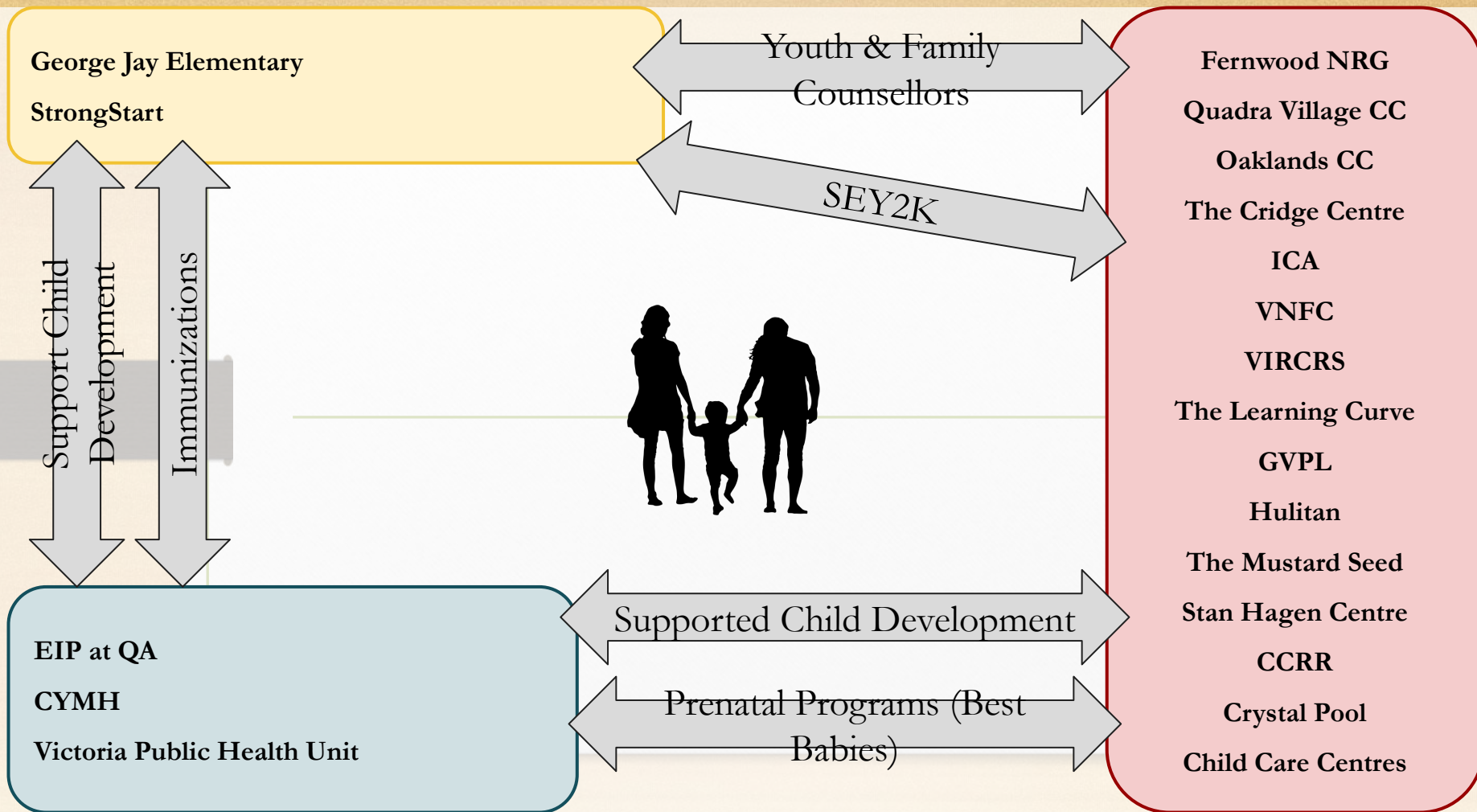
# Strength-Based Thinking

## Three Good Things

The Good Thing	Why did this happen?

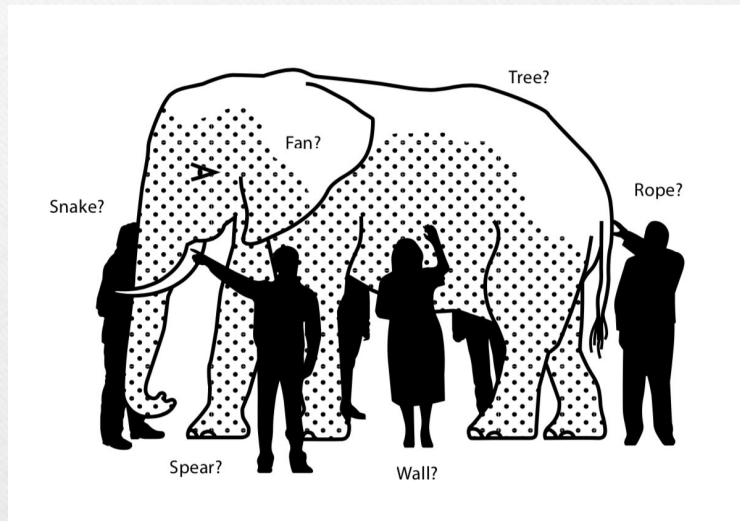


# Systems Mapping





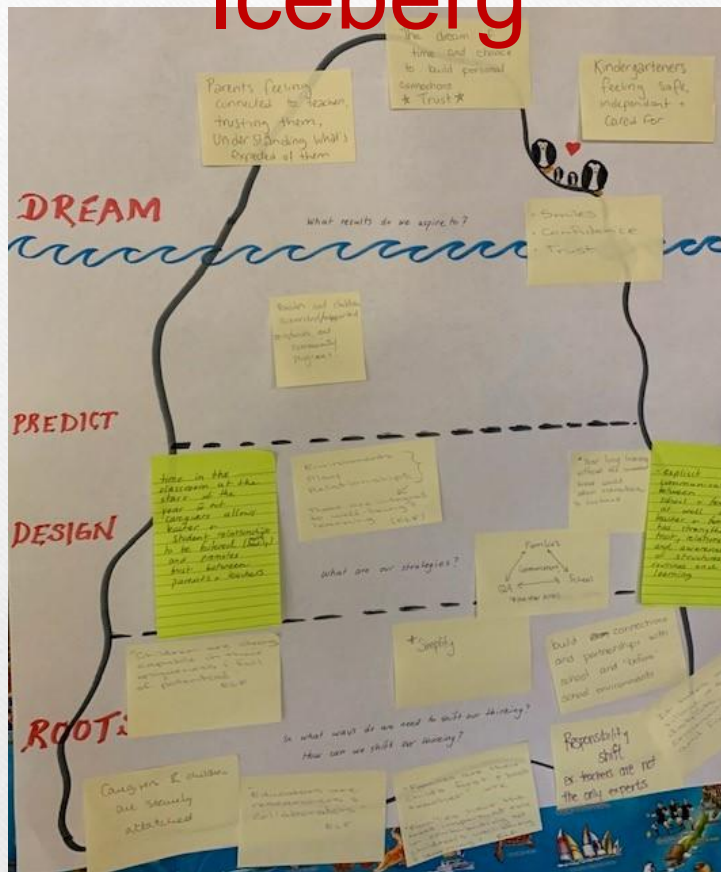
# Perspective Taking



How can we nurture empathy?

- Avoid assumptions
- Examine our beliefs
- Centre the voices of children &

# Aspirational Iceberg



## DREAM

- Kindergarteners feeling safe, independent and cared for
- Smiles, confidence, trust
- Time and a chance to build personal connections & trust
- Parents feeling connected to teachers, trusting them, knowing what's expected of them

## ROOTS

- It takes a village – school district, community, and families
- Responsibility shift – i.e. teachers are not the only experts
- Families are their child's first and best teachers
- Families have the most important role in contributing to children's well-being and learning
- Build connections and partnerships with school and before school (preschool) environments
- Simplify
- All parents have the capacity for positive parenting
- Caregivers and children are securely attached
- Educators are researchers and collaborators
- Children are strong, capable in their uniqueness and full of potential.



George Jay

# Listening to Families

**Please share something positive about the transition into Kindergarten.**

- The conversation with the teachers
- The 'extra mile' of the teachers
- The WTK bag
- The routines
- The staggered entry
- The use of FreshGrade



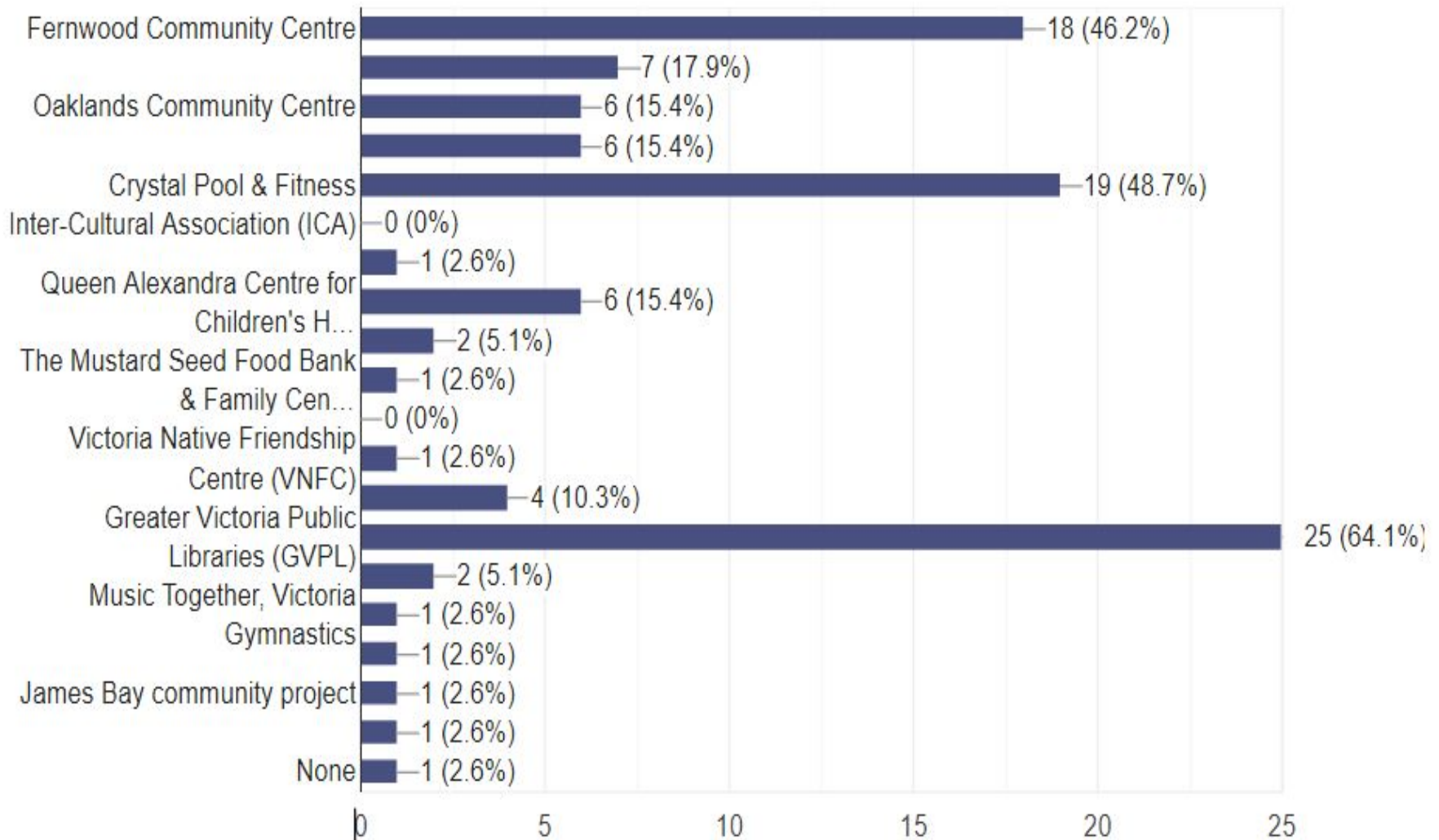
George Jay

# Listening to Families

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- **Do you have any suggestions for how we could make the transition process better for families next year?**
  - Earlier and more communication
  - Video or tour of school and

# Community Connections





# Generative Conversations



- “We want to listen to your ideas about what the families you work with need to feel comfortable, safe, and happy with the transition into school process.”
- Focused on *Mindful Listening & Speaking*

# Generative Conversations



- *Language is the biggest barrier for newcomer families*
- *Anticipate and plan to respond to cultural differences related to school: (question your assumptions)*
- *Show families how to **BE** at school*

# A Typical Day...

Please note: If you wish to view the video that the team shared, please contact Carey to get a link:

[cnickerson@sd61.bc.ca](mailto:cnickerson@sd61.bc.ca)





# Generative Conversations

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- Huge barrier is not knowing who the teacher will be; knowing who lowers anxiety for families
- One-on-one connections help build relationships and cultural safety.
- Message to child & family needs to be *“I see you”*
- Honour differences in how families

# The Whole Child



## Getting to Know \_\_\_\_\_

Every child has a story that is bigger than their life at school. Please use pictures & words to help us get to know your child's story. Questions are guidelines only.

### Spirit

What brings your child joy?  
What are your child's strengths?  
What makes your child unique?  
What are five words you would use to describe your child?

### Emotion

What can we do to help your child feel safe at school?  
What helps your child feel calm? What brings them comfort?  
Who are the important people in your child's life?  
What helps your child feel connected to others (kids & adults)?



### Mind

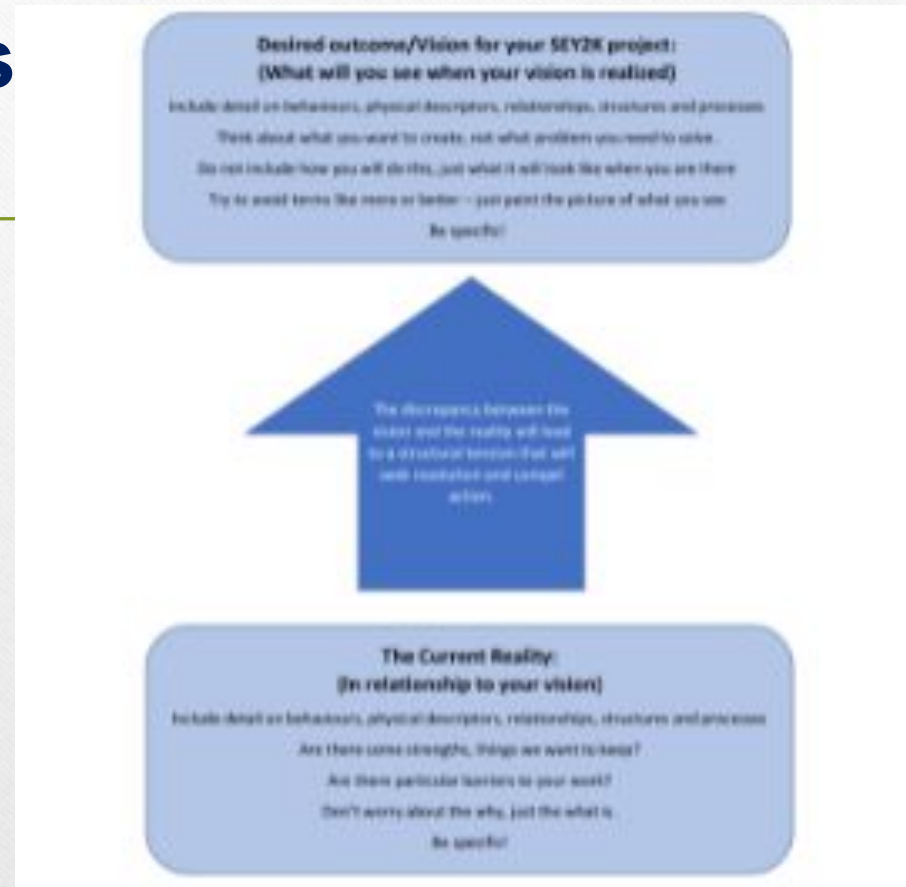
What helps your child do their best learning?  
What helps your child when it is time to change from one activity to another?  
How does your child communicate?  
What interests do they have?

### Body

What self-care routines work best for your child?  
How can we support their physical development?  
Is there any information you want to share about meals/snacks? Sleep?  
Toileting? Medications? Mobility? Vision? Hearing?

# Creative Tens

- **Class building and Welcoming** are two different activities
- How can we build the best possible



# This Year: Building Capacity

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- Expanded our Steering Committee to include more members (more K teachers + Indigenous support teacher + Community ECE)
- Participated in CSL learning sessions
- Deepened our collective understanding of the goals of the

# This Year: Taking Action

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- Focus for this year was concrete actions – created a clear, responsive communication plan for families and community
- Solid foundation has been laid by working together for two years

# Looking Ahead: Nurturing Networks

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- - Create clear referral pathways for educators to support families
  - Deepen connections amongst community and school district staff
  - Continue to listen to families & community
  - Strengthen our collective vision

# Looking Ahead: Emergent Learning

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- Clarify the intended purpose of the project and the Compassionate Systems Leadership sessions for all
- Carve out time for personal and collective reflection (book meeting dates well in advance)
- Team will change and grow next year.. (new Principal, Community Lead, & District Lead)



One *Learning* Community

