

CR4YC

CHANGING RESULTS FOR YOUNG CHILDREN

COLLECTED RESEARCH STORIES

2022-2023

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SEE

what we saw when we
observed



OUR STORY CHAPTER 6

6 years of research
what we learned



DO

what we did when we
were shown



HEAR

what we heard when we
listened



ANTHOLOGY

a sampling of
documentation



SHARE

how we honoured what
we were given

OUR STORY BEGINS

6th year wonders

chapter 6

In this sixth year of CR4YC/CP4YC, we find ourselves well entrenched in the collective stories of wonder, query, connection and observation.

Representing both their wonder children and themselves, educators who participated this year seem to have found themselves in the role of scribe, narrator and author.



Whether cognizant of these roles or not, the stories have unfolded yet again in what we are calling, Chapter 6.

The theme of this chapter has also unfurled into an **inquiry of process.**

The stories being told this year, focus critically on observation, questioning, wonder, action and reciprocity.

Last year, the possibilities and stories were re-centered with grace around our wonder children as an acknowledgement to them with gratitude. Their stories, their words, and their actions were placed into a collection for sharing, learning, analysis and celebration. This year, in provocation, we ask :

How do we know?

What are the children sharing with us, not just showing us, in partnership and reciprocity?



The sampling of 2022-2023 stories have been curated as an invitation to think about this essential question, other questions posed, and the process in which educators inquire together with their wonder children.

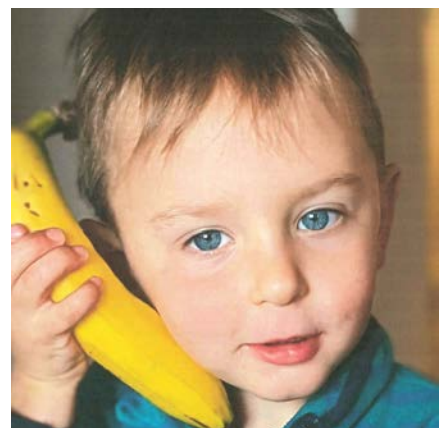
The reader is invited to:

SEE: what we saw when we observed.

HEAR: what we heard when we listened.

DO: what we did when we were shown.

SHARE: how we honoured what we were given



OUR STORY BEGINS

6th year wonders



Poem: At The Beach

You, my wonder, are beautifully strong.
 I **see** when you are connecting with others, feeling their emotions, supporting them, and building them up.
 I **wonder** what drives you?
 What makes you value others so?
 I **hope** you continue this love for others throughout your life the way you do now.

You, my wonder, are a true nurturer.

I **hear** when you speak to others with kindness and yourself with confidence and encouragement.

I wonder if you know your worth as seen by others?

I hope you allow others to care for you as you do them, not always the strength, but sometimes the seeker of support.

You, my wonder, have grown.

I **see** when you feel vulnerable, expressing your need.

I **wonder** where you turn? How do you fill your needs?

I **hope** you know you are honoured, valued, and loved.

The letter f and hard lessons

What have you learned at school?

I learned the letter f and that the number 4 starts with f. I also learned that my mom gets frustrated when I kick my brother, and then I learned that I had to go to my room for a timeout.

That was a hard lesson to learn. I was very upset about learning this.

I also learned that I get frustrated like Mallory and **I need to calm down and apologize.**



Story Dedication

For our curious storytellers, both child and adult, this story ends here but will begin again because your wonder and inquiry runs deep and there are still many stories left to tell.

We thank the educators and children for representing all of us in this work and for keeping us connected and learning together.
 In this sixth year, we again reflect and celebrate the many achievements, connections, growth, understandings and Changing Possibilities for Young Children to come.

SEE

what we saw when we observed

Questions

Questions can serve as a checkpoint and are “essential” to driving the processes of inquiry, in this case to buoy our observations of our wonder children.

What makes a good inquiry question and how can it serve the educators who are looking for wonder and traces of social emotional well being?



While questions are fundamental to investigating anything, active questioning requires active learning. The questions we pose that are complex have the potential to take the educator down many paths of exploration.

This fuels engagement and wonder, yet at the same time these “bigger” questions, (those that cannot be answered easily), serve as overarching queries where more specific and manageable inquiries can be undertaken.

So how can we craft “essential” questions before we observe our wonder children?

How can they serve to keep wonder and action as the focus throughout our study and rework them as wonder and the children guide us?

How critical are the questions we pose to our observations of our wonder children and the resulting actions?



Here are some examples of observers who have used their questioning to guide their thinking and learning.

How do social interactions shape us and what we notice for ourselves when we watch others in pursuit of friendship?

Observation: On Earth Day, Isaac’s buddy took his hand and off they went to pick up garbage. This is his first true friendship.

She helps him co-regulate and make good choices. He has had moments of possessiveness over her as he tries to protect his friendship, resulting in some “hands on” problems, but she continues to befriend him and enjoy his company.

I wonder if this friendship is giving him the space to feel confident in who he is and what value he too brings to the friendship? I sure hope so. He has so much to offer.



SEE

what we saw when we observed



questions guiding the observations

- Does Key recognize his strength in being able to help others?
- What motivates Key to help peers who are not people he typically connects with?

While skating Key sought out opportunities to gently support and give tips to different classmates who aren't as experienced skaters as him. Rather than taking the time to skate around the arena with friends who skate at the same level as him, Key showed a lot of care and patience when helping his peers work on their skating skills. One classmate was very excited to come off the ice and share with me how much Key's support and the advice he gave her while skating.

NAMING STRENGTHS



**SENSE OF IDENTITY:
WHAT ARE MY
STRENGTHS? WHO
AM I?**

WONDERS:

- Does Key feel connected to his peers?
- Does Key feel like he has a voice?
- What strengths does Key see in himself?
- Why is Key so quick to flip his lid with some students, but so patient with other students?
- How can I help Key feel empowered to talk to other adults when he is frustrated, before he becomes overwhelmed and frustrated?



CURIOSITY

This is my second year getting to teach Key. Last year he struggled with wanting to come to school. He felt that there were students in the school who were mean to him and in his words bullied him. I was not aware of some of the things that were bothering him as they were taking place at recess and lunch and then he would wait until he was home and then tell his parents what had happened. Throughout the year I worked hard to build relationship of trust with Key, letting him know that I cared about him feeling safe and connected at school. We also talked about how I am a great problem-solver and it is part of my job to help the students in my class solve problems. This year we were able to start off the year with a relationship of trust and he no longer waits until he gets home to talk about things that bother him.

This year Key has advocated for himself and told me when things are happening, instead of waiting to go home. When Key has a problem with peers he is trying to use problem solving strategies. There are times when they don't work right away and he can raise his voice, or walk away from peers. He can explain what is bothering him, though when he does the same things that bother him to others, he does not recognise that he has been unkind.

I chose him as my wonder child because I was curious if I could encourage him to share his strengths with others and in turn help him feel empowered. In turn, if he felt empowered, would this transfer to his interactions with his peers in circumstances where in the past he had shared that he didn't feel like people were listening to him.

NAMING STRENGTHS

While I try to strive to build the students in my classroom up, I began to make a conscious effort to try to acknowledge and give voice to the strengths that I saw in my wonder child throughout the day. I also made tried to share what I saw happening with their parent(s) at least once a week with Key present. In the past so many of our conversations centred around the negative things happening to Key. I wanted to purposefully bring attention to the positives instead.



SEE

what we saw when we observed

introspection through observation and questioning

“

Who is Verona?

How does she see herself as she walks in the world?

Does she see herself as capable?

Does she use acts of caring as a means to connect with others?

The day I met Verona at Welcome to Kindergarten, she left an impression on me. Her tiny, bouncy stature, coupled with her warm and wide smile; V has a way to make you feel like a friend from the moment you meet her.



As we began to get to know each other better, I noticed that while she transitioned to kindergarten very easily, and approached it with an open heart, there were some personal care tasks that she would seek out support for.

Often, these were tasks she would be able to complete independently given the opportunity.

As her friendships and connections deepened, it became clear that V's closest connections were students who were older than her, some as old as grade 4.

What caught my attention the most is the way these students interact with V. It is with so much love, attention, and care, as though they see their role as her friend as a protector. And I understand why, I catch myself being drawn up in wanting to wrap her in bubble wrap too. The big smile V gives you when she is happy to see you and knows she is your friend. She invites others to care for her, and others have no choice but to accept.

As I reflect on these interactions, I wonder if she seeks a hand to hold, or a helper because she feels she is incapable of doing these tasks alone, or does she seek this as a means of connection? Are acts of caring and dependence the foundation of connection and friendship? Does she advocate for herself? Who does Verona see herself as?

“

**“Hey this is orange.”
“Someone mixed it.” “These are my roses.”**

Jessica was very excited to show both Noah and myself her picture of the sun with a flower. Especially because she made a sun using the red and yellow pain with a dandelion.



SEE

what we saw when we observed

observing without interaction

Dear Wonder Child:

I see that you want to be a part of the group. You want others to include you into the play and so you join in and start pick up sticks and adding to the creation. They get angry with you. They think you are wrecking their fort on purpose. You don't use your words and continue putting sticks on the fort. They leave and you follow. Your peers think you trying to annoy them. You don't use your words. You get upset and start taking sticks away from their creation. When your peers ask me for a photograph, they don't want you in it. **You are sad and angry.**



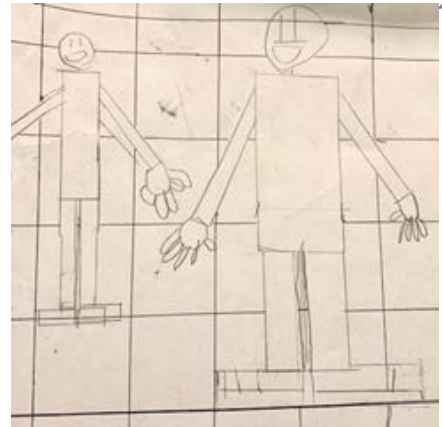
Dear Wonder Child:

When it comes to friendship, you are no longer in the background. You proudly place yourself in front. The smile you drew on your face is big. Your words and drawing tell me that you feel happy and included amongst your peers. You now recognize that friendship takes teamwork; a willingness between two people or groups to understand each other, and that there must be some give-and-take in the relationship.

What is the name of the place where you live?
What is your family name?



"I live in Cranbrook. My name is Warner cuz I see it on the phone ."



May has been coming to StrongStart since she was 3 months old. Initially her Mom would sit with her on her lap at circle time and she would fall asleep. More recently, May's Mom would have her sitting on her lap at circle time. I would **catch May's gaze on me** and she was alert and focused with eyes wide.

Most recently, May's Mom sat her on a chair and sat behind her at circle time. She is alert, her eyes focused and at times she smiles while her arms and legs flail.

I wonder what 'seeds' might be being planted for May internally regarding a perceived inclusion as part of our classroom community? Some may question what she is absorbing from circle time because she is young, **but when I catch her gaze with such focus, I am lead to question my own imagine of the child.**

Do the other adults and children see her as a baby or as an active member of our classroom community?



SEE

what we saw when we observed

“MEOW, I’M THE BABY.”

Navigating your way through play, in the big kids room.



Reese, you joined our room only a month ago. In some ways, you seem older than your 2.5 years. In other ways, you seem like the baby of the room, because you are! I have been observing you navigate this interesting step in your life, moving up to “the big kids room” but being the youngest in the program, and at home.

I have noticed you in the cubby area, independently getting ready for outdoor play with very little help, stating, “I’m ready for action!” I have seen you pull up a chair to the writing area and state your needs, “Pass the marker. I need to draw.”

I have also noticed you embrace baby play with the older children. They like to take you around the room, pretend you’re their baby and take good care of you. Today I saw you crawling around the floor, “Meow, I’m the baby. Meow, I’m the baby.” One of your older friends got you a pillow, gently laid you down and gave you a pretend soother.” You seemed to really enjoy this play.

Reese, I wonder what it feels like to be where you are right now - the youngest child in the big kids room - the youngest child at home, but also, so capable and competent. You are experimenting with your sense of identity and I am so curious to see where this goes as you grow and mature.

Bold, hoisterous, shy, uncertain

Curious! Knowing!

Doubtful.

Hidden. Wants to be **SEEN**

Uncertain. *Am I ok?*

A smiler. He *twinkles*.

A jokester. Tee hee. I HOPE YOU LAUGH AT MY JOKE!

A creator. **A builder**. See me! Watch me!

Fast! Single minded. *Get out of the way!*

Focused. A writer! **I love Journal!**

Helpful. **I’ll do that!**

A problem solver. **I know what to do!**

Learning that he is ok when he makes a mistake.

Learning that all is well even when XYZ won’t play with him today.

Affectionate. Kissy, kissy, kiss, kiss.

Learning, growing, softening . . .

A good friend 😊

HEAR

what we heard when we listened

Questions

"The eyes like novelty but the ear craves familiarity."

W.H. Auden, Poet.

If we were to give voice to agency, empathy or instinct, what would this sound like?

How does the presence of voice keep wonder and inquiry alive?



Central to the vision of the Early Learning Framework is the “approach to practice called a **Pedagogy of Listening**.”

Educators listen to the incredible range of children’s expression, and to what children bring forward that may never have been heard before. Educators notice gesture, silence, movement, gaze and stillness, as well as the materials, the objects, light and sound, and how these are all interrelated, each affecting the other as they circulate within a space and a time.

In this sense, listening is letting go of what we thought we knew to open ourselves to something new (ELA, p.49).”

The work of CR4YC/CP4YC is also central to this premise both in practice and action and as a process of our inquiry. As such, in our sixth of year of practice, we can add that the inclusion of recorded/scribed voice gives credence to the agency and relationships we nurture in this work as well as stands as a trace of the process of “letting go” as describe in the ELF.



Here are some traces of how we **HEAR**

“

On a neighbourhood walk, 2 year old Alex sees the swans.

“Big Buck, swans, swans.”

The child points to the trees we look at the colours on the stem, the points of the leaf, the leaf’s texture.

A holds up an alder leaf, **“big alder leaf”, “big, big alder leaf”. “big leaves at ome”**.

I am curious about memory making. What do you remember on the walk? What did you hear, see? What about the “bigness” of that leaf made you wonder?

You my wonder are strong in mind and body and share calm in your surroundings. I see and hear when you need comfort. I hope your strength is always the light of positivity you shine on to others. I wonder if you build your identity through this lens.

”



HEAR

what we heard when we listened

the kindness of Milo

Milo's kindness is prevalent in many aspects of observation. When the teacher focuses in on her wonder child she sees how prevalent and far-reaching it is, and how he positively affects others around including her. Milo shows her, and she reciprocates back, wondering if he benefits from what he gives.

What are the children sharing with us, not just showing us, in partnership and reciprocity?



My Conversation with Milo about Kindness:

Me: I really liked the way you helped D the other day with opening his chocolate bar. That was really kind of you. How are people kind to you? Is your brother kind to you sometimes or maybe friends at school?

Milo: Mostly everyday I ask my brother to play Minecraft and he says yes. My mom always makes me delicious food like Raman or pizza. Garter, my cousin is kind to be by letting me use his hot tub when I'm at his house.

Me: That is amazing Milo. Those are some great examples of kindness. How are you kind to your family or friends?

Milo: I help my mom make the pizza. I get the sauce and the cheese from the fridge. I grab the eggs and the milk for the dough. I let Garter use my weapons I have. I don't have real weapons. I have a wooden sword and a fake gun. He broke my gun. Logan, my other cousin was playing with my gaming disk and he lost it, but for Christmas Uncle Travie gave me money so I bought a new game so I didn't need the lost one anymore.

Me: It is so nice of you to share your toys with your cousins. I know you have lots of animals at your house that you love. How do you show them kindness and love?

Milo: After my dad feeds my kitties and dog I like to give them extra food as a special treat.

Reflections: Milo likes to be a leader among his peers and likes to share the knowledge he has about the things that interest him. I would like to set up an ASK THE EXPERT quiet station so that Milo and others can teach their peers about things that they are experts in. I know Milo will love this station!

This is Spencer. My Masterpiece.



I need a very giant paper to make my masterpiece. First I need a half green giant hands. No, no, no not the hulk hands that's ridiculous! This is S P E N C E R, Spencer. He is the one with the Robo arm. Just one Robo arm the other arm is normal. It's my masterpiece. It's Spencer.



HEAR

what we heard when we listened



All by myself

You are building an elaborate block tower construction and began adding creatures to the design. You have been working by yourself for over 20 minutes and have placed each block and creature in a specific place. Liam comes over is looking at the construction and reaches out to introduce a dinosaur into a space in the tower. You notice that Liam has added to the construction and say, "Hey, I don't want you to do that".



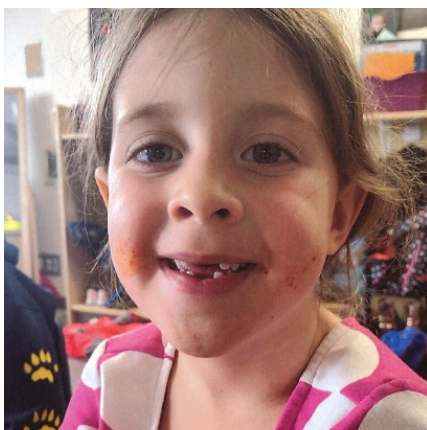
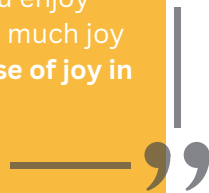
"But I want to do this too" Liam replies
"But I want to do this all by myself" you say, raising your voice a little bit.

Liam looks upset and says, "But what can I build with?"
I come over and stand beside the area, **Sometimes we have a plan to build something all alone**" I look at Liam.

"It sounds like Nomi wants to build this alone. How would you feel if we created a space for you to build over here?" I motion to an adjacent table.

"You could talk about your construction together, but you would each build on your own". "Okay" says Liam walking over to the other table and beginning to build.

I am watching you develop self-advocacy. You enjoy playing by yourself and are demonstrating so much joy in your own company. **You have a strong sense of joy in both group and solitary play.**



what brings you joy?

Joy was when my little baby sister was born. I wanted a sister.
~Madeleine



I was in awe of the self-talk she used as a four year old, as well as her ability to articulate it.

Sometimes my body just needs to let the tears out. It's ok and then I feel better."

Mom said she had no idea where it comes from which made me curious.



DO

what we did when we were shown

Where does wonder thrive and how can this be nurtured in the process ?

Those who practiced critical reflection about their observations often made deep connections and took actionable tasks. **What actions are we taking in our inquiries and from the offerings of our wonder children?**



The "I Love You" Cake

The Process of Do: the educator wants to learn something and the child shows her how.

I wonder how I can help support the idea of kindness in my class?

How can model and build into my practice the following: kindness towards others, perspective-taking, empathy, the desire to make others feel loved, and showing others that you care?

Rhys combined all the playdough together. He began placing stones in the playdough.

R: **I'm making a cake!** Me: **You are making a cake! Tell me more about your cake.**

R: **It's for my Grandma** Me: **That is very kind. What kind of cake are you making her?**

R: **It's a chocolate and white cake.**

R explained the dark rocks were chocolate and the white rocks were "white cake."

Me: **The dark stones are chocolate and the white stones are white cake.**

(Pause and observe)

Me: **Is this a birthday cake for Grandma?** R: **No, not a birthday cake. It's an "I love you cake."**

Me: That is a wonderful idea R. This will make your Grandma feel very special.

R: **Yeah, and happy.**



Biji and Chai Tea

Akal noticed that the water table was full of water. **"Miss April, I think it needs some bubbles today. That would be fun."**

Akal found the whisk in the water and began mixing vigorously. **"Im cooking, I'm making bubbles."**, laughing. **"Here, you have a turn."**

He smiles and says, **"It is warm water today, not cold. Like chai tea. Have a drink"** He pretends to drink some water and laughs.

Akal notices his pants are getting wet. He looks at his mom and says, **"I'm getting wet."** His mom comes over and wraps a towel around his waist.

Akal looks down at the towel, laughs and says.

"It's just like Biji" (his grandmother).

In his learning, Akal is developing the life skill of making many connections and how things are related to each other, ie: the connection between the towel and an item of clothes his grandmother wears, the connection between the warmth of the water and chai tea.

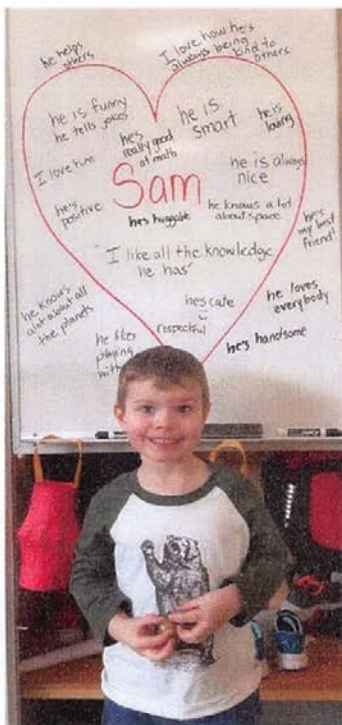
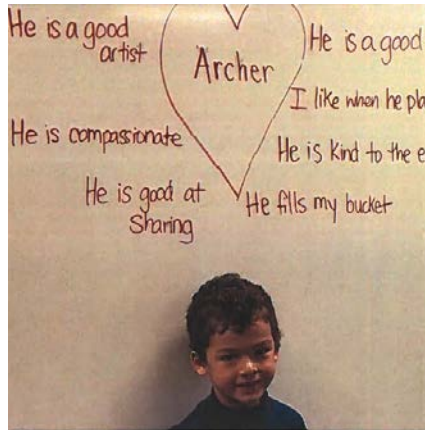
What role could I play in supporting Akal's development of his executive function skills and making these connections.

DO

what we did when we were shown

“The Archer Method”

Some participants leveraged the network and used past learnings from the research by adapting and trying things in their communities with their wonder children.



February 2023

S.D.'s new obsession is human organs! He says he learns about them on youtube. When another teacher was teaching him about Force and Motion and asked him if he had any wonders about ramps, SD replied, "I don't want to learn about ramps. I want to learn about human organs!" Wow! What a kid!

I tried two new things with SD this month. Firstly, I tried the "Archer" method from the Summary of Learning Document. On each child's VIP day during the month of February, we "love on" that child. For example, when it was SD's turn, he sat on a chair in front of the class. The students raised their hands and shared things they love about him and I recorded them on the board and in the heart. Sam appeared quite happy about being "loved" and "appreciated". The children seem to enjoy nurturing him and caring for him. They often mention how smart he is!

The second thing I tried with SD was the 2 by 10 strategy. I gave him 2 minutes to just share whatever he wanted about his current passion, several days in a row! He amazed the class with his knowledge about Space. It was my hopes that if I give him uninterrupted time to share during the day, he will get it out of his system and focus on other things. That doesn't seem to be the case. His current passion appears to be constantly on his mind! I also chose to nurture his amazing talent with numbers and let him try some multiplication while the others did addition. He never ceases to amaze us! I wonder what will come next?

DO

what we did when we were shown

Alder and Ms. Allanson make plans together



Tell me about playing games with your classmates.

I always win and it makes Ivan mad. Since I won again, I said, "Since I always win, I would let you win Ivan." It made me feel better. Winning games makes me feel happy. Losing games makes me feel happy.

Tell me about lining up.

Lining up, I feel happy. Well, when Jonathan is here and he is behind me he keeps pulling my hood and makes me in the red zone. When I'm in the red zone I put my hand behind me and I cut it down and it makes me in the green zone. It makes me so frustrated when he keeps doing it. I tried asking a friend to go behind me and then no one did.

Tell me more about when you try to solve this problem?

When I solve a problem with my hands (hurtful touch) it makes the problem just the same. But it doesn't make it (the problem) grow either.

How might I help you manage this classroom challenge?

Put a friend behind me with Jonathan. I don't know how to solve it at playtime and recess I keep hiding from him at recess because if he does find me he pulls my hoodie.

It sounds like this experience with Jonathan keeps you in the red zone often. How might I support you when you are in the red zone?

I know how to get out of the red zone. To get out out of the red zone with Jonathan, I can take a breath. I need to move to a new place to take a breath. Outside I can go to an adult to take breath and be safe.

Maybe together we can create a space inside our classroom for you and your classmates to have space to manage when they are in the red zone.

We can call it "A take a breath space for one person"

Ms. Allanson and Alder make a plan to create a cozy, safe space to "take a breath" when someone needs to get out of the red zone before trying to solve a problem.

SHARE

how we honoured what we were given

If we strive for equity of roles and dual agency, will reciprocity reveal itself?

Andrea and Willow

CASE STUDY: MOTHER AND WONDER CHILD

HOW MIGHT I HONOUR AND NURTURE THE HOLISTIC WELLBEING OF MY WONDER CHILD THROUGH AN INTRINSICALLY MOTIVATED AND INDIGENOUS WORLDVIEW?

LAY DOWN MAMA

"MAMA GONNA LAY DOWN RIGHT HERE". WILLOW THEN PROCEEDED TO BRING ME A PILLOW AND SOME "BLANKETS". SHE ALSO BROUGHT ME SOME OF HER FAVOURITE BOOKS AND A STRING OF LIGHTS THAT SHE LOVED.

"HERE YOU GO, MAMA", "NICE AND COZY, MAMA". SLEEP, MAMA, YOU JUST REST, MAMA".

I WAS INCREDIBLY HONOURED KNOWING THE THOUGHT AND INTENTION THAT EACH ONE WAS CHOSEN AND PLACED WITH. WHAT SURPRISED ME THE MOST WAS HOW SPONTANEOUSLY THOUGHTFUL, CONSIDERATE, SOFT, NURTURING AND CAREFUL SHE WAS BEING WITHOUT BEING ASKED OR PROVOKED TO PLAY LIKE THAT.

I WANTED TO ENSURE THAT WILLOW KNEW I WAS THE ADULT AND ABLE TO CARE FOR HER NEEDS. THE STRONGSTART FACILITATORS HELPED ME TO REALIZE THAT SHE WAS REVEALING HER NURTURING SIDE THROUGH PLAY, KNOWING THAT I WOULD NEVER INTENTIONALLY PLACE THAT RESPONSIBILITY ON HER IN THE REAL WORLD. THEY SAID IT COULD BE A REFLECTION OF THE NURTURING I OFFER HER IN DAILY LIFE THAT SHE'S ACTING OUT.

I SAW HER BEAUTIFUL, KIND HEART AND THE MANY GIFTS OF HER SOUL BEING REVEALED TO ME. I HEARD LOVE IN ITS PUREST FORM. THROUGH A LENS OF POWER/HIERARCHY, IT WAS HUMBLING TO BE AT THE LOWEST POSSIBLE POINT AND TO ALLOW HER TO TAKE THE LEAD. IT MADE ME WONDER WHAT OTHER SITUATIONS I MIGHT BE ABLE TO ALLOW HER TO HAVE FULL AUTONOMY IN OUR RELATIONSHIP AND REVERSE COLONIAL POWER STRUCTURES WHILE STILL UPHOLDING THE UTMOST CARE AND RESPONSIBILITY FOR HER AS MY PRECIOUS CHILD.



WATERING DADA'S PLANT

WILLOW LOVES WATERING HER PLANTS AND THIS PLANT IN PARTICULAR IS VERY SPECIAL TO HER AS IT IS "DADA'S PLANT". SHE MISSES HER DADA AND ALL OF THEIR SPECIAL PLAY TIME FROM THE WEEKEND. THIS WAS ONE OF THE WAYS WE FELT CONNECTED TO HIM WHILE HE WAS BACK AT WORK WHILE ALSO DEVELOPING AND NURTURING RECIPROCAL RELATIONSHIPS WITH ALL LIVING THINGS.

THE CRITICALLY REFLECTIVE QUESTIONS UNDER THE PATHWAYS FOR ENGAGING WITH OTHERS, MATERIALS, AND THE WORLD - RECONNECTION TO LAND AND PLACE PROVOKED SOME DEEP PEDAGOGICAL CONVERSATIONS AMONG MY TEAM. WE REFLECTED ON WHAT WE ARE DEPICTING ABOUT NATURE AND ADDING TO CHILDREN'S SCHEMAS AND WHETHER THEY ACKNOWLEDGE THE TRUTHS ABOUT NATURE AND OUR COMMUNITIES. ARE WE SHOWING CHILDREN ONLY BEAUTIFUL IMAGES OF NATURE...? IN OUR AREA, DO WE EXPLORE OR OBSERVE THE AFTERMATH OF FOREST FIRES AND WONDER TOGETHER HOW A FOREST MIGHT REGENERATE ITSELF? IF THERE IS GARBAGE ON THE GROUND OR IN OUR WATERWAYS, DO WE PICK IT UP?

WE DON'T HAVE ALL OF THE ANSWERS, BUT IT CAUSED ME TO REFLECT DEEPLY AROUND WHAT I SHARE WITH WILLOW AND HOW I REPRESENT THE NATURAL WORLD, BEING CONSCIOUS ABOUT ROMANTICIZED OR IDEALIZED NOTIONS OF CHILDREN AND NATURE. I'M HOPEFUL THAT HELPING HER TO DEVELOP AND GROW RECIPROCAL RELATIONSHIPS WITH THE LIVING THINGS IN HER ENVIRONMENT WILL HELP TO NURTURE AND GROW A HOLISTIC UNDERSTANDING OF THE WAY THINGS ARE WITHIN THE BEAUTIFUL ENVIRONMENT IN OUR HOME AND ALSO IN DIVERSE SETTINGS ACROSS OUR COMMUNITY.



Penny and Jenny and the Law of Mirroring

The law of mirroring: *def'n*, what you see in other people is a real reflection of what you have inside yourself.

I discovered her born leadership, her sense of identity I'm not sure I would have said that a year ago. She would shut down quickly any time she was faced with a disagreement or when she had to say no, or didn't want to do something.

Almost as if she was afraid, she would get in trouble. She would get very upset and have genuine fear not standing up for herself. I think she struggles with hurting other people's feelings and doing what's right and has a hard time with those feelings of frustration and anger.

I know I speculate but I think I see a lot of my younger self in her.

In the months that have followed since joining CP4YC and focusing in on her need for self-advocacy, and giving that support and help in learning that it is not only ok, but necessary; I have seen such growth and confidence emerge. It's been literally watched her transform from a caterpillar to a butterfly.

Her and her friends constantly deal with wanting to take the lead but what I see in Penny a lot of the time is the way she communicates, the way she stands up for her friends and how she desires to do the right thing. She cares deeply for her people and demonstrates it in how she plays, helps others, and interacts most of the time.

SHARE

how we honoured what we were given

“

How can I build a strong sense of identity through acknowledging **our** strengths so deeply that when **we** converse about and reflect on them, they are evident?

How else do I honor and display **our** strengths, so they can be visible to all?

100 Languages, Infinite Possibilities

Pedagogy of Listening

Pedagogy of listening is an approach to practice that means listening to the thousand languages, symbols, and codes we use to express ourselves and communicate. (BC ELF)



I had known my Wonder Child's family from having the privilege of learning alongside one of his siblings a couple of years ago. When I met with his beautiful family to discuss their next child entering the world of kindergarten, I heard their concerns clearly; he is different from his siblings, he is energetic and there was concern about his transition and potential behavior: there was worry. I was automatically driven to wonder deeply about him, learn about his gifts and how to hold them up and support them—to reflect on my own practice and what I need to do to ensure I am honoring him in our learning environments. What languages, including and beyond spoken words, will he communicate his gifts with me? How will I have to shift my ways of seeing and listening to see as many of his languages I possibly can? My intention is to listen deeply to my wonder child, my pedagogical community, and his family, to honor and strengthen his sense of Identity.

Critical reflection

Critical reflection involves thinking carefully about fundamental beliefs that shape our senses of self and others and how we view the world. (BC ELF)



Me: What is something you good at?

WC: "Um...I'm not very good at coloring in the lines"

Me: You have come along way with your coloring and are working very hard! Can you tell me something you feel you are good at?

WC: I'm good at going home. I'm good at eating lunch.

When I was interviewing my WC to find out how he identified his strengths, I was struck and heartbroken by his automatic response of what he thought he was not good at, as well as the following responses of going home/eating lunch. I know he enjoys being at school, he has communicated as much, often, but it was clear to me, that I have work to do around identity and really seeing and sharing our strengths and gifts. This has me wondering about how I acknowledge strengths in our learning environment. How can I build a strong sense of identity through acknowledging our strengths so deeply that when we converse about and reflect on them, they are evident? How else do I honor and display our strengths, so they can be visible to all?

”

SHARE

how we honoured what we were given

confident
focused
communicative
humorous
competent

Maya

Maya is confidence and competence displayed. She is from laughter, family, and community. Maya is playful and inquisitive, focused, and determined. She is about speaking her mind, and working things out. She comes from a place of love and support. Thank you for being my Wonder Child, Maya!

Case Study: Observing Over Time

This case study shows how circumstances and programs allowed for a deep understanding of this wonder child and the prolonged relationship that resulted. There is a confidence in speaking about this child and you sense it goes both ways. Both educator and child were together through StrongStart, JustB4 and made connection to the K educator. Unique.

The build begins

"This is a house for dinosaurs"

Maya, Engineer. Nov 2022. Facet: sense of Identity

Maya was playing dinosaurs with a friend and then moved to blocks and said she was building a house for the dinosaurs. She very carefully balanced and fit pieces together, stretching up high and naming shapes as she went. We talked about how she was an engineer- mindfully designing her dinosaur house. She then called to her friend that the house was ready.

Recover and Rebuild

Maya moved back to the dinosaurs and another child eventually knocked the house down. Maya turned around and said "Hey!" when she saw the damage, body slumped and face looking sad. I reminded her that she could tell her friend how she was feeling, which she did. She then straightened up and got to work on another house. We talked about how we can start again and rebuild after a problem happens! She then asked to have her picture taken with her new house!

Maya was first observed by me at the age of one. I was intrigued by her strong sense of self. It was exciting to observe her again, at the age of 4, attending Strong Start still, and also how in my JustB4 program. She continues to be confident in her communication of needs, wants, ideas. I also see a real resilience when things don't go her way or exactly as planned.

JustB4 enabled me to see her without a parent with her as she navigated the new experience of attending preschool. Through JustB4, we have been able to connect more with the school, especially the K classrooms. **It's been lovely to witness Maya deepen the relationship between herself and the school as she prepares to go to kindergarten next year.**

"Enjoy the fabulous little human!"

SHARE

how we honoured what we were given

MS. PORTER: THANKS AJ FOR TEACHING HER

Dear AJ,

I want to begin by saying thank you, and letting you know what a true joy it was having you in my class this year! You are a bright, curious, and imaginative child, who has been such a special part of our classroom community.

Your creative storytelling has brought so much laughter and joy to our classroom. I am always amazed by the unique stories you are able to tell, especially when you are building with Lego or blocks. Please continue to share your stories. You have such a creative soul and your stories will help you build connections with those around you!

Your love and curiosity for nature is another thing that I have learned about you this year, and something that makes you so special. I have really enjoyed noticing alongside you, and listening to your thoughtful questions during our nature walks. I can tell how much you care about the natural world, and all of the animals and creatures who call it their home. I hope you never lose your great sense of wonder, curiosity, and love for the outdoors!

Finally, AJ, throughout this year, you have showed me how important it is to slow down and be more patient with ourselves. You have a deep sense of connection with your emotions, and you have taught me the importance of listening more deeply to how we are feeling. You have done a wonderful job this year listening to your emotions, and finding ways to help yourself regulate and breathe through tough moments. Remember these strategies.

Remember to breathe. And remember that you are surrounded by adults who care about you and who are ready and willing to help you whenever help is needed.

AJ, I wish you so much joy as you continue on with your learning journey. And I thank you for all that you have shared and taught me over the course of this year.

Love,

Your Kindergarten teacher, Ms. Porter



ANTHOLOGY

In the CR4YC 2022-2023 participant’s draft, research findings and considerations include the continued compiling of stories and reflections on key themes that participants have identified as supporting positive changes in SEWB and to make these available to CR4YC facilitators, inquiry groups, and Early Learning leads.

This section of anthologies is a place to linger and reflect on the stories and research of other participants. We recognize that the process of inquiry, critical thinking and analysis is not a single methodology. For some, this process begins though story. We are grateful to include these here, with thanks to the educators who created them and for the invitation to wonder, question and think further as educators and researchers.

Invited task: choose a theme or aspect of analysis that spoke to you from any of the collection above and look for traces of the inquiry process represented in these anthologies. (ex. voice, questions, reciprocal learning)

Wonder Child



How do we know?
What are the children sharing with us not just showing us, in partnership and reciprocity?

Compassionate

Our focus this year was to strengthen Mona’s already developed sense of empathy. The first (and what turned out to ultimately be the only) strategy was to pair her with younger peers less familiar with the program and routine. Mona takes great pride in being an expert and she is, by far, the most senior and experienced Alderwood child at our location, so the role was well cast.



Creative



Fearless



Uninhibited

Quickly, bonds and relationships were forming between Mona and younger peers; connections that had no other avenue to bloom prior to the mentorship dynamic were quickly gaining strength outside of the original helping here and there. Other older peers took notice, too. Soon enough what begun as the simple helping of mundane tasks became opportunities to explore and nurture a sense of interdependency within the whole group.

Changing Possibilities For Young Children 2022/2023

- Wonder Child - Bowie
- School District 75



Observation - Bowie reached into the creek with one hand, wrapped his hand around a large branch, and attempted to pull the stick out of the water and up the embankment. The branch moved slightly then stopped, at which point Bowie fell over onto his knees. Bowie repeated these actions two more times, ending in the same result. On his fourth attempt, Bowie took hold of the branch with both hands and scooted on his behind up the embankment backwards. Finding success, he then held the stick upwards and moved it in a fishing motion. "What have you got there, Bowie?" After a long silence, and of us looking at each other, Bowie says, "Fishing." Bowie returns to the water, pulls out another object, and spends some time investigating it. "What is that?" I ask Bowie. After a few minutes Bowie responds, "I am unable to understand, I ask him to repeat. Bowie then climbs up the embankment and walks over to the tree, and silently places the object against the tree. "Oh, it's bark from a tree," I realize.



- Learning - Bowie is developing his flexible and creative thinking, as the stick became a fishing rod. Bowie's skills in persistence and resilience are being enhanced as he continues to get up again after each fall. Problem solving skills and patience are growing as Bowie figures out how to pull the stick up the embankment, and how to communicate what the object (bark) is when his verbal language is not working. Bowie's skills in self-regulation, small muscle as well as large muscle are also developing.
- Links to First Peoples Principles of Learning - Environments are integral to well-being and learning, and that patience and time is necessary for all in this learning journey. Each child has gifts to share. Thank you, Bowie for sharing your gifts of teaching me patience, perception, and the multiple ways of communicating ideas.

Bowie comes into the centre and collects a marker and paper and settles down at the table, "how you spell it Mamma?" His Mom tells him the letters and he proceeds to write them out. Bowie's Mom tells me that for many days he has asked about the stop sign, and on this particular day Bowie says that he's going to write that. For the next 3 days that Bowie comes to the centre he writes out the word stop. On the fourth day he goes to the light table and puts the coloured letters's s-o-p onto the middle of the table. Bowie then sounds out the letters for me as he points to each, he no longer needs prompting; he knows how to spell stop and knows the sound that each letter makes.

STOP

Once again Bowie has shown me how he is continually building on his knowledge, and how important it is to allow time and space for these experiences. In linking this to ELF I see that children need opportunities to engage with verbal, symbolic and written languages that are meaningful to them and their community. I am also reminded that learning is not an individual act, but happens in relationship with people, materials, and place.



I see you, Mamma

Observation: Bowie brought the magnifying glasses to the table and handed one to his Mother, he then holds it up to his eye, "Mamma, Mamma, I see you." Bowie then adjusts the handle of the magnifying glass so it is on the side. "Mamma, Mamma...." Bowie continues until his Mother says, yes Bowie, he follows with, "I see you sideways Mamma." The handle is once again turned as Bowie continues to call his Mother, "Mamma, I see you upside down."



Learning: Bowie is using his skills in flexible thinking as well as keen observation skills. Bowie is also using descriptive language as he explains his work and examines different perspectives. I must thank me for reminding me to continually investigate different perspectives, as I tried looking through the glass, it did indeed look different each time.

Links to ELF: Children are contributors to their learning, and capable in communicating their ideas.

Reflection sheet

- See. What I see in this is Bowie leaning on the branch of the tree, with his left foot perched on the solid base of the tree. He watches two children climb the tree and settle into the branches. No words are spoken amongst the children.
- Think. What I think about is that Bowie is assessing the risk and observing the paths that each child has taken to climb the tree. I believe that Bowie is collecting information before attempting his climb.
- Wonder. I'm wondering if Bowie will continue to observe more children before his climb, I'm also wondering if Bowie is interested in climbing, perhaps he is quite interested in observing, and not actually climbing. I'm so very curious, I will continue to watch this exchange, and see if there is a change in Bowie's behavior.



Bowie as an observer

Bowie contributing his gifts in relationship to H.

Bowie practices walking back and forth along the bridge, while H watches. After several minutes of observing H moves to the logs, Bowie stops and directs H through his attempts. Bowie points and says "here." And waits patiently for H to make his way across.

Such a privilege to be able to observe this wonder moment. I see Bowie clearly as the teacher. First Bowie models the steps needed to cross the bridge. Bowie supports and encourages through waiting and pointing- here.

When I look at linking this to the ELF, I see Bowie nurturing a sense of well-being and belonging, and supporting H as he learns about and investigates the world around him.



Bowie as a leader

Sink, sink, sank.

Bowie repeatedly drops objects into the puddle quiring whether they will sink or float. I find this fascinating to watch. I have observed Bowie do this activity on multiple occasions, but I now am able to clearly see the learning evolving. Bowie will now from time to time make predictions and has far more dialogue around the activity. Bowie has a running dialogue as he drops in objects, "oh it sink, sink, sink, oh it sank" and "oh float, float, float, oh it floating." With continued experimentation Bowie discovers that some of the flat leaves sink but the curled ones always float. He further discovers that if he stomps his feet on either side of the curled leaves they will go round and round.

Bowie is learning about cause and effect, making predictions, and problem solving. Bowie is also developing skills in self-regulation and resiliency.



Links to First Peoples Principles of Learning: Learning is holistic focused on connectedness, on reciprocal relationships, and a sense of place.



Children need materials that invite transformation and inquiry as well as opportunities to engage with objects in unusual and surprising ways. Pg 74 of ELF.

"This is da, um, um, um, suckers that go on the floor (c.d) and no water will go, not even any. It goes (slurp sound) and sucks it all up, and um da, da, no guys get wet."



Observation- 4 children were initially involved in this task of tossing dandelions into the stream and watching them float and stop at various points along the way. One child says we have to trap them in the cage, the cage being the metal grate. Leaning towards the stream and poking at the dandelions did not seem to do a sufficient job. Bowie went to get the large stick, and pulled it from the water, and pushed it upright. Noticing Bowie's actions, one of the children came in aid. From this point the used the large stick, sometimes two, other times 3 children pushed the dandelions successfully to the "cage."

Learning- I see children cooperatively problem solving to serve their common goal. The children are developing skills in small muscle and coordination as they aim for the dandelions as well as large muscle skills. I also observe children taking risks, developing self-regulatory skills and communicating their ideas both verbally and non-verbally.

Links to First Peoples Principles of Learning-people interact to learn, create memory, and develop a sense of connection to each other and to the land.



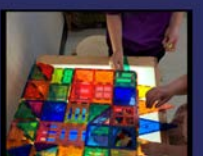
Humans and the natural world are connected and mutually dependent on one another.

Bowie's play opens up an opportunity for dialogue around our inter-connectiveness with the natural world.

Bowie is digging out a pathway for the water to run from one end of the play structure to the opposite side, in order to help the beavers with their house (damn)



I have had the privilege of observing Bowie's changes in his structures that he creates, and listening to his stories about the buildings he designs. For example; some of these structures have compartments for pom poms, animals and dinosaurs, they also have "spikes" so no one can get the pom poms."



Each child is valued both as a gift and for their gifts.

ELF, page 67.

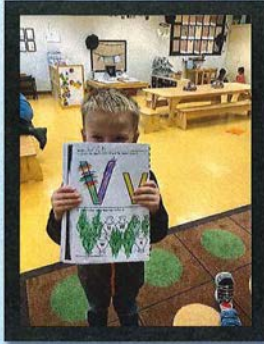
- Bowie is truly a gift and has many gifts to share. Bowie is a confident and capable learner.
- Bowie will repeat tasks until he feels mastery over his activity. Bowie is intentional, purposeful, and patient.
- Bowie has helped me learn that I hold bias in assuming that louder, outgoing kids are the leaders, in actuality, Bowie leads the group with his gentle, creative, and thoughtful interactions. The children and adults alike are drawn to Bowie, and want to be with him and create with him.
- Bowie is empathetic, and appears to have a good understanding of peoples feelings, and what they may need to relieve some big emotions.



CAN I SHARE MY WORK

Identity: Our learning environment can influence how we see and celebrate ourselves

3



The way we talk to our children becomes their inner voice.

Something extraordinary has happened in the last month in our classroom. It happened when one student, particularly proud of their work one day, asked if they could share their achievement with their peers. Of course! The children naturally responded with delight and compliments. My WC has been working very hard on his morning work and has come a long way from the beginning of the year. I remember, when we first started, Mrs. Smith or I would be insisted upon to sit I to I and help him, encouraging him to try and complete some of the work. Today, he is independent in his morning work and incredibly proud of how far he has come. On this day, he asked if he could share his work and pride with his friends. My heart is full of absolute JOY seeing my WC know how capable of great things he is and wanting to be celebrated.

With a Focus of Identity as our Facet, I have asked Rylan a couple of questions:

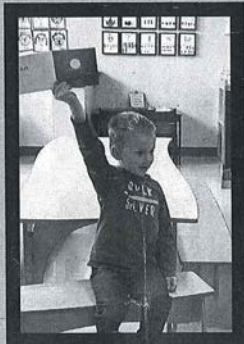
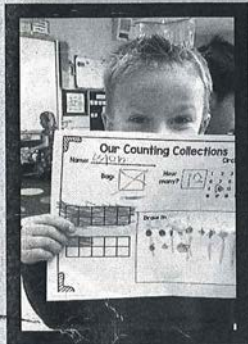
Me: What is something you are really good at?
 WC: Ummm, I'm really good at playing at recess. I'm good at running fast and using the monkey bars. I like to play with my friends.
 Me: I noticed you are really good at giving compliments too! You complimented a friend on their morning job today.
 WC: Yeah, I'm good at that.
 Me: What are you proud of?
 WC: My morning job. I've gotten really good at colouring and finishing it.
 Me: You are working very hard at doing a great job practicing colouring and finishing your work independently! What makes you special?
 WC: My eyes! God made them special for me. I can see really well with them. They're a really nice blue colour.
 Me: Thank you for sharing your ideas with me. I love hearing them.
 WC: You're welcome. I'm gonna go play now.

"Self-identity is inextricably bound up with the identity of the surroundings."

— Lars Fr. H. Svendsen

THAT MEANS I 'M A SUPERSTAR

★ Identity: I'm a SUPERSTAR! ★



We end our days with a closing circle. This is a routine that is very important to the children, I know this because if, for some reason, we miss it, they voice their disappointment immediately and clearly, a communication I appreciate!

For this day's closing circle, I complimented each student focusing on something I noticed they worked hard on that day, were thoughtful about or was a stretch for them, and demonstrated perseverance. When it came to my WC's turn, he stopped me and said:

"I know, I know, I know what you're going to say. I did a really good job today being a good friend. I played with M and shared and took turns with him!"

This stopped me in my tracks! I was moved by the fact that not only did he know, without a doubt, things he did well, but that he knew I would know that too. In truth, I had a different idea, but this showed me how important it is to give positive feedback not just in the moment but as a reflective routine so that they internalize positive messages and notice these moments within their day and can share them readily with practice.

I responded with, "Wow! That's so very true! You were an excellent friend to M today! I was also thinking about your really good choices during lunch. You were respectful and followed the routines, and that shows great leadership!"

My wonder child replied "Yeah! That means I'm a Superstar!"

Yes, you are a Superstar!

I didn't take photos during our compliment circle, but I've included moments from the week/day where my WC felt like a SUPERSTAR! *SOS3E*

A chance encounter sparks a wonderful connection.

For many children, the first couple of weeks of school can come with separation anxiety. Mateo was one of those children. Mom would reassure Mateo that she would be back to pick him up, give him a kiss and pass him to the teacher that was at the door welcoming children. Mateo would cry for his mom while the teacher would comfort him, eventually Mateo would get distracted and begin to play, usually observing the other children or engage in parallel play.

One Monday morning, Mateo's mom was at the door reassured him and passed him to me. At the same time another parent came up asking a question. I put Mateo down and noticed that Sophia had just finished hanging up her jacket, I asked Sophia to take Mateo's hand and help him wash his hands. Mateo stopped crying and the two children walked hand in hand to the sink. They shared a book at meeting time and then moved to the painting table together, with Sophia leading the way.



The following class, Sophia is at the block area balancing on a balance beam structure that the children have built. Mateo is standing near by looking on. Mateo and Sophia look at each other and Sophia jumps off the beam and chases after Mateo.



Sophia stops and watches as Mateo laughs and runs to the loft. She returns to the balance beam.



Again, Mateo goes to Sophia and gives a gentle touch on her back. She reaches behind and holds him for stability.



Sophia jumps off the beam toward Mateo, as if a game of chase was on. Mateo giggles with delight and runs away.



Mateo returns to the balance beam and the two of them climb the stairs of the stage and dance.

After a few seconds, Mateo climbs down and initiates the chase game again. Looking at Sophia with a smile and runs off.



Mateo realizes that Sophia is not chasing him so he goes back to her. She sees him and steps down to another level. Mateo giggles and runs away and begins to go up the stairs to the loft. He glances back and Sophia has returned to the balance beam.



Again Mateo walks back towards Sophia. Catches her eye and runs. Perhaps these 'glances' are invitations... for play? For connection? It doesn't take long for Mateo to notice that Sophia is not chasing him this time. So he turns around and goes up behind her.



He carefully taps her on her back and quickly runs off. Surely, this time she will chase him. Nope, Sophia looks at Mateo and smiles, and continues on the beam.

I really enjoyed watching this interaction between Sophia and Mateo. It seems that first connection between these two established a mutual love for one another. This game of chase continued for quite a while without any verbal language from either of them. Yet they both played off one another's reactions, facial expressions and touch. Sophia seemed to enjoy watching Mateo giggle and run away, even pretending that she was going to chase him. While Mateo seemed to enjoy the challenge of trying to get Sophia to chase him.

With each encounter, Mateo got closer and closer to Sophia. The first encounter being quite subtle, with just a smile and/or a quick glance. It then progressed to getting closer to her, then actually touching her and to eventually being right behind her and holding her for support.

I wonder if this interaction would have occurred without that initial interaction.

I am excited to watch their relationship develop as well as the many other connections Mateo will make throughout the year.

CP4YC Final Observation

April 10, 2023

BUILDING MEANINGFUL RELATIONSHIPS WITH THE USE OF MATERIALS, PLANS AND THE ENVIRONMENT...

Seeking Connections

Making connections with LN has been very important to him. These connections have encouraged him to stay in the classroom. Currently, he seeks connection and attention from his peers by asking them to go on movement breaks together, build structures together and experiment with hands on science experiments

Making Connections

LN is now a friend to many children in our classroom. LN stays in the room and plays with his friend during exploration centres. They sit together at a table and eat snack and lunch together. Currently, he is motivated to engage in a variety of activities with his friends.

The Tent...

With a variety of strategies and materials, NL felt most comfortable when he helped build a tent in the classroom. We created a tent where he could play, rest, work and eat. We even had a "drive up window" for the children to sit at to work with NL at a distance.



Question(s):

We asked...What materials and environment will support my WC in seeking out connections and friendships in the school successfully?

- * What materials are most important to him?
- * How can my WC engage in materials that are meaningful to him? How can I provide these materials?
- * What environment best suits him?
- * What are ways that I can inspire meaningful connections to others and support new friendships?
- * **Have there been changes? What currently works for my WC? What have I noticed?**

1

CP4YC Final Observation

April 10, 2023



The Language of Ice Cream

Tuesday 3, 2023

LN asked if we could eat ice cream at school one day and then I mentioned we could make ice cream at school.

He replied, "**NO, way, that's so cool.**"

We collected snow from outside. We measured the ingredients in small ziplock bags and placed those in larger ziplock bags full of snow and ice.

LN - "**How's this going to work?**"

We passed the bags full of ice in small groups. Each child took turns shaking the bag.

LN - "**This is easy!**"

ST - "**It's too cold!**"

LN - "**Not for me!**"

ST - "**Wow! How do you do that?**"

LN - "**I have muscles!**"

Eventually, we made ice cream. NL had the first spoonful as he had a hard time waiting.

LN - "**This is awesome. It's better than from the store! Delicious!**"

Using Materials

As we have observed LN, we have noticed that some materials brought a sense of joy or wonder for him. We were working with ice, salt, colour and light one day during our science experience. As he was exploring and experimenting with ice, he found a story!

LN - Sat at the table with his tray of ice, pipette, salt, assorted water colours and coarse salt.

ST - Approached LN and sat down beside him.

LN - Smiled and gave ST some space.

ST - "**Thanks. What are you making?**"

LN - "**I'm doing a science experiment.**"

ST - "**Me too!**"

LN - Experiment with add more blue colours, more salt and a flashlight.

LN - "**Look I see a little fishy. Do you see it? Want to make a story with me?**"

ST - "**Okay!**"

The Most Supportive Environment

We started with focusing on materials that NL could access in the classroom. First, NL brought in toys to share and play with in the classroom. Then as he was interested in some of the materials in the classroom, he started to play and make some connections with others. NL had a sensory tool box in the classroom with some preferred materials. Next, we needed to have materials ready for him when he needed to leave the classroom. He had a sensory "to go" backpack.

We worked on creating a classroom that was a safe environment for NL. We created a tent where he could play, rest, work and eat. We even had a "drive up window" for the children to sit at to work and eat with NL at a distance.

After NL had more preferred materials, a quiet and calm space in the environment, and some personal connections, there were more reasons for NL to stay in the classroom.

Finally after building his capacity with materials, a safe environment and some connections with peers, we could focus on building stronger and closer relationships. These relationships grew through the choice movement breaks that NL has each day. This also helped him with his self-regulation and he was able to share and celebrate his strengths. When there is a sense of joy and wonder, it brings the interest for NL to stay in the classroom for longer periods of time with his peers.

2

Rozzie SD39VL1



Nov 12, 2019
First Day of Strong Start



Nov 15, 2022
Rozzie is turning 4!



Dec 12, 2022
Rozzie is going to kindergarten soon!

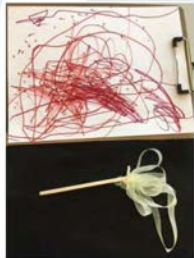
It's my pleasure to document Rozzie's growth by observing and annotating her progress through Story Workshop and interaction with others.

With Rozzie's imaginative mind, her creativity always surprised me, and also help me understand more of her world.

While Rozzie expresses herself well, sometimes, she can also be very strong-minded, and emotional. I do, however, see her able to regulate and understand her own feelings more, as she continues to learn how to express her feeling appropriately, make friends and maintain friendships.

Rozzie is excited to go to Kindergarten in the coming September. She is an independent girl full of confidence. When we are having the 4 years old program, Rozzie enjoys every single activity and also being around the kindergarten Class.

Expressive Language



Rozzie's first story workshop



This is Rozzie's 1st story workshop back in Nov 15, 2021. Rozzie was 3 years old. At that time, Rozzie was amazed by the yellow ribbons, she wants to make it into a flower. However, realizing that her little fingers are not able to turn them into beautiful flowers, she asks her uncle to do it for her. Then she tried to draw her flowers on the paper. This is her first attempt of story workshop.

Once upon a time there is a monster in the ocean

There are big waves and little waves

The monster is dancing in the ocean

Then the monster comes out from the water and said,

Oh NO! The glue is all over my face! Ah!!!



Rozzie, 3 yrs old, Nov 18, 2021



For most 3 years old, it is sometimes hard for them to tell their story. I found that using arts while they are relax and focus are good time to ask them to share their stories.

I asked Rozzie to tell me about the arts that she is doing. She then tells me a wonderful story about her experiences of saying goodbye to Grandpa and going to Strong Start.

Observation through Arts



Monsters in the Zombie Place (Oct 27, 2022)
There was a pumpkin and a wobbly bridge with some diamonds. There was a monster with green hair. There were so many reflections that the monster didn't even know and she had a shield in case there was a fight.



My Winter Garden
Dec 12, 2022

Wanted to belong Looking for friendship

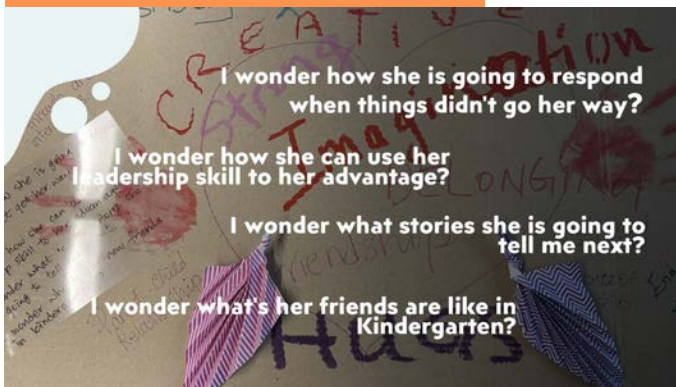
Rozzie's HUGS

Rozzie is the only child in the family. She is longing for friendship with other children of the same age.

When she finds a friend who she likes to play and interact with, she always shows them her care with her big HUG.



Rozzie is focus and excited to make the "talking Stick" together with the kindergarten class



One of the learnings that I found this year is how children develop their self regulation and coping skills through processing arts, story workshop and also through interactions with other children and adults. Children needs to have belonging, and it is very important for them to have friendship.

Supporting child to cope with their emotion appropriately when things didn't go their way, when others don't understand their feelings and needs, when sometimes boundary and rules need to be in place, is not an easy task.

Through story workshop and processing arts, children gain literacy skill like language and expression, but at the same time, it creates a nurturing and calm, relaxing and focus environment for the children to cope with their feelings and busy mind, and that helps their emotional well-being and capability of making friends and interact with others.

I hope that Rozzie will make great friendship when she goes to kindergarten next year, and that, I am looking forward to see her soar and be a true leader in the future.

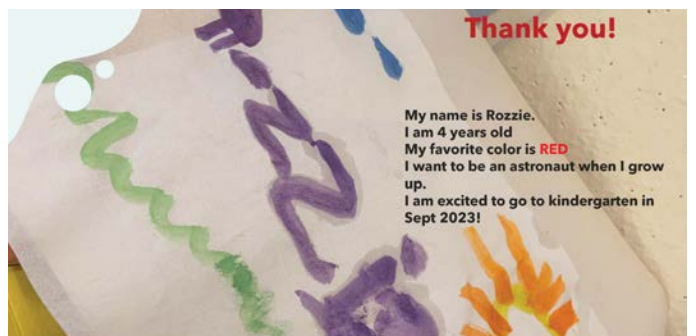
Learning is a process. Just like cooking.

A recipe of emotional well being

You put all the ingredients of life into your bowl, and you start to make your own delicious plate. While sometimes you add some sugar and tastes sweet and savory, sometimes it is sour and bitter. Accidents happen, sometimes you made a mistake and you feel hurt. You might be upset if you did the wrong step, feeling even the end of the world.

But sooner, you will discover, this is just part of life. You learn how to improve from your mistake, how to manage your emotion, how to enjoy the process, how to show appreciation and care to someone, and most important of all, to show love to the people around you, and know that we love you @

Soon, you will notice that there are so many beautiful things and things that you do not know, so, keep using your imagination, and fly to reach the world so that you will soar high.



Earth Day Observation



Observation

April 20, 2023

Why is taking care of the Earth important to you?



- "Because people keep on littering and picking flowers just because it's Spring. I've seen particular kids doing it."

- "The page where I show you the bottle in the mushroom, see this? This is pop. The bottle is popping and insects don't like it."



Why did you decide to write this book?



- "Because of this book, I know nobody's going to do it. And I've seen big kids littering."

- "So after I hope everyone reads this they can be inspired to aide la terre. I'm going to leave it in the bibliothèque."



Facet : Sense of Belonging

Wonder : How will Ammar feel when he is welcomed just as he is?



Encouraging re engagement by allowing self agency not domination

1. acceptance and learning who we are

"Every Child is a gift. p 68 E/IE"

2. time and patience

First Peoples Principles of Learning

3. not punished with time outs as he takes the time he needs re engage

4. Ammar and Ms. Indu

relationships

5. model kindness and gentleness

Supporting students who struggle with feeling accepted, regulating emotions and being accepted requires patience and time. Rather than fight against those feelings and try to dominate or remove our students when they feel big emotions, We can do something different. Indu's relationship and philosophy about accepting Ammar as he is, is open and kind. She is accepting and patient. She shares with him her sense of calm and acceptance and he can begin to feel that he belongs. The time patience and acceptance without force and domination allows Ammar to recentre and re engage in a kind loving environment. He learns from how people react to him. He learns that he doesn't need to be violent, loud or threatening, he can let his gentleness and kindness shine through.

November 2022

DEAR V

Dear V,

Of your many gifts, the one I will remember the most is your ability to leave a mark in the hearts of others. From my own first meeting with you at Welcome to Kindergarten, you left an unforgettable impression on me with your big smile, friendly greeting, and your willingness to spread joy. As you began your journey in kindergarten, I noticed the ease at which you made friends and how your peers were drawn to caring for you. Beyond the four walls of our classroom, you formed strong connections to older students and teachers alike and made every visitor feel welcome with your outgoing nature and warm smile. As your connection to our school community deepened, I noticed how your closest connections were often with students who were older than you. What caught my attention the most is the way these students interact with you. It is with so much love, attention, and care, as though they see their role as your friend as a protector. You so whole-heartedly invite others to care for you and in doing so form a deep connection to them. As I observed, I wondered if these friends saw you for the person you are, with unique gifts, or as someone needing to be cared for.



While you were away, I began to notice and acknowledge the depth of the mark you had left behind on the school community as a whole. You made appearances in the classroom as a character in students' stories during Story Workshop, as the subject of longing questions, and in hopeful wishes of a quick return. As weeks carried on, I began to receive questions about you outside the walls of our classroom. Teachers would come to ask me about you, students in older grades wondered where you were and when you would be back. I know that it takes a very special person with an open heart, a playful

energy, and a welcoming smile to leave that kind of mark on others. Upon your return, our classroom was buzzing with exuberant friends who'd been impatiently waiting to welcome you back! However, I was surprised by a kindergarten classmate of yours whose voice carried over the others in her excitement to see you again. In noticing her enthusiasm, you quickly became inseparable.

What I could see emerging from this friendship is a friend who sees you for who you are, for your many gifts and as a person who can be independent given the opportunity. It is a friendship centered on the reciprocity of caring and kindness, rather than being cared for.

Going forward, I hope that you continue to have opportunities to explore and develop your independence and sense of self. As someone for whom care plays such an important role in your connections, I hope you continue to use the reciprocity of caring and being cared for to deepen your friendships. Most of all, I hope you continue to foster your friendships with those who see you for who you are and know that you are capable of being independent. I encourage those who have the opportunity to work with you in the future to give you space and guidance to find joy and care in yourself and in your friendships.

With gratitude and warm wishes,

Mme B

