

CR4YC 2022-2023

Considerations for Facilitators and Early Learning Leads

Sharon Jeroski & Jennifer Delvecchio

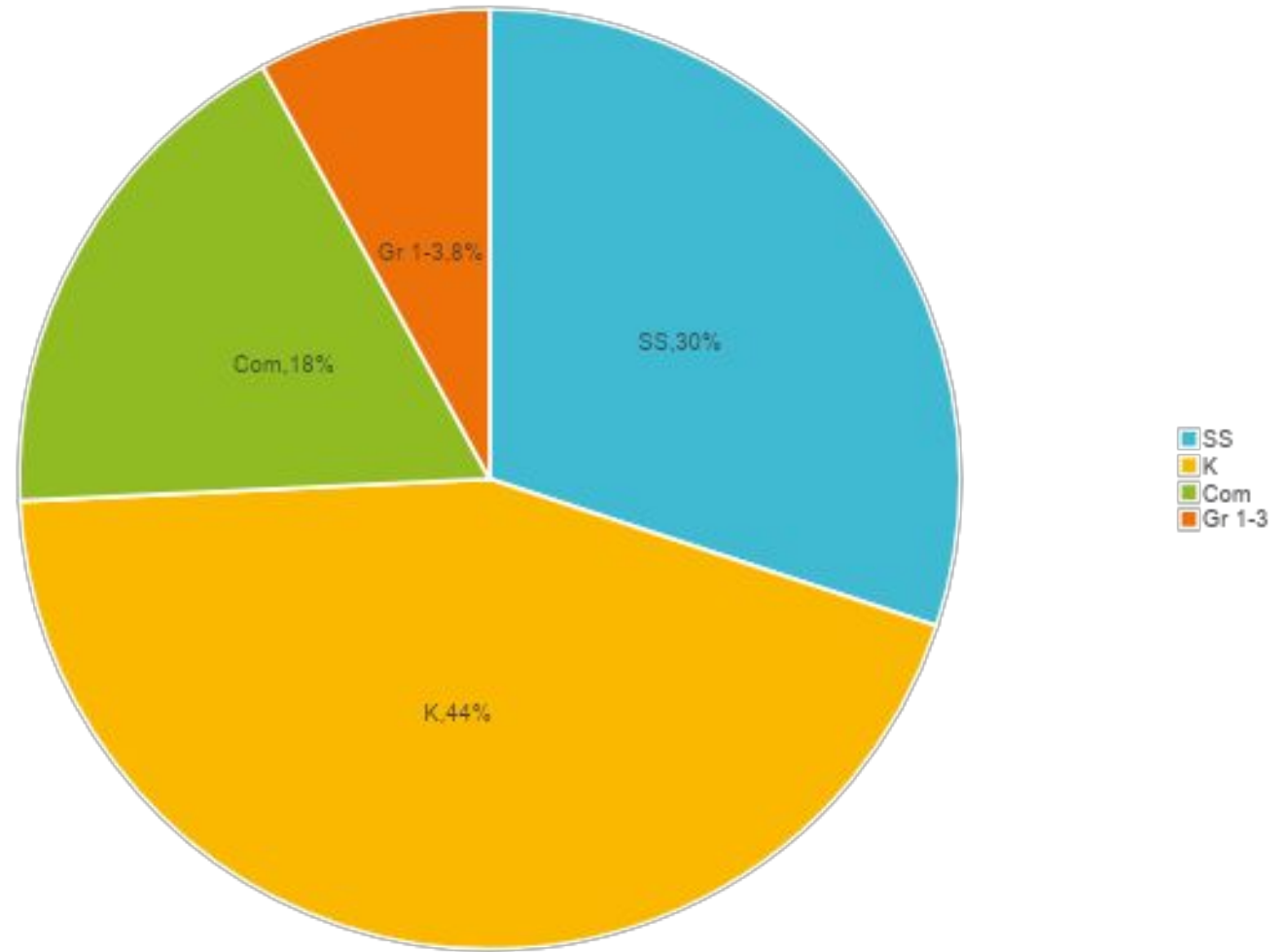
Horizon Research & Evaluation Inc

Participation

- 50 school districts
- 390 educators submitted at least one observation
- 319 submitted complete records including final conclusions
- 345 responded to a survey about their practices

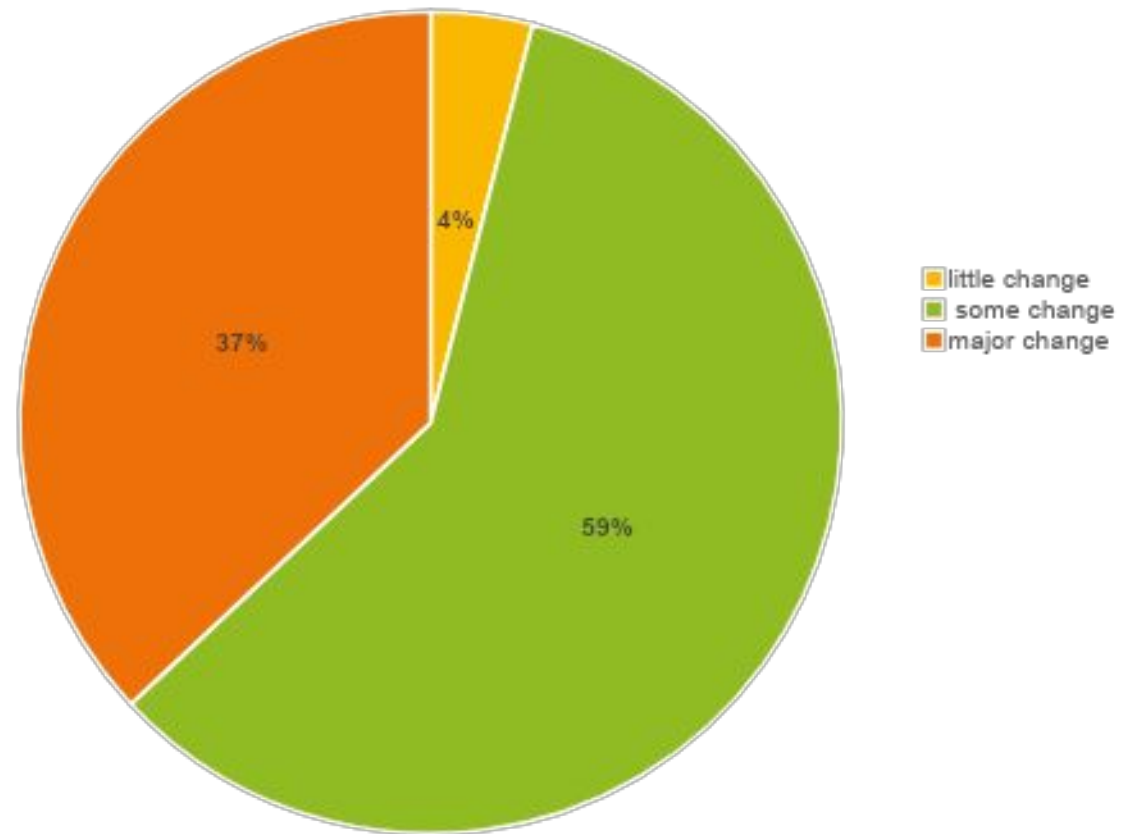
Participants (source)

Participants in Inquiry Groups (n=390)



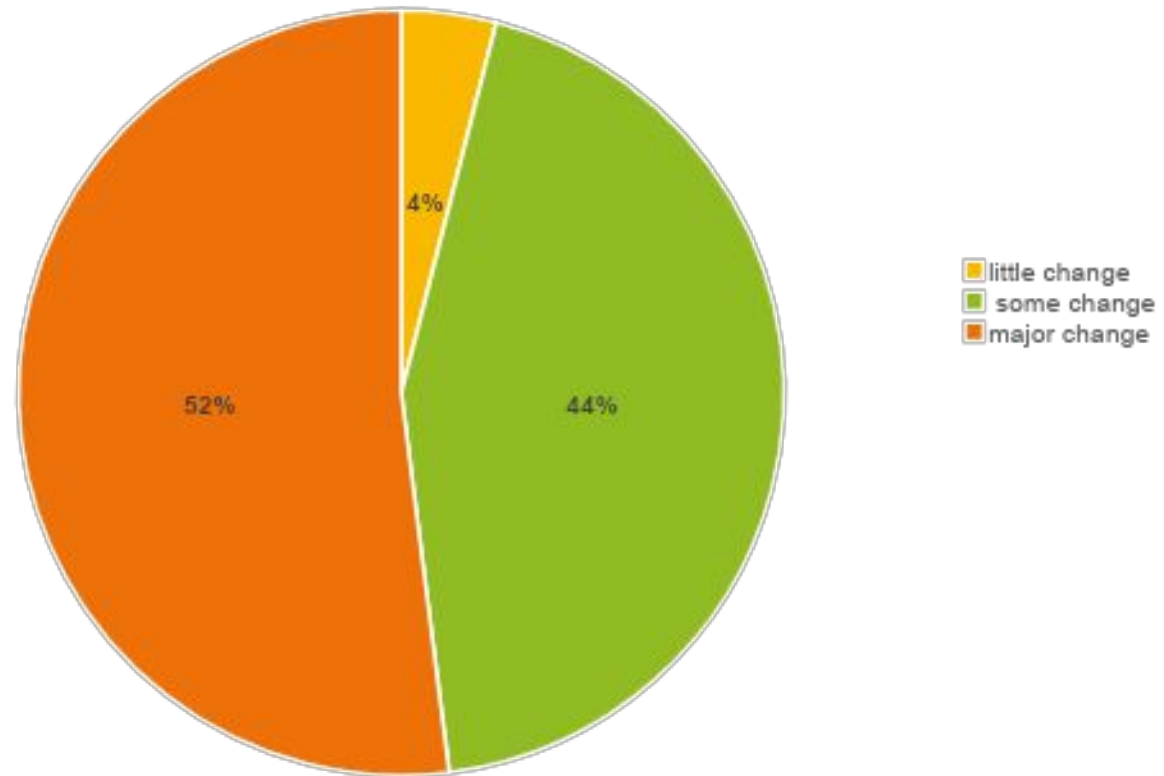
Impact on Children's SEWB

Change in Overall SEWB (n=319)



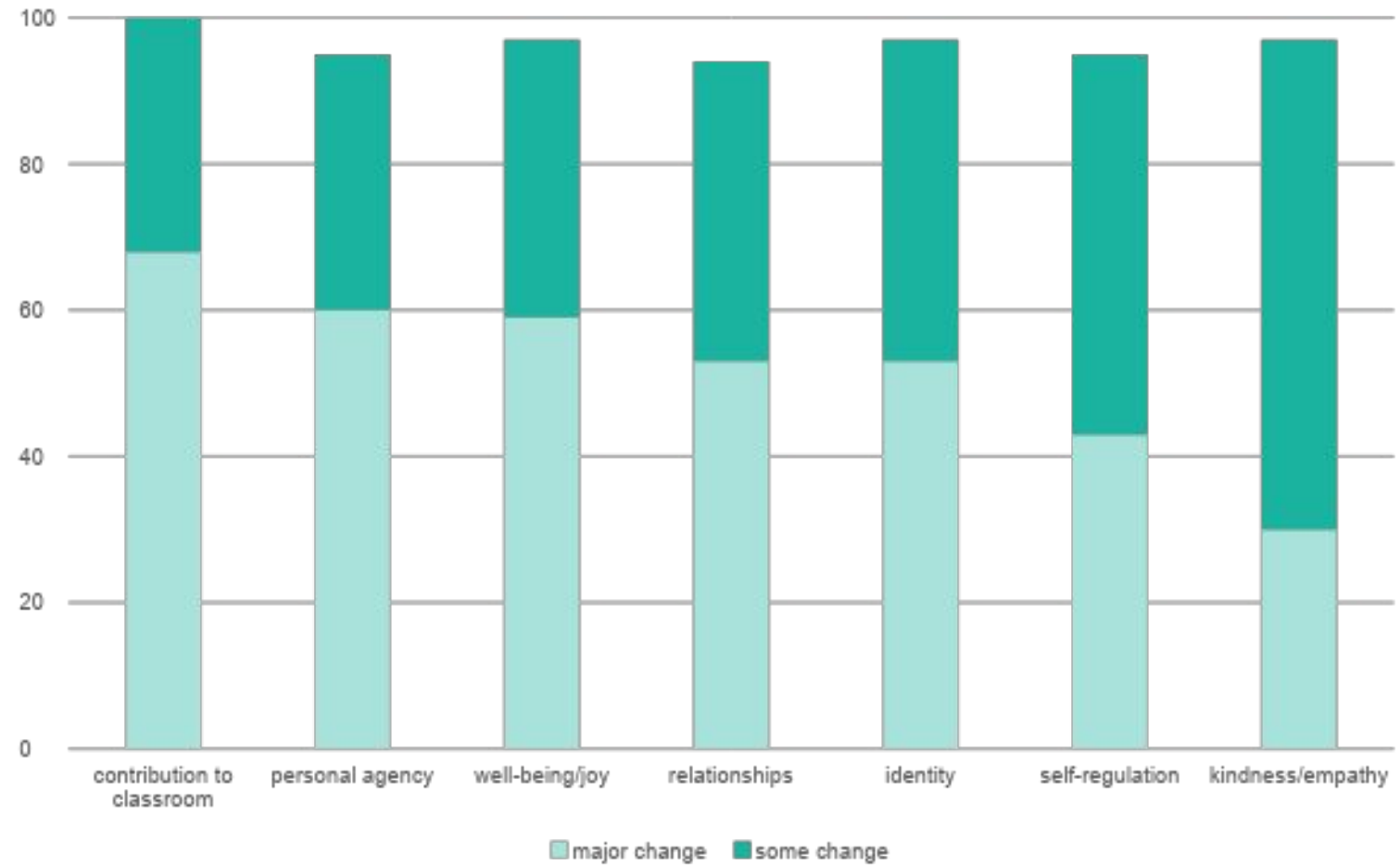
Change in focus facet

Change in Focus Facet (n=319)



Change in each facet

% of Children That Showed Change in Each Facet (n=319)



Details of change in facets

Facet participants focused on	n of children	Extent of change		
		Major change	Some change	Little/no change
Contributing to classroom	19	68% (13)	32% (6)	0
Sense of personal agency	43	60% (26)	35% (15)	5% (2)
Sense of well-being	39	56% (23)	42% (17)	2% (1)
Relationships	114	54% (61)	41% (47)	6% (7)
Sense of identity	32	52% (17)	45% (15)	3% (1)
Self-regulation	42	43% (18)	52% (22)	5% (2)
Kindness/ empathy	30	30% (9)	67% (20)	1% (3)
Combined	319			

Spotlight on Personal Agency

Sense of Personal Agency – self-efficacy

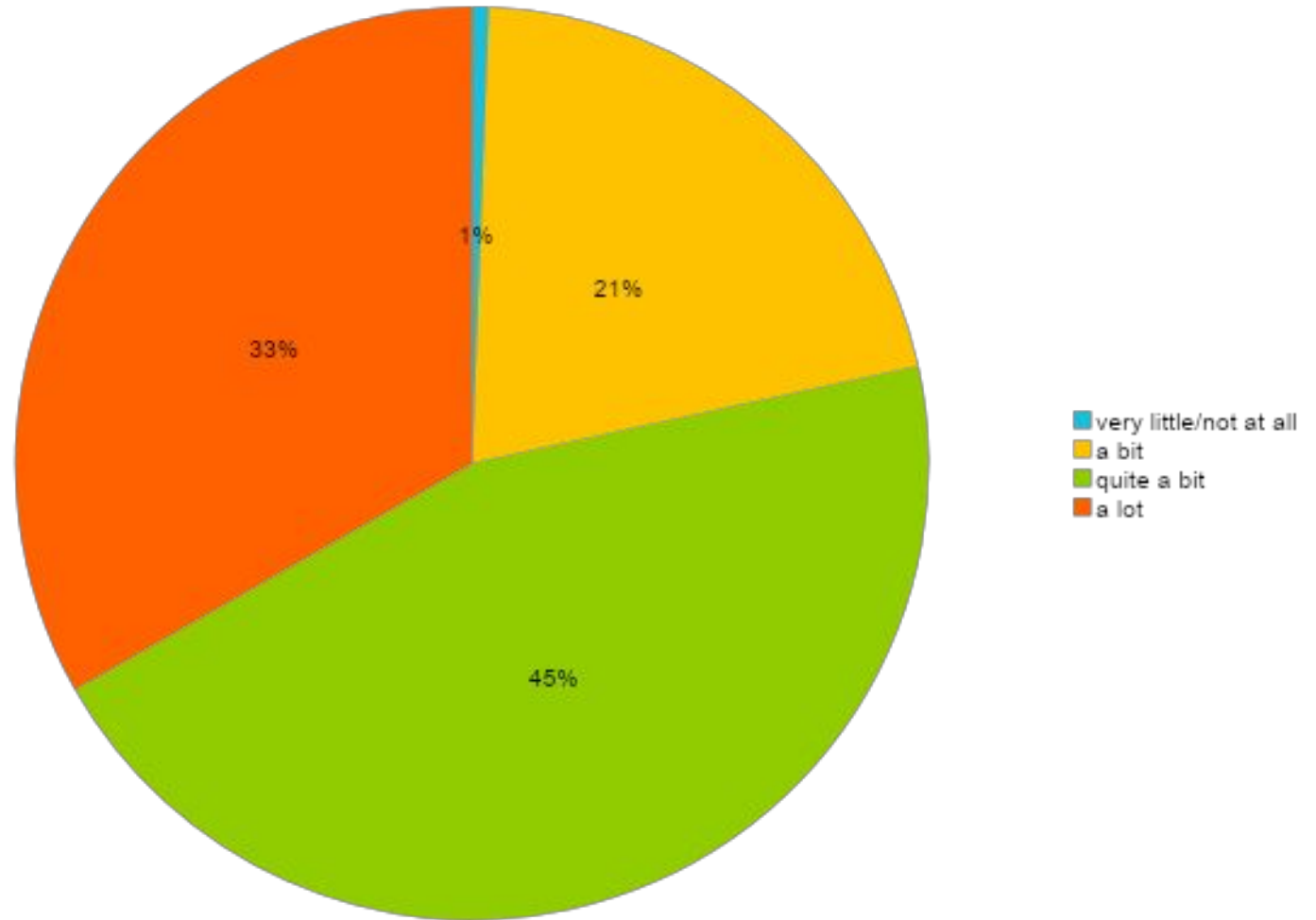
- advocates for self; recognizes and addresses own needs
- uses voice
- strong connection to self-regulation, sense of well-being, and contributing to classroom/group
- foundational to other facets and to future success
- often a good starting place –strength-based, easy to observe in small steps- relevant across contexts and ages

CR4YC Results

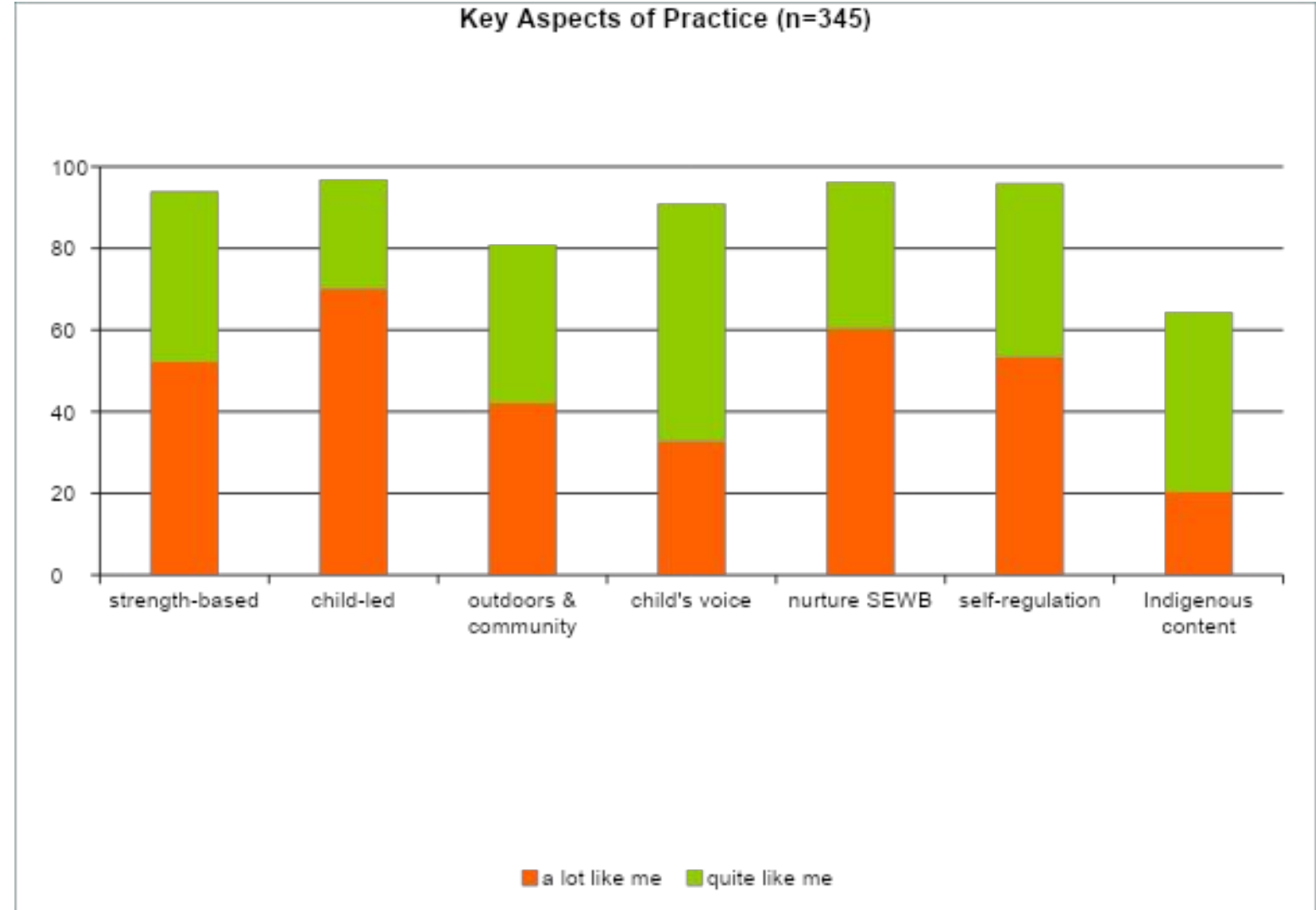
- consistently one of the areas of strongest growth
- facet where educators' efforts seem to result in improvement

Impact on Practice

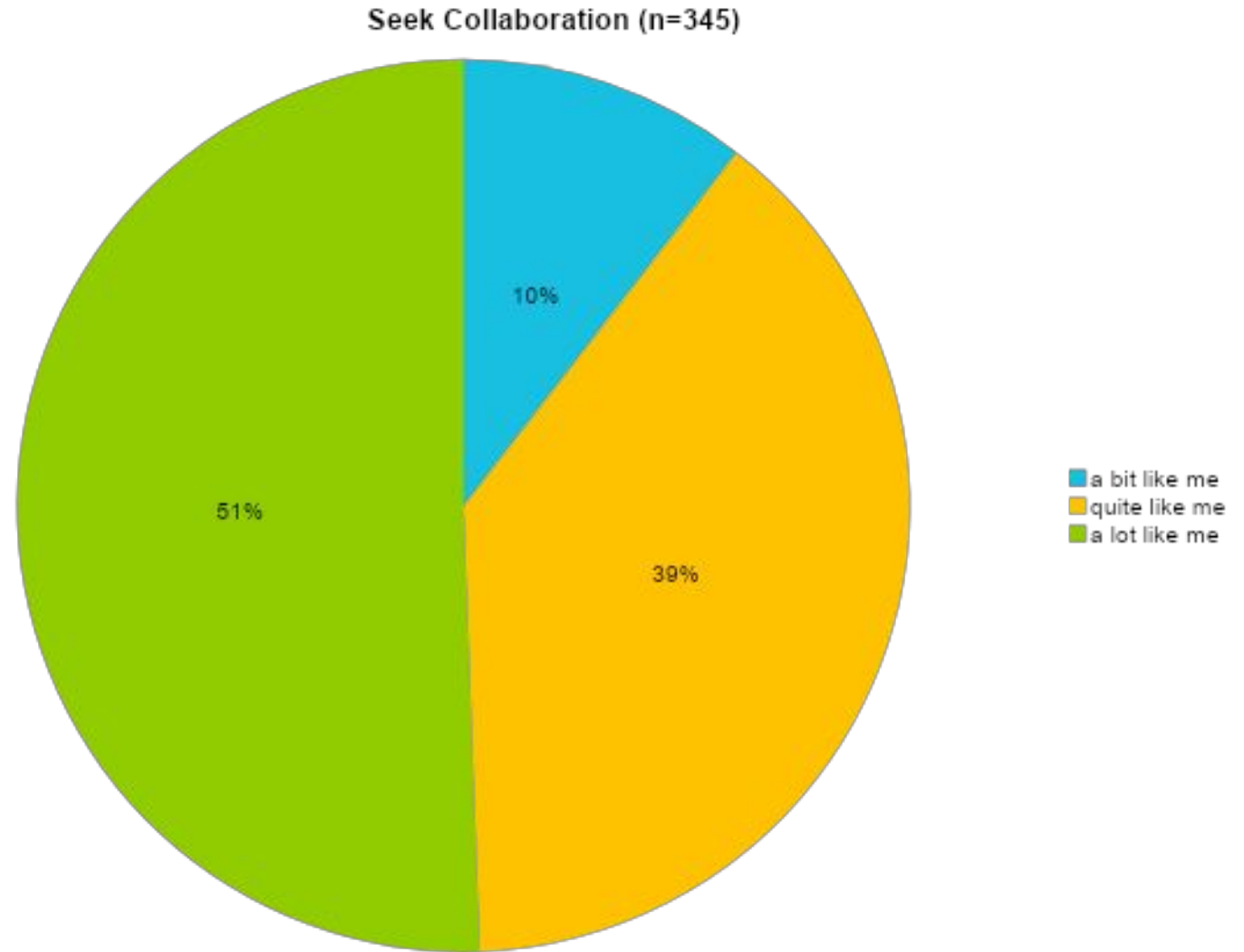
Impact of CR4YC on Practice (n=344)



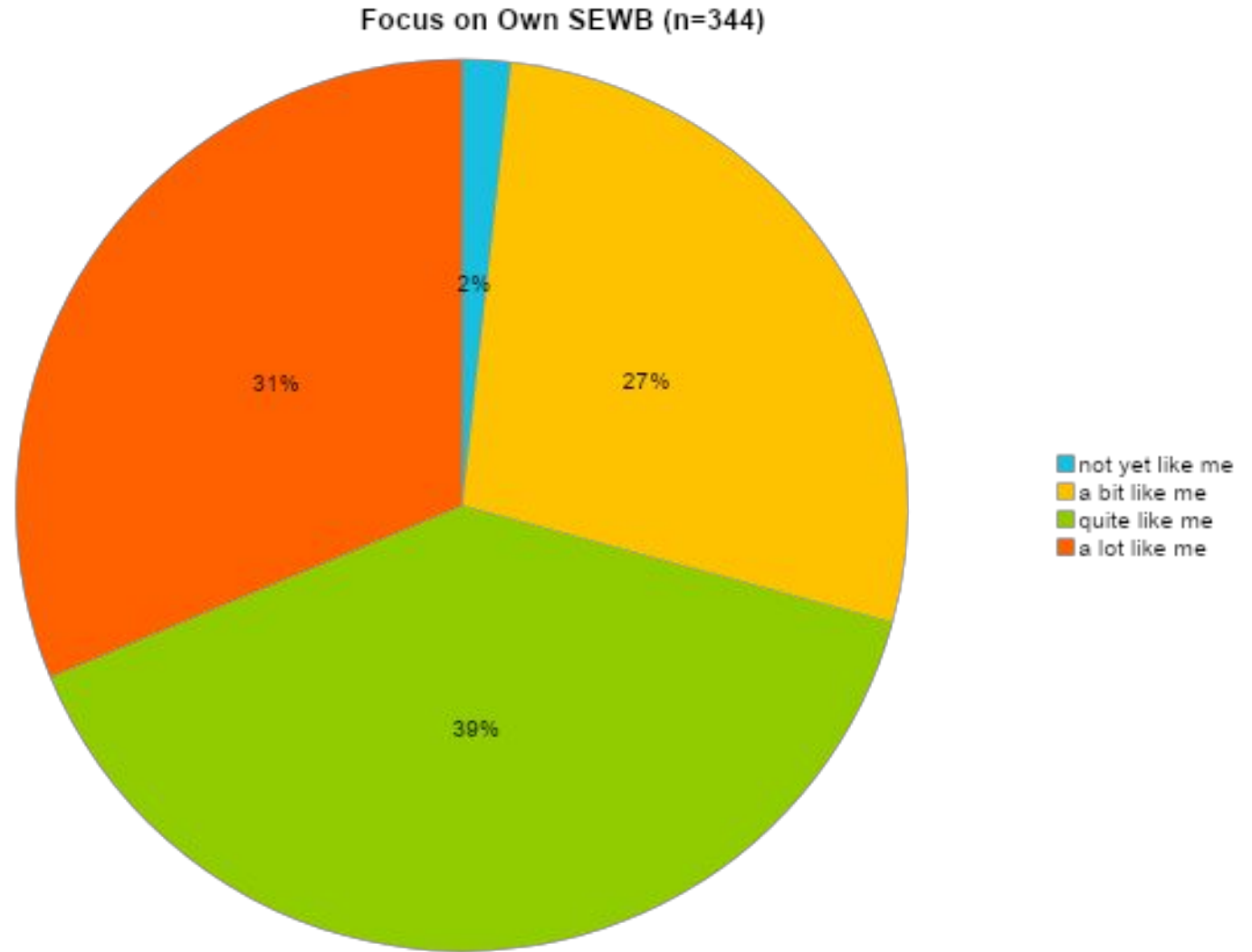
Key aspects of practice



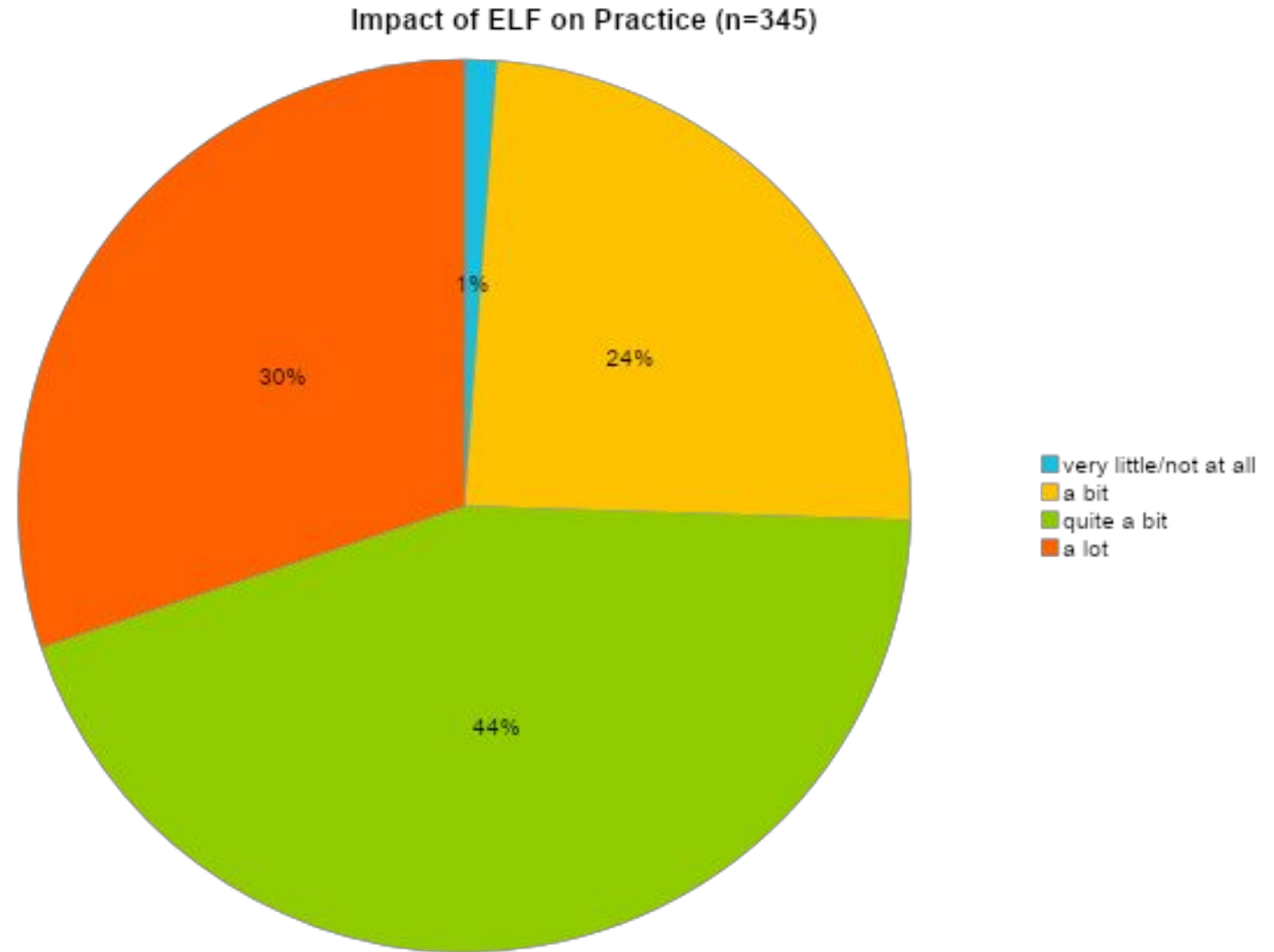
Seek collaboration



Focus on own SEWB



Impact of ELF on Practice



Conclusions & Considerations: Participation

Participation

- Continues to grow in depth, breadth, and level of engagement; largest to date
- Uneven across sites both in initial recruitment and attrition, and in depth and level of engagement

Consideration

- Compile and share information across sites about (1) ways they recruit and sustain members and (2) deepen reflection and documentation

The collective understanding, wisdom and skill of these groups is a resource that should be shared.

Conclusions & Considerations: Impact on Children' SEWB

Impact on Children's SEWB

- Continued strong improvement in both overall SEWB and facets participants chose as a focus
- Evidence that the focus chosen and the level of change are connected - "contributing to the classroom" and "sense of agency" showed most positive results

Considerations

- Compile and make available collections of stories and reflections on key themes, along with suggestions for using them with inquiry groups and others
- Continue to explore the connection between focus and level of change

Conclusions. & Considerations: Impact on Educators

Impact on educators: Nurturing a community of practice

- Increasing consistency in endorsing key practices:
 - child-led play
 - self-regulation
 - nurturing SEWB
 - a strength-based approach
 - listening to children's voices
- Participants reported the strong impact of both ELF and CR4YC

Consideration

- Continue to create and support opportunities for collaborative professional learning

It has given me the validation of the work's value and brings me joy in the "work" I do with young children and families.

Emerging themes

Emerging themes

The role of the Early Learning Leads and Facilitators

- The local Early Learning Leads and Facilitators are critical in supporting and enhancing all aspects of the project and they work under very different supports and constraints

Dissemination and use of the information

- CR4YC participants have developed and submitted an impressive amount and depth of information that has strong implications for practices in BC.

Considerations

- Design and implement a process for collecting information from ELLs and facilitators to increase understanding of the factors that affect their work
- Develop a communication strategy to ensure results are disseminated and used to inform practice

Collected Research Stories

2022-2023

CR4YC 2023

OUR STORY BEGINS

6th year wonders

chapter 6
In this sixth year of CR4YC/CR4YC, 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 unfolded 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 those with gratitude. Their stories, their worlds, and their actions were placed into a collection for sharing, (as being, analysis and celebration). This year, in previousity, 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.

cr4yc.com



SEE
what we saw when we observed

OUR STORY CHAPTER 6
6 years of research, what we learned

HEAR
what we heard when we listened

DO
what we did when we were shown

SHARE
how we honoured what we were given

ANTHOLOGY
a sampling of documentation

cr4yr.com

CR4YC 2023

ANTHOLOGY

In the CR4YC 2022-2023 research report findings, Sharon Jeroski recommends that there be the continued "compiling of stories and reflections on key themes that participants have identified as supporting positive changes in SEWB and 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, think and analysis is not a single methodology. For some, this process begins through 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

Our focus this year was to strengthen Mono's already developed sense of empathy. The first bond which turned out to ultimately be the initial strategy was to pair her with younger peers familiar with the program and routine. Mono takes great pride in being an expert and she is, by far, the most senior and experienced Aidenwood child at our location, so the role was well cast.

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

cr4yc.com

Critical Inquiry

**“the eyes like
novelty but the ear
craves familiarity”**

W.H. AUDEN, POET

See: How critical are the questions that educators pose to the observations of their wonder children and the resulting actions?

Hear: Does the presence of voice keep wonder alive?
How can we facilitate this in our sessions?

*Even in the familiar
there can be surprise
and wonder*

TERNEY GEARON, ARTIST

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

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

River, the storyteller

by Example

- River is full of love and genuine compassion for her friends. She is very eager to share her joy!
- She is passionate about her family where most conversations are centered around this connectedness to her family. She shares exact details about her family throughout her day as a beacon to remind her of her family.
- **River has shown me the importance of listening and observing to make connection.** River started the year very concerned about being apart from her family.
- An approach I used this year with River was honouring her storytelling. **River needed to share her story before she could focus on what was asked of her.** Which highlights how she needed to be connected first and connect about something that is important to her.
- Observation:
- *River is climbing on the log in our outdoor garden. River is connecting with how she lives in a forest and she loves being at home and now school feels like home. She feel connected to the log and bark from the log because she is reminiscing about her forest and how she plays at this forest with her family.*
- Observation:
- *River is enthusiastically sharing about her lunch and what her family has packed her for lunch. This could come across as a 'mundane' conversation but in reality of understanding River, the sharing of her lunch is sharing more about her passion which is her family.*