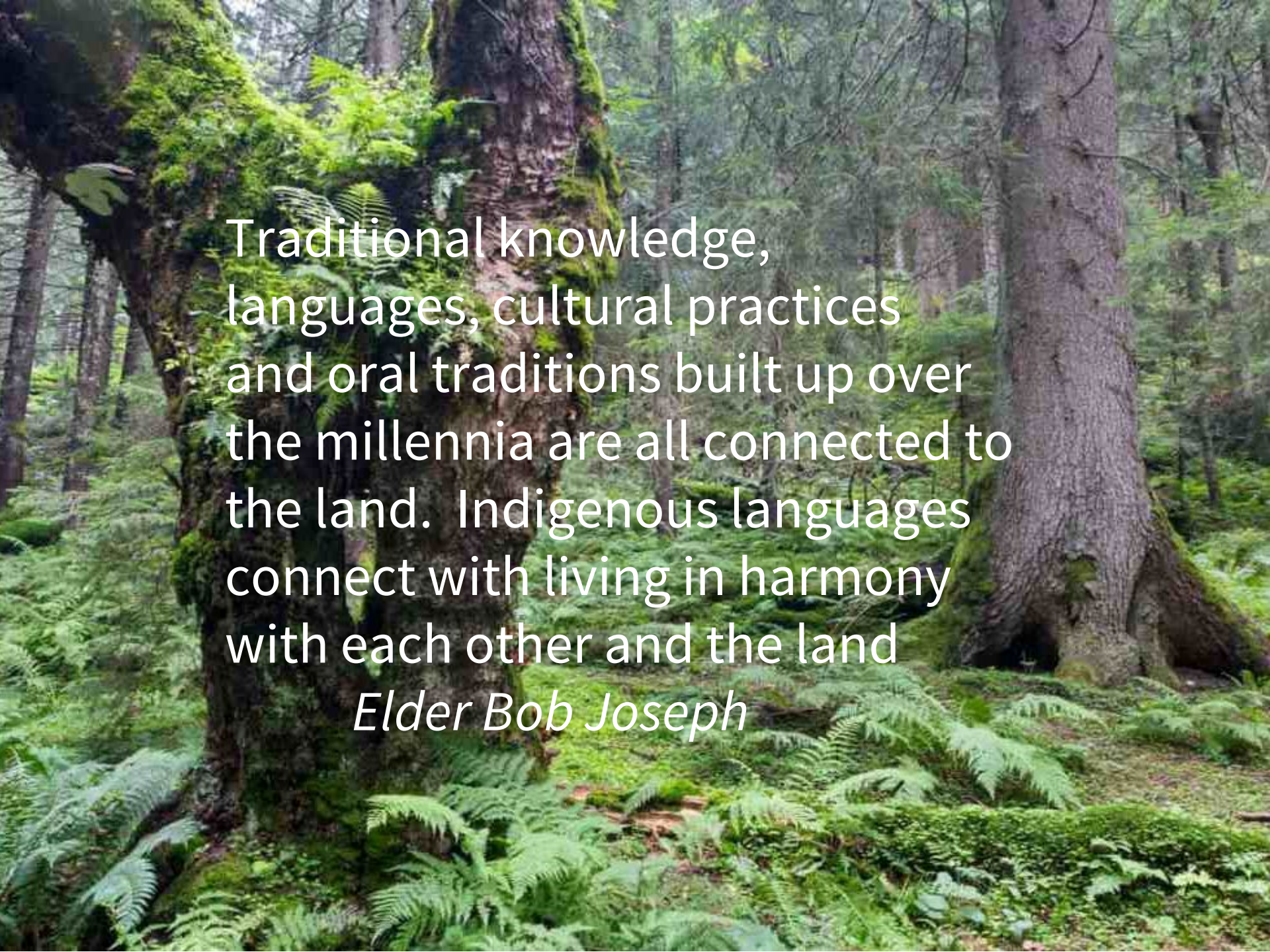




COMPASSIONATE SYSTEMS LEADERSHIP

SEY2K LEARNING COMMUNITY

NOV. 25<sup>TH</sup> 2021

A lush forest scene with large trees and ferns. The foreground is filled with vibrant green ferns and moss-covered ground. Several large, mature trees with thick trunks and dense foliage dominate the midground and background. The lighting is soft and diffused, creating a serene and natural atmosphere.

Traditional knowledge,  
languages, cultural practices  
and oral traditions built up over  
the millennia are all connected to  
the land. Indigenous languages  
connect with living in harmony  
with each other and the land

*Elder Bob Joseph*

Please rename  
yourself:  
*SD# -Name (s)*

Turn off tech  
(if you can)

Our group  
culture



# Our Learning Process



## Agenda

Grounding and Settling

Check In

Site Sharing

Creative Tension

Starting with Us

Homework and Closing





# Creating Our Culture

Be present – as fully as possible

Openness

Conscious participation

Everything is by invitation

No judgement – listen to understand and curious

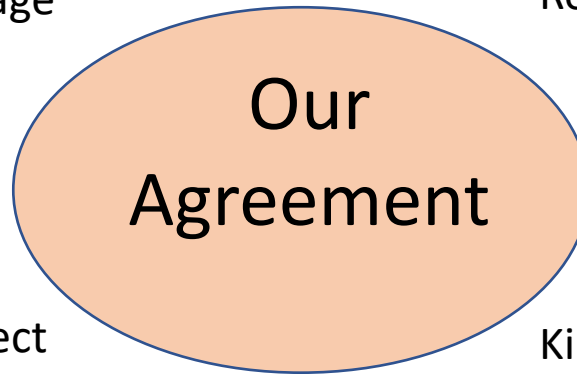
Confidentiality

Tech free zone



Courage

Reciprocity



Respect

Kindness





Settling



## Solo Time:

**Journal** – for 2 minutes on what is moving in you today – your thoughts, physicality, & emotions.

---

## In Dyads:

**Speaking** – each person has 2 ½ min. to share their reflections without interruption, comment, advice or judgement.

**Listening** - listeners hold space for the speakers.

# Check In





# Stories from the Field



Kamloops  
Community  
YMCA-YWCA



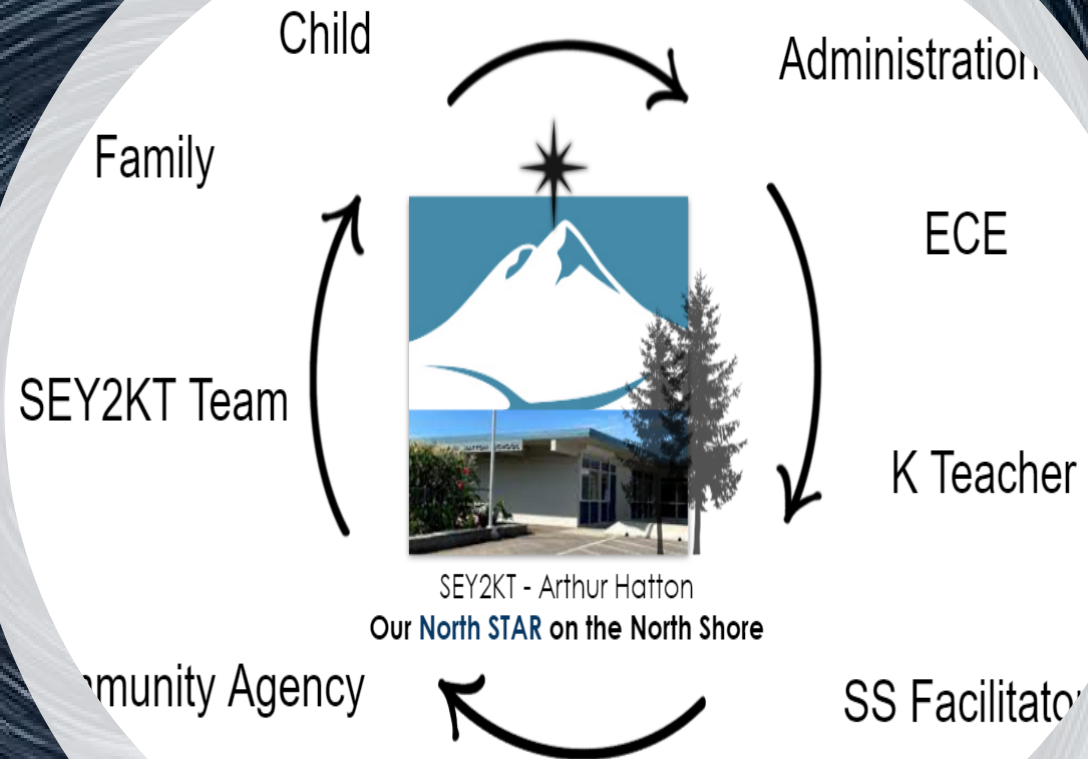
School District No. 73  
(Kamloops/Thompson)

Kamloops/Thompson



TIME In COMMUNITY: Nurturing Networks

# North Star



**Envisioning our destination**

Our personal visions ground our collective vision

Our personal and collective visions draw from our experience, our passions and our relationships

Our collective vision is guided by our collective will



firm collective vision

red doing:  
Pushing things in a direction that is proactive not reactive

Building a wrap around system

Started  
More learning

Continue to do:  
Bring new players to the table

Continue  
Acting as a role model  
- listening  
- appreciative  
- inclusive

Openness to change

Learning alongside my colleagues

Continue  
Quality - individual and collective programming that builds on the individual, family and community level

Stopped at the space of doubt

Stopped  
Trying to solve things on my own

Stopped at the crossroads to reflect

Stopped doing  
taking it all on myself (Stopped)

Looking for action

Continue to be the leader - bring board for families for support and resources

Continue to see the bigger picture for children and families

Continue to move forward in a positive way

Continue  
Turning outside the box

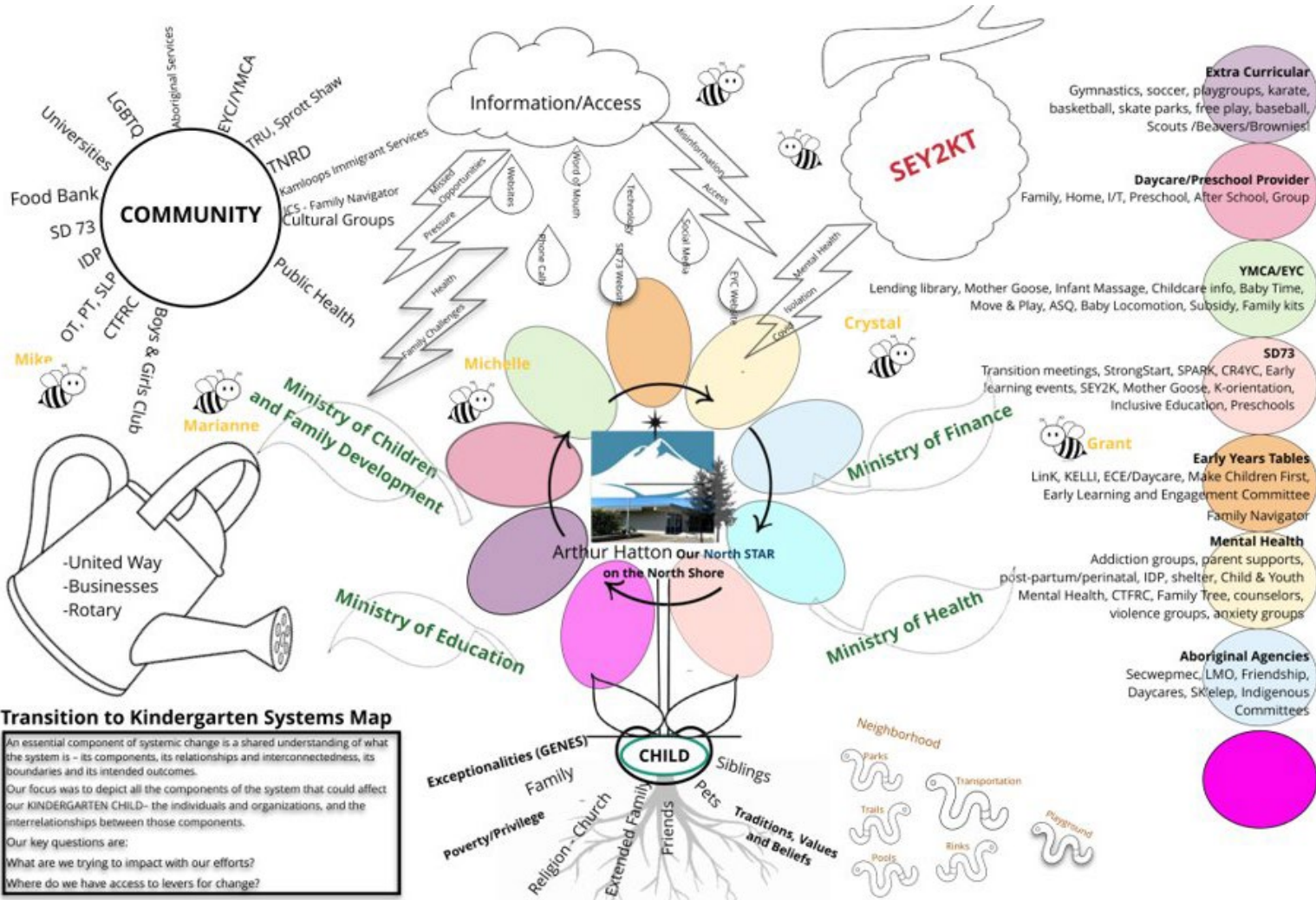
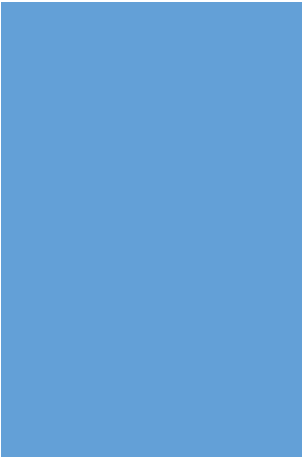
Continue  
Emphasizing their relationships  
- trust  
- respect  
- empathy

Started  
Recognizing that we all have the same goal and can work together.  
- shared  
- collaborative

Started  
making sure it's timely to our behavior

Started  
- questioning  
- seeing outside the box  
- moving through the shift

Shift into their early academics (on E) +  
- relationships  
- reading, writing, talking  
- as necessary building blocks for E only





**TAKING ACTION** (projects, activities, initiatives)



Seamless day into

Kindergarten!

Just Be 4

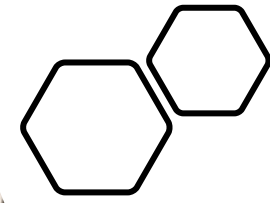
PRESCHE



- Hiring/Pro D
- Handbook
- Parent Recruitment







- Materials
- Resources
- Facebook Site
- Added Programming
- Kindergarten Loose with Mother Goose
- TRU Nursing: Healthy Start

## Building Early Literacy

### Talk

Ask lots of questions when you and your child read together. Prompt them to think about the story by asking what will happen next, or how the story relates to their own life.

### Sing

Singing together is an activity that can still bring you and your child together. Share favourite songs at bedtime or during activities in the morning or after school.

### Read

A five-year-old has a longer attention span than younger children and is ready to look at a wide variety of books. Your child can decide what they would like to read. This is the beginning of a child developing their own taste in books.

### Play

Learn new words through imaginative play—whether you pretend you are at the doctor's office or on the moon. Incorporate writing into play where you can.

### Everyday

At five, children are getting ready for school or are in school. This doesn't mean learning stops at home! Keep up your daily literacy practices with your child and soon your child will be reading to you.



## At Five Years

### Children love:

- To pick the books you read
- To tell stories about their world
- To use their imagination
- To help you cook and make special meals

### Children might:

- Start printing letters, numbers, and words
- Be able to answer who, what, where, when, and why questions

### Children learn when:

- You tell them stories using puppets and pictures
- You collect books for them
- You point words out to them
- You write down the stories they tell you
- They get their own library card
- You take the time to cook with them and help them read the recipe

# WHERE TO FIND



# Sign up for 1001 Stories Before

## Be a great reader:

- Make sure reading is always fun!
- Take time every day to read to your child – if you can, make it part of your regular routine.
- Pair reading with time when your child is feeling cuddly and snuggly.
- When you first look at a book together, talk about who wrote and illustrated the story.
- Read slowly in a clear voice.
- Look at and talk about the pictures as you read.
- Use different voices or tones or lots of expression to make the story more interesting.
- Help your child relate to the story by asking questions like: "How would you feel if...?" or "What would you do if...?"
- Ask questions during the story like "What do you think will happen next?"
- If your child loves the story, read it again! Repetition is one of the best ways for children to learn.



## ne

gh the TNRL encourages parents 1001 Stories with their child One.

program at [tnrl.ca/1001stories](http://tnrl.ca/1001stories)

## ect with Us

cola Regional Library  
[tnrl.ca](http://tnrl.ca) | [facebook.com/tnrl.ca](https://facebook.com/tnrl.ca)

## tart Family Programs

lementary 250-376-7217  
lementary 250-372-2027  
mentary 250-374-0608  
mentary 250-376-6224  
mentary 250-672-9916  
mentary 250-674-2218  
mentary 250-679-3269

[ook.com/tnrl.ca](http://tnrl.ca)

[am.com/tnrlibrary](http://am.com/tnrlibrary)



THOMPSON-NICOLA  
REGIONAL LIBRARY

# For the Love of Reading

## FIVE YEAR OLDS

Parents and caregivers are a child's most important teachers. As your child's first teacher, you can provide opportunities to give your child a love of reading.

### This brochure contains:

- Ideas to help build early literacy skills.
- Book suggestions.
- Insight into your child's age-based literacy development.
- Tips on how to be a great reader with your child.



Brought to you by



# tnrl.ca

LEB21040

SEY2K

2021-22



WEST  
VANCOUVER  
SCHOOLS

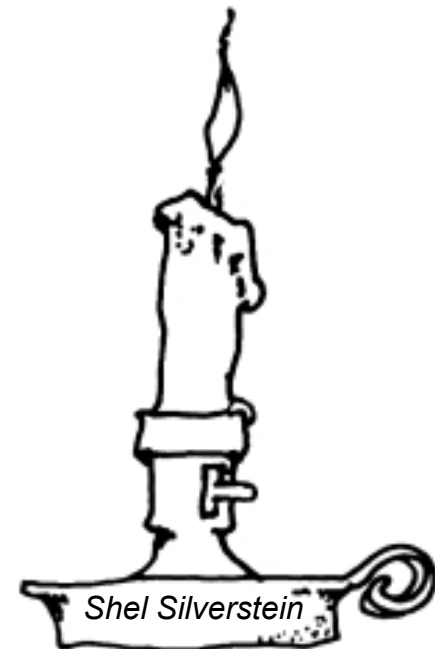
*A world of opportunity*



Weaving it  
together...

## INVITATION

If you are a dreamer, come in,  
If you are a dreamer, a wisher, a liar,  
A hope-er, a pray-er, a magic bean buyer . . .  
If you're a pretender, come sit by my fire  
For we have some flax-golden tales to spin.  
Come in!  
Come in!





## RESPECTFULLY LIVING AND LEARNING TOGETHER

Understanding  
Acceptance  
Mutual Respect  
Listening  
Reflective Planning  
Inclusion

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 are **ALL** valued contributing members of our community.

What strengths or gifts do you bring as we reimagine our work?

### Reimagining Early learning:

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

### 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**

### Young children and families:

Strong start, Kindergarten Connections, Pop Up Play, Ready Set learn, Welcome to kindergarten, Seamless Day, CR4YC, SEY2K.



ED! Visible Shifts Participation

Systems Change CHEQ

How do we know we're taking the right pathways?



Capable Unique Full of potential Visible Many gifts



### Wider Community:

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



# Reimagining Early Learning in West Vancouver Schools



## Context:

In 2019, the Province of British Columbia released the **Revised Early Learning Framework** in response to significant developments in the social, political, economic, and cultural contexts of B.C. The revised Framework reflects these new realities, perspectives and relationships, and includes opportunities to expand and revitalize thinking about our practice. Specific revisions include the expanded focus on children from birth to five years old, to children from birth to eight years old. This means that when we are talking about the **Early Years**, we are talking about children from **birth to grade 3**. Additional revisions include connections with B.C.'s new Curriculum and Core Competencies, language/concepts/ pedagogies that resist the marginalization of Indigenous people and strive to contribute to lasting reconciliation, a stronger vision of learning as an inclusive and holistic, and the introduction of new language and pedagogies.

## A bit about Ann Pelo:

Ann Pelo is a teacher educator, program consultant, and author. Her work focuses on reflective pedagogical practice, social justice, ecological teaching and learning, inquiry-based teaching and learning, and pedagogical leadership. She is the author of several books including *The Goodness of Rain: Developing an Ecological Identity in Young Children*, *The Language of Art*, and co-author of *That's Not Fair: A Teacher's Guide to Activism with Young Children* and *From Teaching to Thinking: A Pedagogy for Reimagining Our Work*.

## “ A message from Ann:

*I believe that our work as educators is to nurture dispositions in children and in ourselves towards empathy, ecological consciousness, engaged inquiry, and collaboration. We do this when we integrate play with critical thinking, cultivate a sense of place and a sense of community, emphasize social and emotional learning alongside intellectual development, and seek the participation of a multiplicity of perspectives.*

*My teaching is anchored by a commitment to the right of educators to be intellectually, emotionally, and spiritually engaged by their work. I believe that professional development opportunities for educators ought to include invitations for action and reflection, inwardness and collaboration, and are most effective when they utilize the power of story to bring us into deeper understanding and new questions.*

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





1

"I wonder if there is  
a school of unlearning."



Task:

Find something (perhaps outside)  
that represents "unlearning" for  
you...

Clue:

Send 1 team member to show their  
artifact to Mary/Allison and  
receive your next clue.



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



A photograph of a dirt path winding through a lush green forest. Three large white circles with light blue borders are overlaid on the image. The top-left circle contains the text 'Pop-Up Play'. The top-right circle contains the text 'Ready Set Learn', 'WTK', and '& more...'. The bottom-center circle contains the text 'Kindergarten Connections'. In the bottom-left corner, there is a light blue rectangular box with white text listing various programs for young children and families.

Pop-Up Play

Ready Set  
Learn

WTK

& more...

Kindergarten  
Connections

**Young children and families:**

Strong start, Kindergarten Connections, Pop Up Play, Ready Set learn, Welcome to kindergarten, Seamless Day, CR4YC, SEY2K



Accessibility

Visibility

Building  
relationships

**Wider Community:**

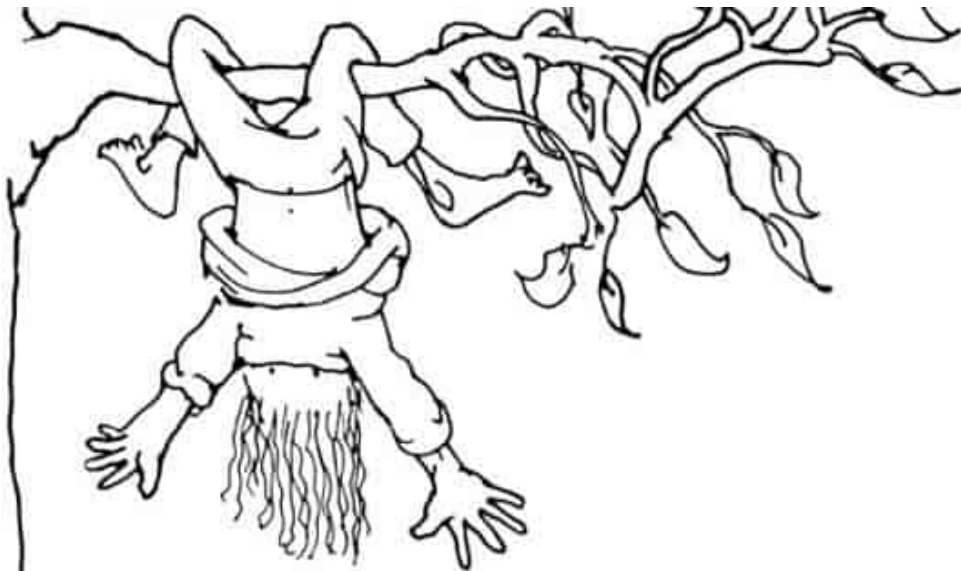
Continue to work with and alongside our community partners to welcome families, make services accessible and visible, plan and offer opportunities for our families to connect and communicate.

Welcome to your  
community's living room

 WEST VANCOUVER MEMORIAL LIBRARY



WEST  
VANCOUVER  
SCHOOLS  
*A world of opportunity*



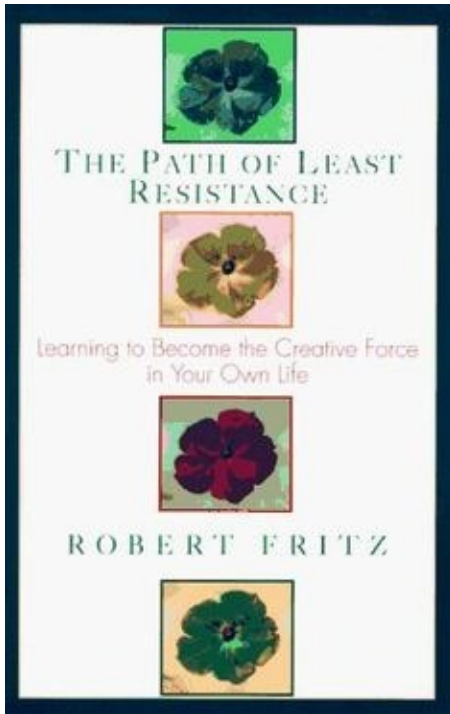
*"Listen to the MUSTN'TS, child,  
Listen to the DON'TS.  
Listen to the SHOULDN'TS  
The IMPOSSIBLES,  
the WONT'S.  
Listen to the NEVER HAVES,  
Then listen close to me...  
Anything can happen, child.  
ANYTHING can be."*

*-Shel Silverstein, Where the Sidewalk Ends*



WEST  
VANCOUVER  
SCHOOLS

*A world of opportunity*



“It's not what the vision  
is,  
it's what the vision does.”

Robert Fritz

**VISION**

**Creative Tension**

**CURRENT  
REALITY**



*Aspiration*

*Energy*

*Truth*



# Creative Tension

Built from vision

Grounded in reality

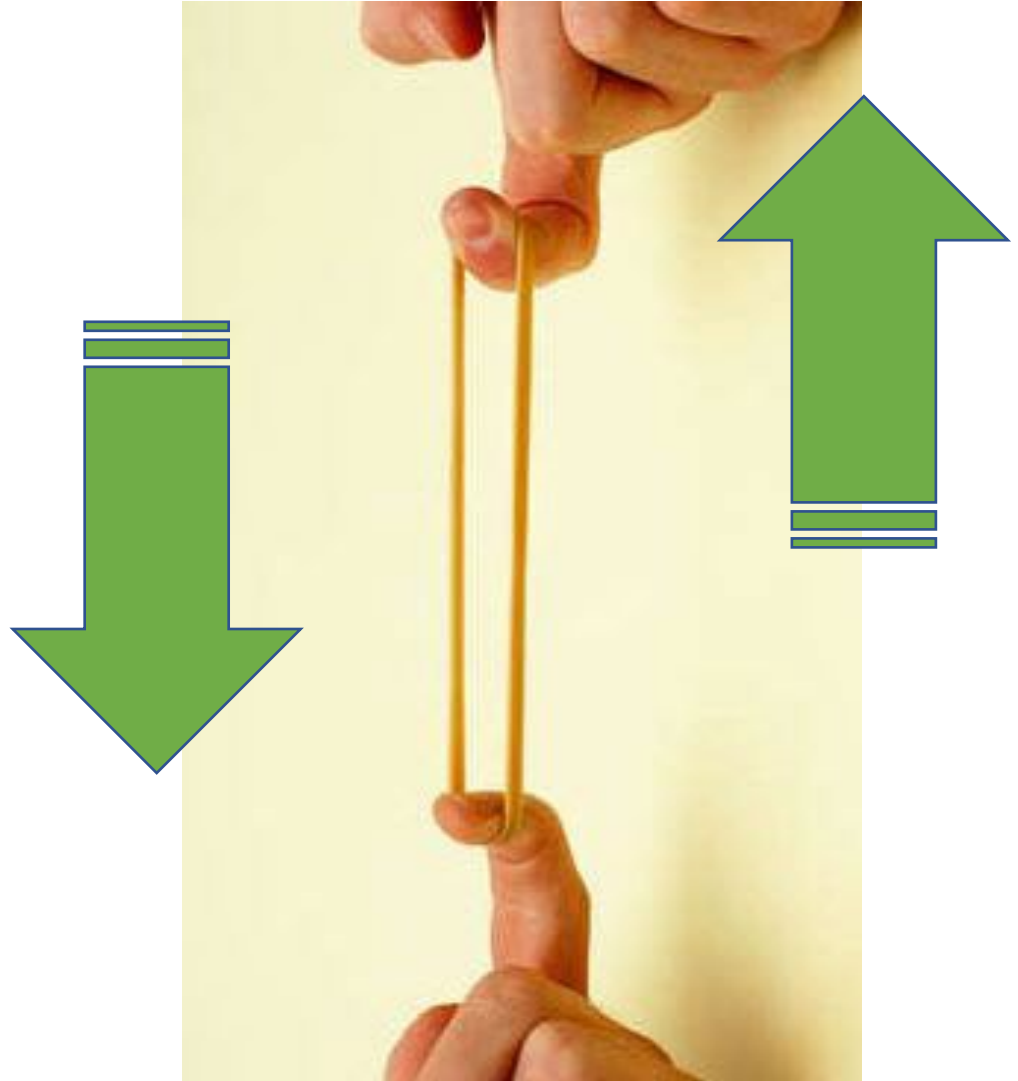
There is energy in the gap

Tension seeks resolution





Resolution can come from lowering your vision or changing the reality.



# Finding Creative Tension



Be honest



Be on a learning  
curve



AVOID problem  
solving



Try it out in a  
variety of life  
situations

What are  
we trying  
to  
emerge?

---

Be specific

---

Forward thinking

---

Multi dimensional

---

Creative



—

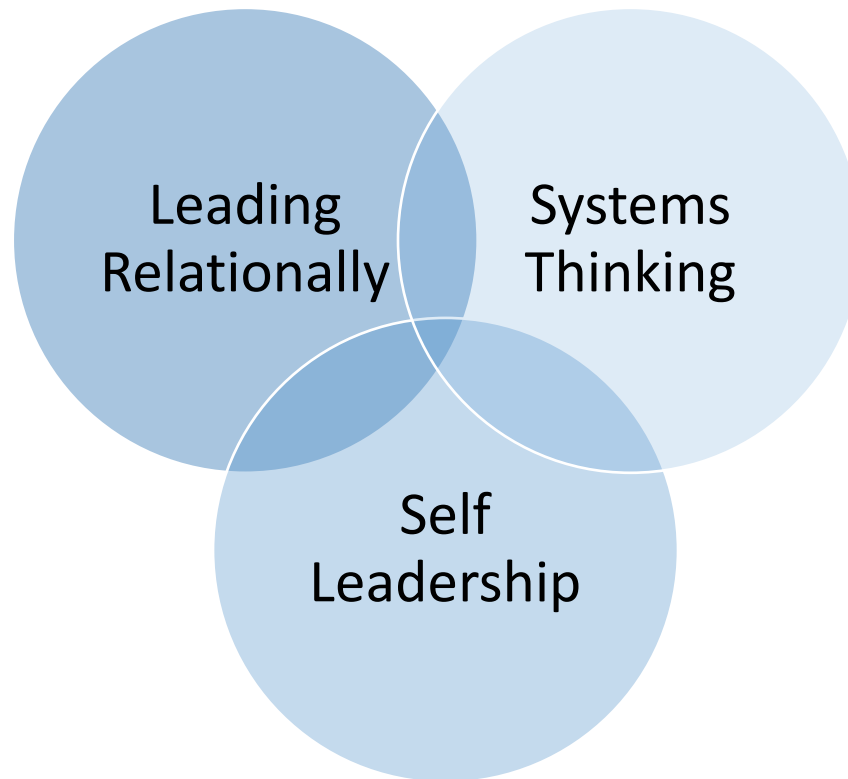
## Site Breakout Groups

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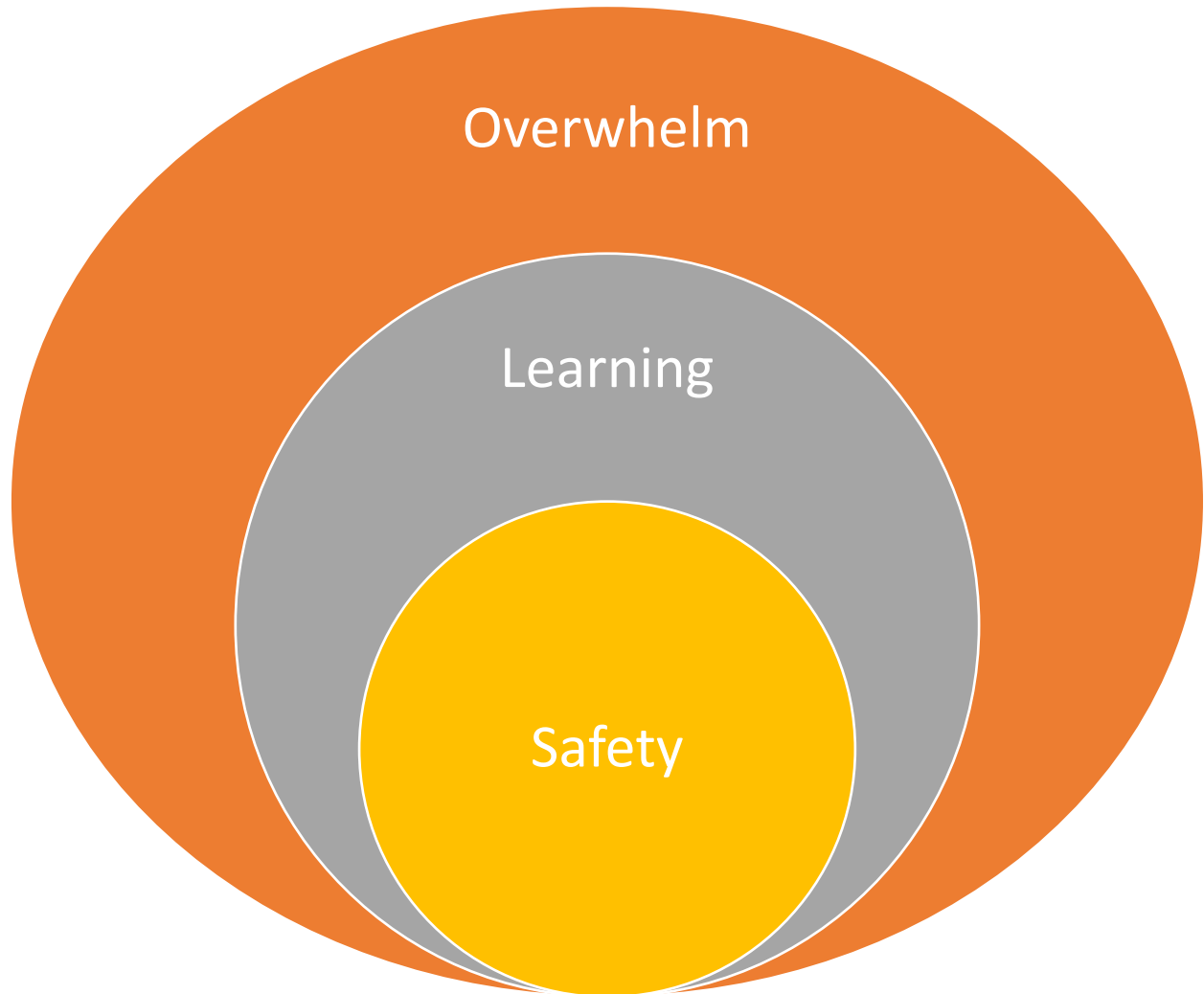
Continue or begin to reflect  
on the collective vision for  
your SEY2K site

What is the reality in all  
aspects of your vision?

# Domain of Self-Leadership (*building our relational capacity*)

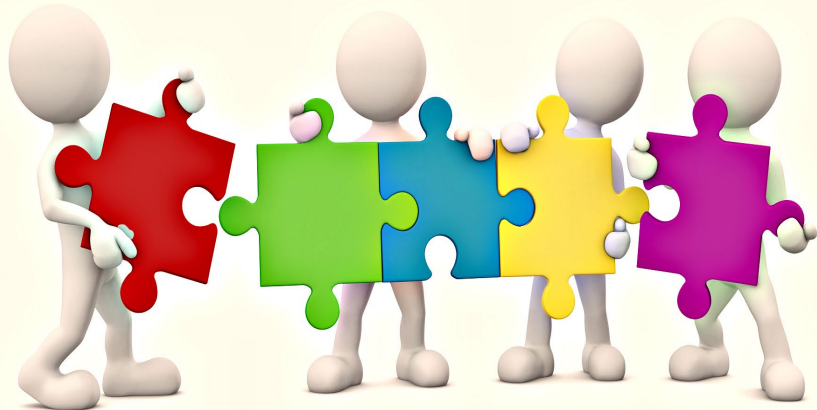


# Zones of Learning





“To Lead” is literally to “step across the threshold” – the threshold of your doubts, your fears, your passion, and your purpose. *Peter Senge*



This requires leadership that involves:

**Intellectual intelligence** – mastery, skills, creativity, innovation, passion, and the ability to recognize global systems and patterns. This is necessary, but not sufficient.

**social intelligence** – the ability to develop a following, to understand ecosystems and relationships, the ability to communicate to all, to build community while living in a virtual world, and ultimately to collaborate in unprecedented ways around a common purpose.

**emotional intelligence** – the courage to act on your beliefs, your values, having a heightened sense of self-awareness and being deeply empathic.





# Building our own capacity to lead relationally



REFLECTION THROUGH  
JOURNALING



PRESENT AWARENESS  
PRACTICE



COMPASSION  
CULTIVATION

Your body is present.



Is your mind?







ON MY MIND

WHAT YOU

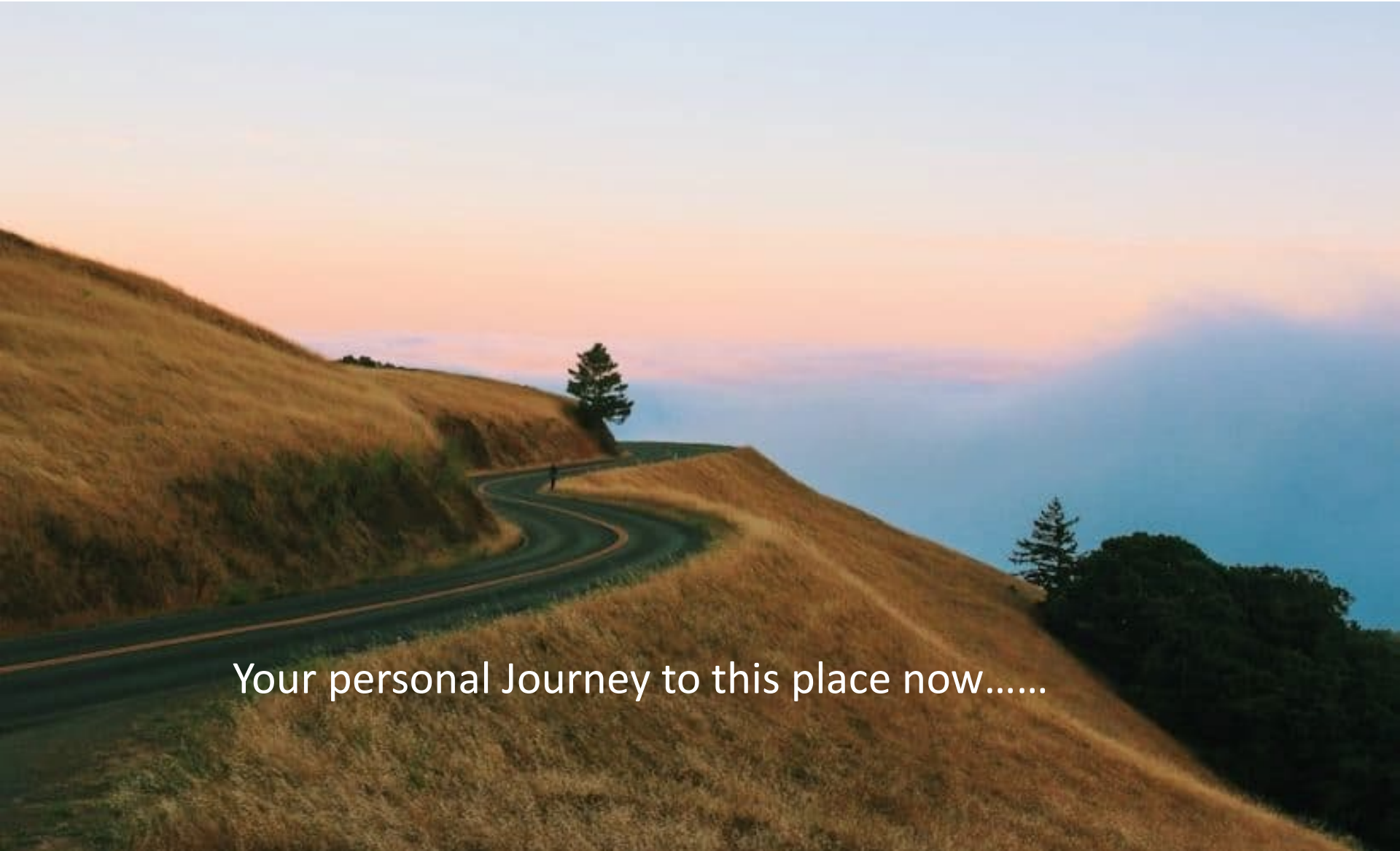
HERE ATTENDING

DAILY S.

WORDS

WORDS

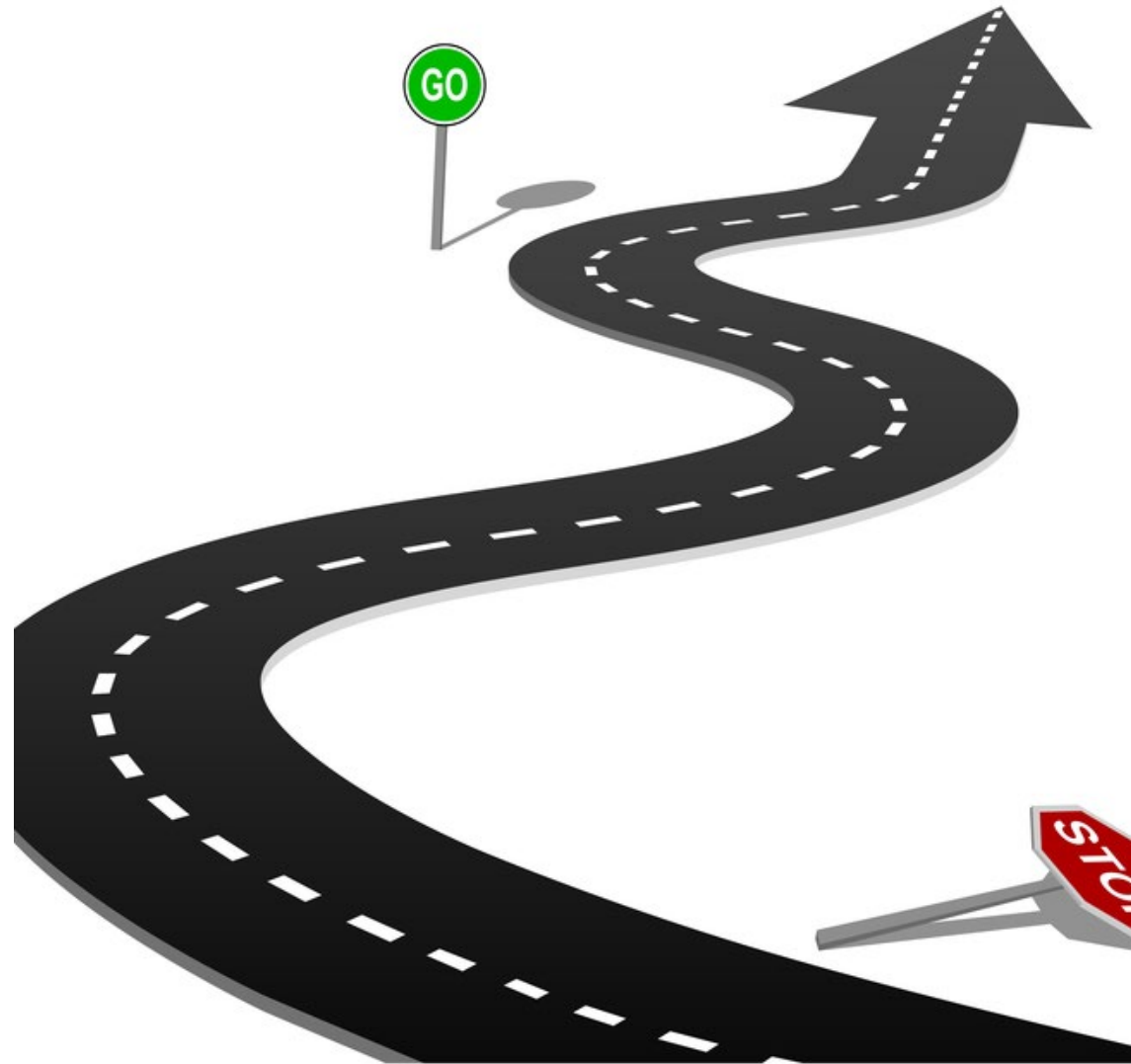
WORDS




Your personal Journey to this place now.....

## Your Journey.....

Each of our accumulated experiences have carved the path to where we are today. Reflecting on those experiences can increase self-awareness and reignite passion for next steps





What key people, places and events have led to you to today?

What values and beliefs have underpinned your journey? Have they shifted over time?

Were there intersection points where you made important choices?

Did you ever double back or lose your way?



# Your Journey

---

Be creative

---

Start with self reflection

---

Write, draw, visualize

---

No one way is right

Till Next Time

Homework:

Work on your Personal Journey

Continue your work on creative tension

Office Hours:

Thursday, January 20<sup>th</sup> -12 to 1 p.m.

Next Meeting:

Thursday, January 27<sup>th</sup> – 8:30am to 11:30am