



SD No.23 EARLY YEARS PARTNERSHIPS COMMITTEE

Summary of Discussion

Tuesday, June 14, 2016, 4:30-6:30
Young Parent Education Centre (KSS)
Dinner provided

Attended: Carla Hees, Sue Bergen, Lela Ross, Rhonda Ovelson, Nicole Crane, Catherine Disbery, Tami Ruhr, Caroline Noga

Regrets: Lee-Ann Tiede, Michelle Dickie, Cheryl Fralick, Myrna Kalmakoff, Rolli Cacchioni, David Widdis

1. Welcome and Introductions

- Welcome to Carla Hees, President of the ECEBC (Early Childhood Educators of BC)

2. Video

- Committee watched the following video called *A Question Waiting to be Answered*
 - o <https://www.youtube.com/watch?v=W1K2jdjLhbo>
 - o It is time to make a shift in education for our upcoming generation so that they become critical thinkers and problem solvers that will be needed for the future
- Ministry of Education is embarking on a new re-designed curriculum that will focus on competencies using inquiry-based learning
- There is a need to build respect for different cultures (eg learning from the indigenous culture using their First People's principles.)
- Non-Instructional Days
 - o Ministry has given every district 2 non-instructional days in this school year and one more day next school year for the purpose of planning the implementation
 - o The early learning team prepared a session on Inquiry based learning for K to Grade 2 teachers with the purpose of helping teachers shift their mindset and to change the face of learning and being guided by children's interest
- Some parents are feeling uncertainty of the new curriculum
- Shared the Early Learning Network Beliefs and Learning Principles (*see attachment*)

3. How might we re-imagine transition from home to school? A disciplined approach to inquiry driven action using Spirals of Inquiry

Scanning: **What did we learn from talking with school communities?**

- Members of the committee surveyed the following groups: (*see attachments*)
 - o Clubhouse staff – preschool children and their parents
 - o Donna Kozak – StrongStart parents
 - o Nicole Crane – kindergarten children and their parents
 - o Donna Kozak and Catherine Disbery – Aboriginal children and parents

- What do you notice in the evidence collected? What patterns emerge? What would we add or change to our Community *Transition* Needs Chart
 - **Overall impressions from the Clubhouse**
 - o children appeared to be very comfortable with moving to kindergarten
 - o Caroline's observation is that daycares spend a lot of time talking about kindergarten when perhaps they shouldn't for the following reasons:
 - staggered entry is frustrating and confusing for some children – built up expectation only to attend one or two days and going back to daycare or out-of-school care
 - ECEs start talking too soon about kindergarten – for children it is a long time away
 - perhaps all this discussion starts to build fear
 - might be better to live in the moment – do we need to graduate children from preschool, elementary school and middle school?
 - assumption that learning will start to happen when children get to kindergarten
- What were our assumptions from previous meetings and are they correct (see attachment called **Feedback Friends**)
 - o the survey committee felt that our original assumptions matched with what we collected from the surveys
 - o a need to have open conversations – teacher, parent and child
 - o Ask our kindergarten teachers – revisit the previously collated charts
 - o Children need to be recognized for their individuality and their strengths to be added to children's needs list
- So What? What do we still need to know? How would we change or edit the questions asked to glean that information?
 - o Clubhouse paraphrased some of the questions
 - o Parents never thought about these questions before
 - o Instead of *What I have learned in kindergarten* perhaps change to *How have you grown as a learner?*
- ASQ and the ECE community
 - There is a need for us to share information regarding learning readiness (whole child) for kindergarten to the ECE community
 - ECEs are getting the surface knowledge but not the research
 - They will create their own – report cards, doing assessments
 - Appears to be a lot of common language between the ASQ and the re-designed curriculum as they are both based on competencies
 - Administering or discussing the ASQ with parents is hard for ECEs to fit that in their day – it doesn't fit for our drop-in StrongStart Centres as well
 - Rhonda shared all the different resources/pamphlets out there based on kindergarten readiness skills
 - The committee to possibly look at creating a local, contextual pamphlet that replaces what we currently have given out and will be built around a common language

4. Next steps for the Committee in the fall

- Arrange all the parent and child feedback in a standardized format

- Look at the questions to see how they can be refined
- Scale out the scanning - How might we go out to reach more families that don't attend preschool, daycare or a StrongStart Centre

REMINDERS:

Suggested Meeting dates: 2016-2017

Oct 25

Jan 24

Mar 7

May 16