

CHANGING RESULTS FOR YOUNG CHILDREN

Considerations for Educators and
Early Learning Leads

Participants' Draft
2022-2023

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1. Background

Initiated in 2017, Changing Results for Young Children (CR4YC) brings together Early Childhood Educators from both Community and Schools who are committed to improving the life possibilities of young children by enhancing their social and emotional well-being and competence. Using a collaborative inquiry model, groups at each site worked together in a series of joint professional learning sessions with release time provided by the CR4YC Project.

CR4YC addresses positive human qualities including: happiness, self-regulation, kindness, empathy, sense of belonging, altruism, sense of agency, compassion, sense of identity, and building relationships.

Participation in CR4YC continues to be voluntary. Once a district/community receives funding from the Ministry of Education and Child Care, local leadership determines how participants will be selected and invited. In most cases, some members of the group are continuing from previous years.

GOALS AND INTENT

- Increase the social and emotional well-being of young children
- apply a strengthened understanding of quality practices associated with improving the social and emotional well-being (SEWB) of young children
- increase collaboration and strengthen relationships between Early Childhood Educators and School-based Educators
- enhance awareness and use of the Early Learning Framework (ELF, 2019)
- increase the coherence in pedagogy between Early Childhood Educators and Primary Educators, using the Early Learning Framework.

CORE PRINCIPLES

CR4YC is intended to

- build a community of practice for Early Childhood Community and School-based Educators to share what they are learning
- extend opportunities for collaboration and implementation of quality practices associated with increasing social and emotional well-being in young children
- establish a culture of inquiry through documentation, critical reflection, and pedagogical narration
- use current research of what fosters social and emotional well-being in young children

2. The Inquiry Groups

Ideally, each group has four Kindergarten teachers, four Strong Start facilitators, and four Community Early Childhood Educators; members are associated with the same families and children to enhance the impact at that site, and foster collaboration across settings.

Groups work with a facilitator to examine their own practices and explore ways of **strengthening children's Social and Emotional Well-being (SEWB.)** Over several months, participants observe, support, and document growth in seven facets of personal and social well-being that are connected to the BC Early Learning Framework and related to the BC K-12 social and emotional competencies (BC Ministry of Education, 2015)

- Sense of personal agency; advocates for self; addresses own needs
- Sense of identity –“who am I?”
- Building relationships; friends
- Kindness and empathy – caring for others
- Contributing to the classroom community
- Personal well-being – sense of joy and happiness
- Self-regulation- connecting actions/results; taking responsibility

Note: It is important to recognize that the facets are not distinct – they are part of an integrated whole. However, they provided a way to focus on a relatively specific area of SEWB over the duration of this project.

Each participant developed an ongoing case record for one “wonder child” and focused their observations on one of the seven facets. Participants were encouraged to choose a child they “wondered” about, and to focus on positive qualities. They connected with the families, were transparent in all their work, and obtained formal permission to collect and share their observations. They were advised to choose a child that was likely to remain in the program over the course of the project and to share their observations with both the child and the family wherever possible.

At each meeting, participants shared observations, “wonderings”, and documentation about their chosen child. The documentation often included the child's words, representations, and structures; interviews with the child and family; photographs, and videos (with permission.)

At three points in the project, participants shared written documentation with their colleagues and the research team that was assembled into individual case records. All written records and references to individual children, families or sites were anonymous; participants and the research team used code numbers to assemble case records.

3. Research findings

Research findings are based on:

Case records submitted by 390 Educators (this includes school-based educators, community Early Childhood Educators and Strong Start Facilitators) who were part of the inquiry group from 50 school districts. These records included:

- A collection of information, including interviews with family members, that focused on the **child's** strengths, interests, and relationships
- **Educators'** ongoing observations, interpretations and questions about the child
- **Educators'** final recording and analyses of the **child's** SEWB, focusing on strengths and changes, and offering advice about ways to continue support the child. This often included a message to the child.

PARTICIPATION

- 50 school districts participated in CR4YC in 2022-23
- 390 individual Educators (this includes school-based educators, community Early Childhood Educators and Strong Start Facilitators) were part of inquiry groups and submitted at least one observation of their "wonder child"
- 319 submitted complete records including final observations and conclusions (see Appendix A for research forms)
- 345 responded to a survey about their practices and their use of the Early Learning Framework (see Appendix D)

There were records for 369 children from Strong Start Centres; Kindergarten; Community Early Childhood programs, and Primary classrooms.

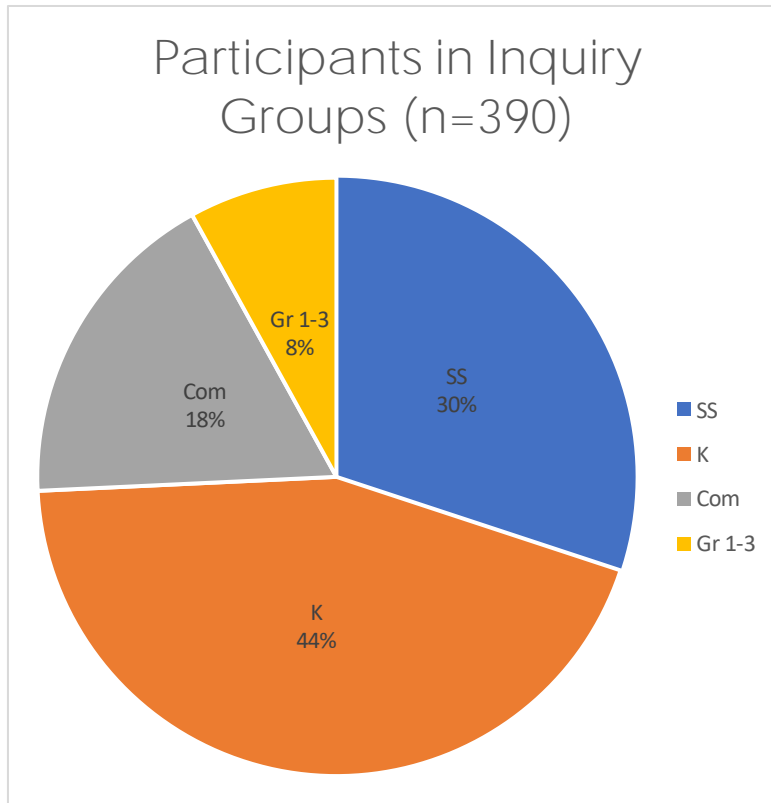


Figure 1: Participants in Inquiry Groups

Notes:

- Although the model incorporated only Strong Start, Community Early Childhood Programs, and Kindergarten, in a small number of cases, anomalies in attendance, class composition, parental releases and other factors resulted in participants choosing a child in grades 1-3
- There were partial records for 390 children; however, there are complete records for only 323 complete records.

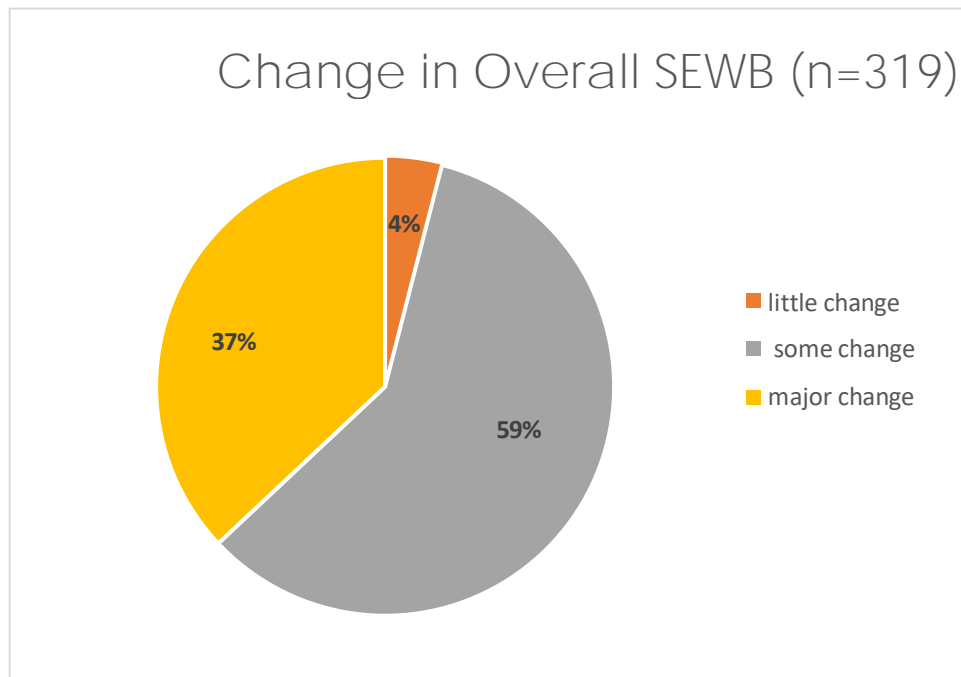


Figure 2. Change in overall SEWB (n=319)

Note: the total number of children varies slightly from one graph to another—percentages are always based on the number of completed responses. For any given question, the total number of responses ranged from 319 to 384. In some cases, participants chose to provide an extended narrative response rather than a rating; these were incorporated into the conclusions but are not part of the graphic representations.

Participants were asked to indicate the extent of change in overall Social and Emotional Well-being (SEWB), and to explain their response. As shown in Figure 2, more than a third of participants described "major" change in their Wonder Child's social and emotional well-being; a further 59% described "some change." This result is similar to 2021-22 (Jeroski & Delvecchio, 2022); however, participation increased by over 100 children.

Participants provided evidence and explanation for their responses to this question. For example:

“Major Change”

S has really opened up in class and has made strong friendships. She is able to advocate for herself and speak up if something is happening that she does not like. If she was upset in the early stages of Kindergarten she would cry and shake her head. Now she confidently can express herself when upset and explain what is wrong, as well as use strategies learned to transition into the green zone. Other teachers have noticed SM opening up more and showing excitement at being at school. Her communication skills have strengthened immensely.

“Some Change”

A has worked hard on developing his social skills to enable him to form positive relationships with his peers in class. He is beginning to understand that his actions and words impact how others think and feel about him. He tries to be funny and caring towards how others think and feel about him. He tries to be funny and caring towards his friends but has difficulty understanding when he takes it too far and hurts his feelings. Being an only child, he is building the skills to communicate effectively with his peers and form meaningful bonds, ex. “do you want to play LEGO with me?”, “Thank you (big buddy) for helping me with my craft today?” Having relationships with his peers has made A more excited to come to school and his emotional outbursts become fewer and smaller. He has the tools to help him calm down.

Participants also reported on changes in the facet they had chosen as a focus. Results are summarized in Figures 3, 4 and 5.

Figure 3 combines results for all facets. Overall, more than half of the children (52%) were described as showing major change in the facet Educators had chosen to focus on. Results were similar to previous years, although the percent who were described as showing “major” change is slightly lower.

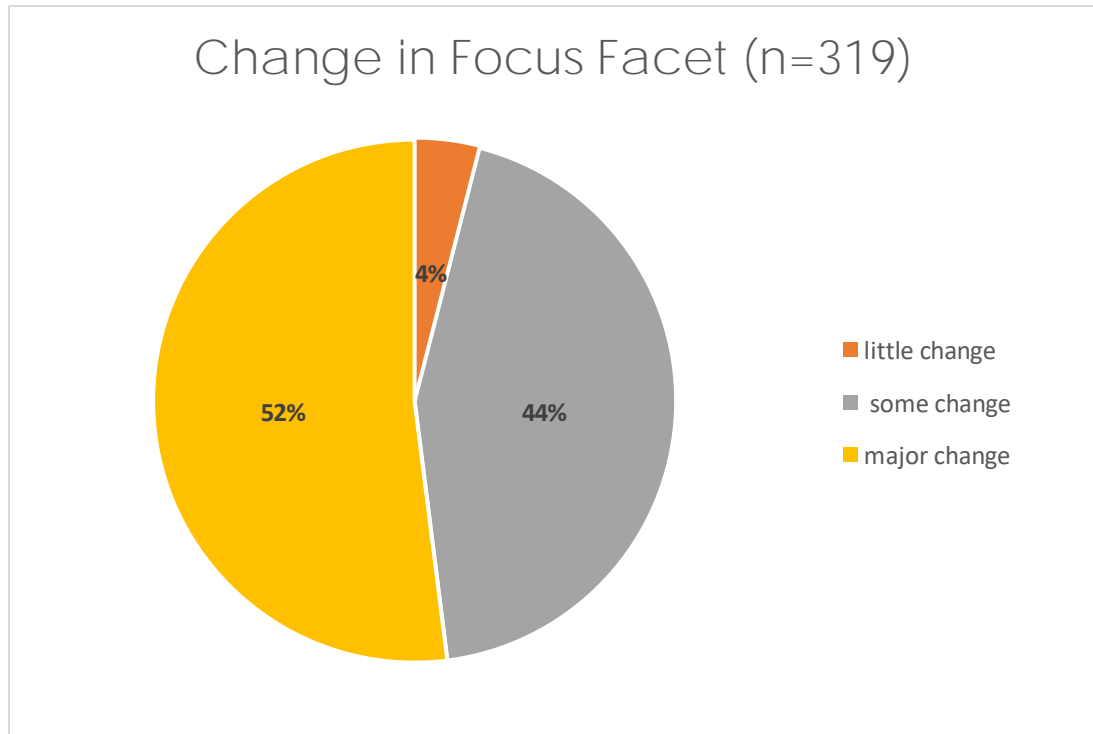


Figure 3. Change in focus facet (All facets combined) (n=319)

Figures 4 and 5 offer more detail about results for each facet. As shown in Figure 4:

- participants were most likely to choose *relationships* as a focus (114.)
- approximately 40 choose each of *sense of personal agency, well-being and self-regulation*
- under approximately 30 chose each of *sense of identity and kindness/empathy*
- only 19 chose to focus on *contributing to the classroom* probably reflecting the fact that most of the children are not yet in formal classrooms.

The degree of success that participants experienced appears to be strongly related to the facet they chose

- although a relatively small number of participants chose "contributing to the classroom" they were the most likely to report major change
- over 50% of participants also reported major change in *personal agency, sense of well-being, relationships, and identity*
- those who chose to focus on *self-regulation or kindness/empathy*, were less likely to report major change.

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			

Figure 4. Percent showing change in each facet

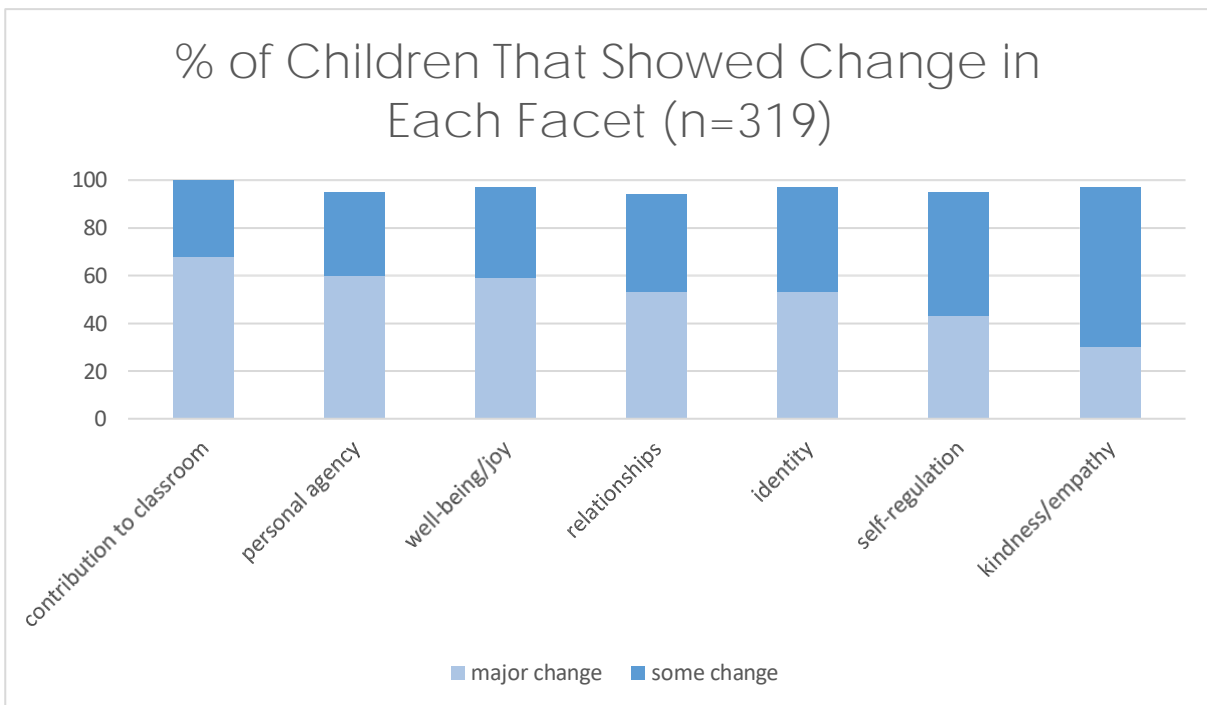


Figure 5. Percent of children that showed major or some change in each facet

IMPACT ON EDUCATORS: A COMMUNITY OF PRACTICE

Changing Results for Young Children continues to have a strong impact on the educators who are engaged in the project.

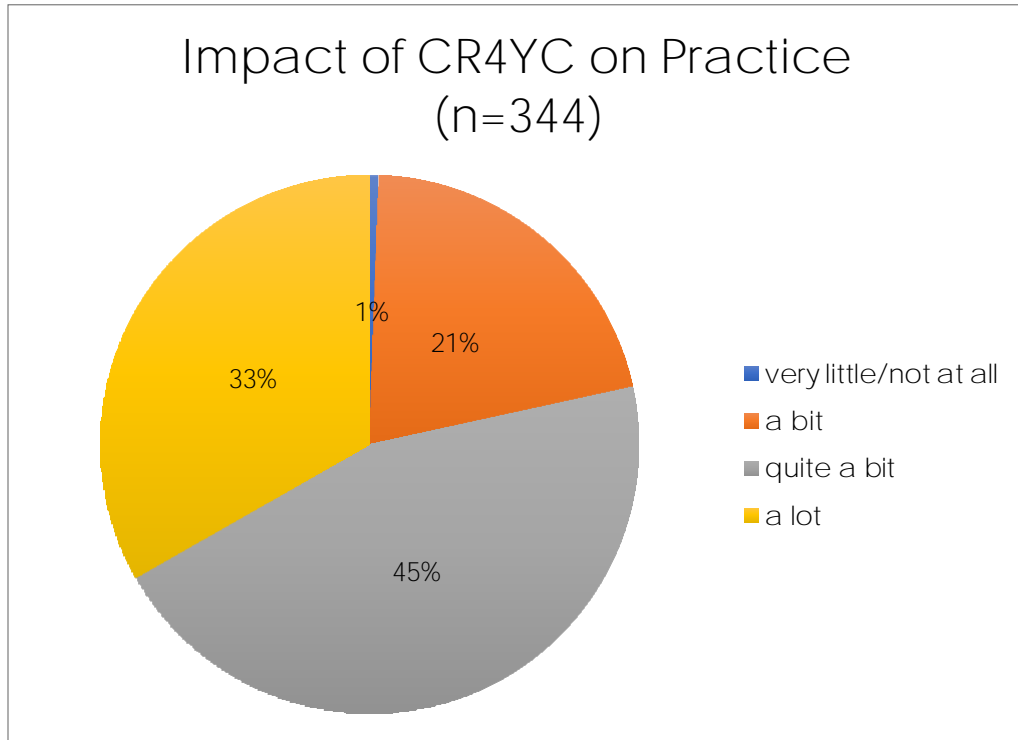


Figure 6: Impact on Practice

Participants offered strong endorsement of the project and identified ways it has affected their practice. As shown in Figure 5, 99% indicated that CR4YC had some impact on their practice; 78% described the impact as *quite a bit*, or *a lot*. Many volunteered positive comments or illustrations.

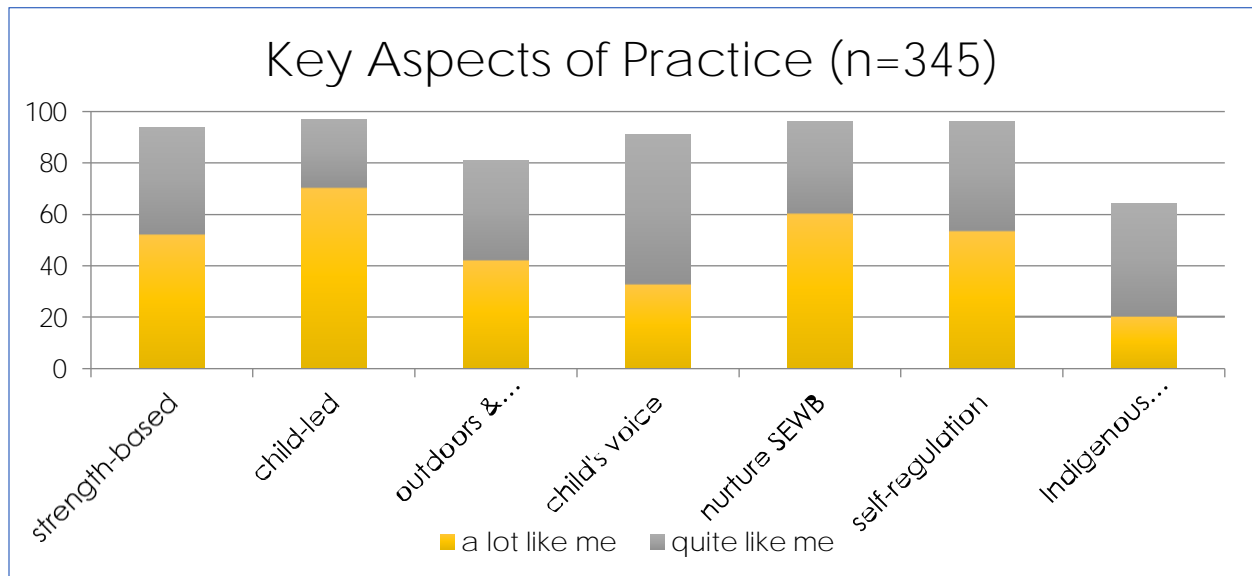


Figure 7: Key aspects of practice

Participants were asked to describe the impact of CR4YC on several aspects of their practice. The strongly positive results were similar to previous years. As shown in Figure 6, over 90% of participants reported that CR4YC had a strong impact on:

- facilitating child-led play
- supporting self-regulation
- nurturing SEWB
- recognizing children's strengths
- listening to children's voices

80% of participants reported that they offer opportunities for children to connect with the outdoor environment and local communities, and over 60% indicated that they provided opportunities for sharing indigenous content and worldviews.

Sample comments about the impact of CR4YC on some specific areas of practice.
(See Appendix C for more comments)

- I really appreciated this leaning opportunity. It allowed me to more intentionally to work with the children I served. With the leaning, I got more knowledge and practical tools to support the children in our program.
- I am learning to talk less and listen more and to let children be in charge of their own learning. I don't have to jump in and solve all their problems. Always, they are so much more capable than I give them credit for.
- This opportunity has allowed me to look deeper into my own teaching practices and adapt how I am approaching social and emotional needs in my classroom. I have found new resources to introduce and am more aware of the needs of the learners in my room

Collaboration is a key part of building a community of practice, and a key aspect of CR4YC. As shown in Figure 7, in 2022-23, 90% of participants reported seeking collaboration, a 5% increase over the previous year. Many of them offered comments about the value of collaboration.

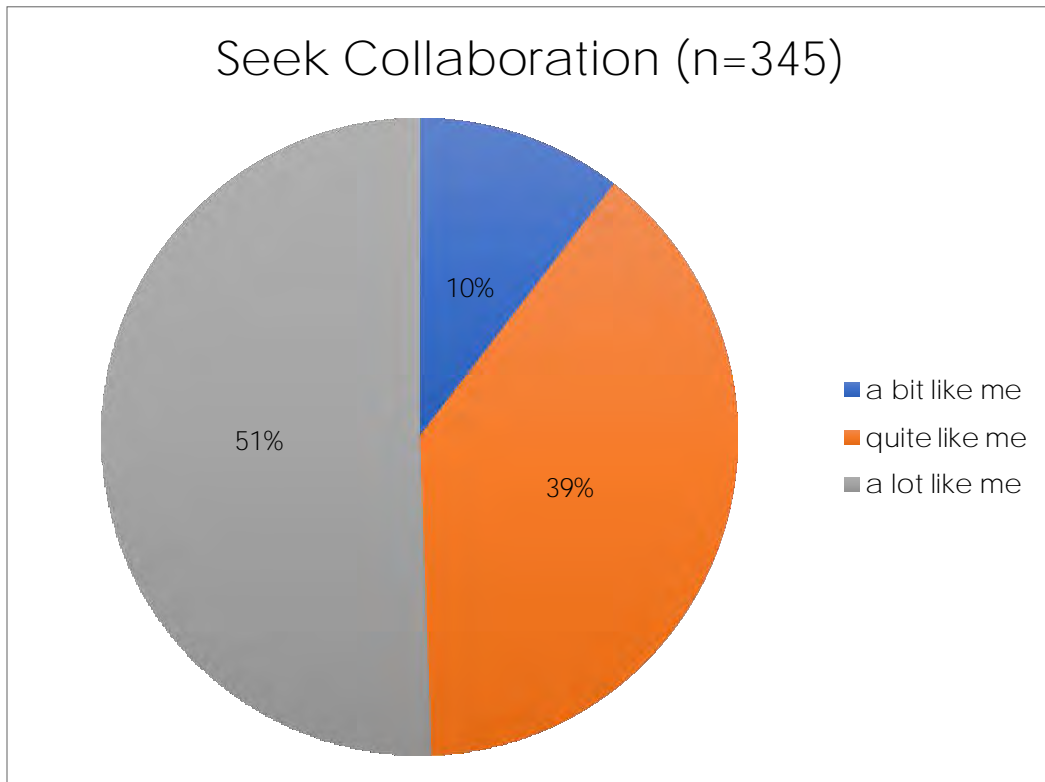


Figure 8. Percent of participants that report seeking collaboration

Sample comments about collaboration (See Appendix C for more)

- I am so appreciative of the CR4YC initiative as it continues to provide a lens to grow my practice supported by the amazing dialogue and sharing with colleagues.
- This was an enriching opportunity - permission to pause, reflect, and connect with colleagues. A chance to be reminded of the importance of being intentional, thoughtful, and responsive in interactions with children.
- I love the discussion, challenging and modifying my beliefs, and reconnecting to the ELF! This has been amazing professional development.
- I have so enjoyed the opportunity to meet, talk, collaborate, try new things, share...I will happily participate every year that I am able. It helps to fuel me as an educator and to remind me that the work that we do is important and recognized.

CR4YC emphasizes the key role of families. During COVID-19 protocols, educators often faced challenges in communicating and collaborating with families. As shown in Figure 8, in 2022-23, most CR4YC participants reported that they are trying to increase family voice and collaboration.

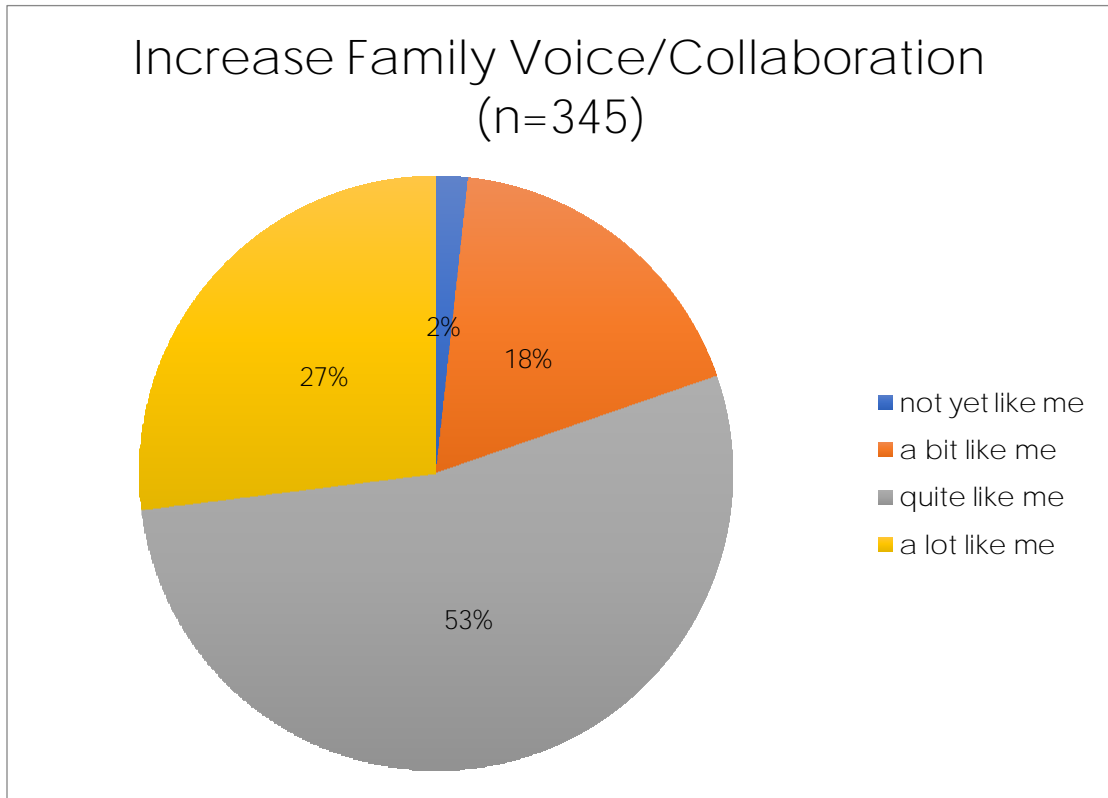


Figure 9. Percent of participants reporting increasing family voice and collaboration

As part of their inquiry groups, participants recognized and reflected on their own SEWB, and its importance supporting the growth of children's SEWB. As shown in Figure 10, participants were at different stages in putting a focus on their own SEWB into practice.

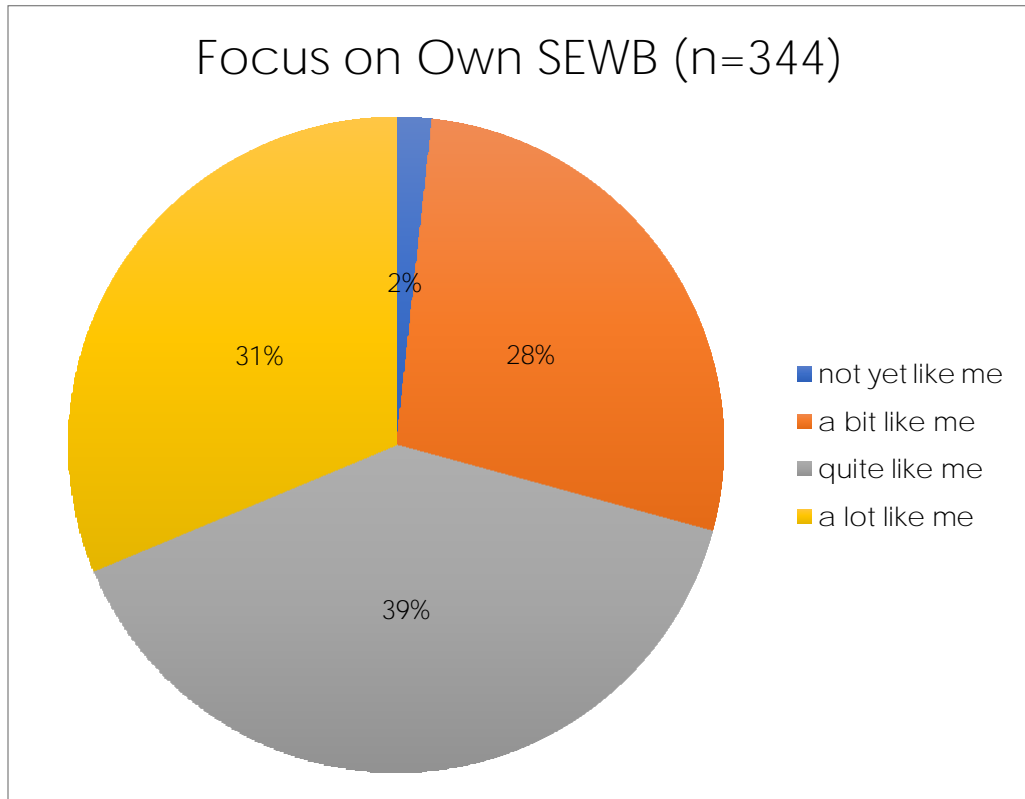


Figure 10. Percent of participants that focus on own SEWB.

IMPACT ON IMPLEMENTATION OF THE EARLY LEARNING FRAMEWORK (ELF)

As described on page 4 of this report, two of the CORE PRINCIPLES of this report relate to increasing awareness and use of the Early Learning Framework, (Ministry of Education and Child Care, 2019) and coherence in pedagogy across the system:

- enhance awareness and use of the Early Learning Framework
- increase the coherence in pedagogy between Early Childhood Educators and Primary Educators, using the Early Learning Framework.

The Inquiry Groups are designed to engage Kindergarten teachers, Strong Start facilitators, and Community Early Childhood Educators in ongoing collaborative inquiry, documentation, and reflection.

Figures 10, 11, and 12 present evidence that these principles are being realized in CR4YC.

The Early Learning Framework is one of the foundational pieces of Changing Results for Young Children. Survey results show that educators continue to increase their use of this document. Over 70% report relatively high levels of use and impact, and over 80% report that they are confident that they offer experiences that reflect the Early Learning Framework. Many of the participants volunteered comments about the ELF (see Appendix C.)

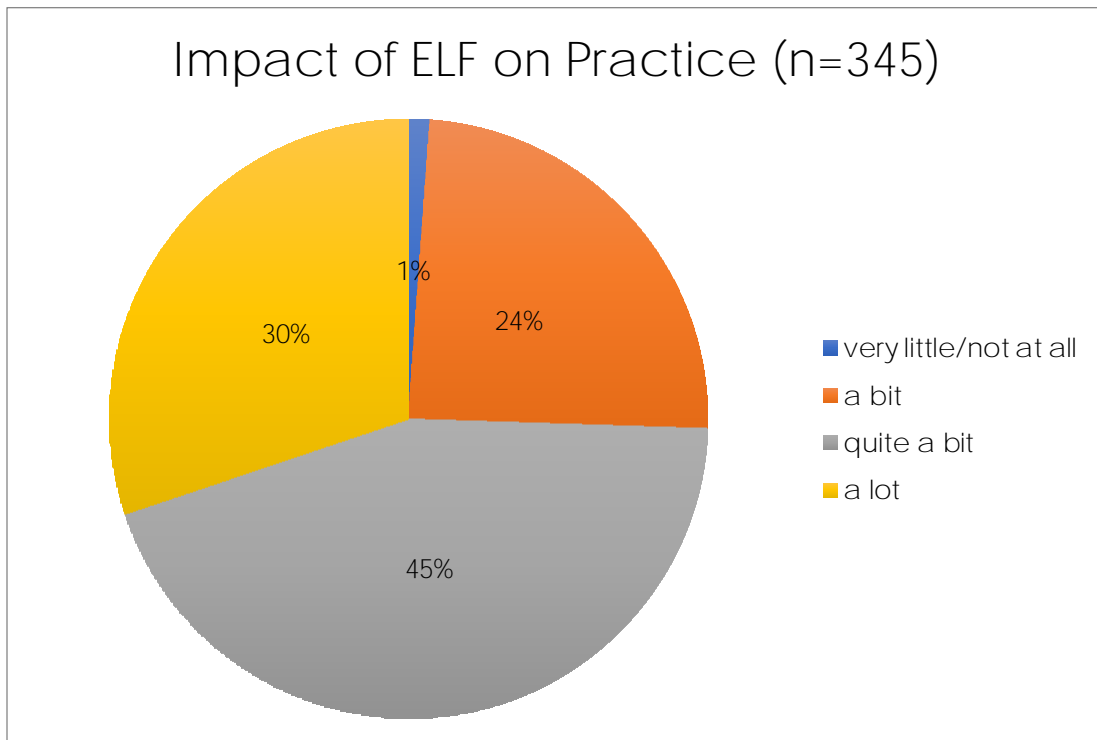


Figure 11. Reported impact of the Early Learning Framework on Practice.

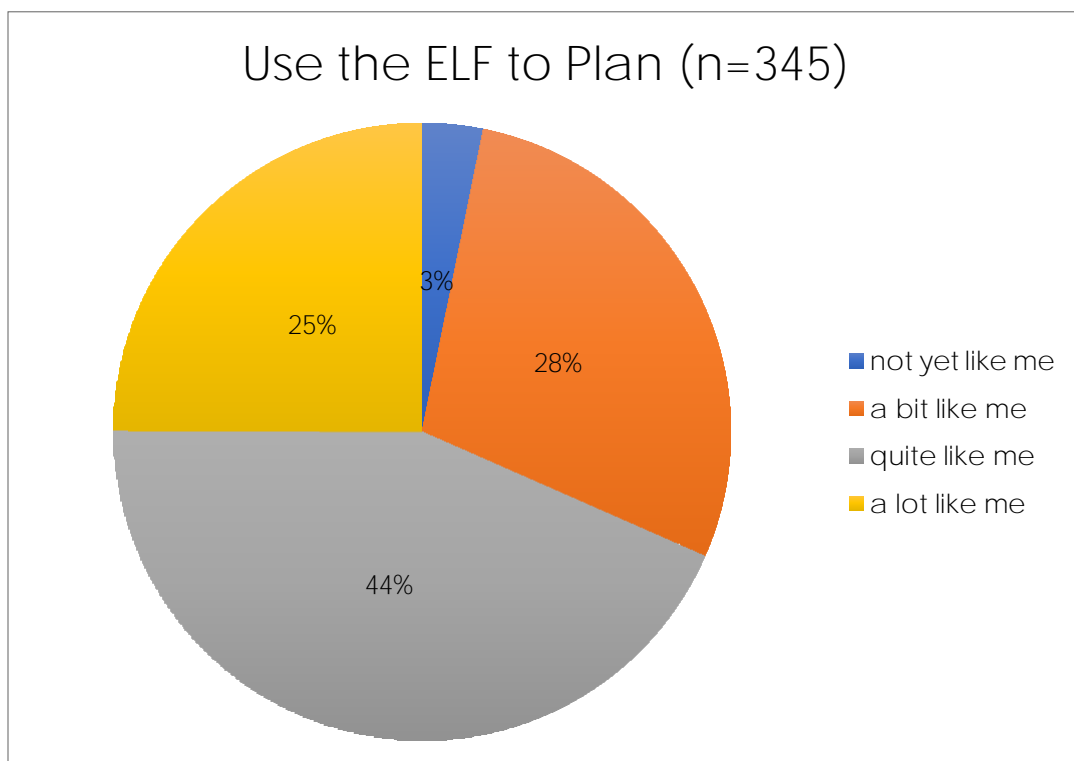


Figure 12. Percent that report using the Early Learning Framework to plan.

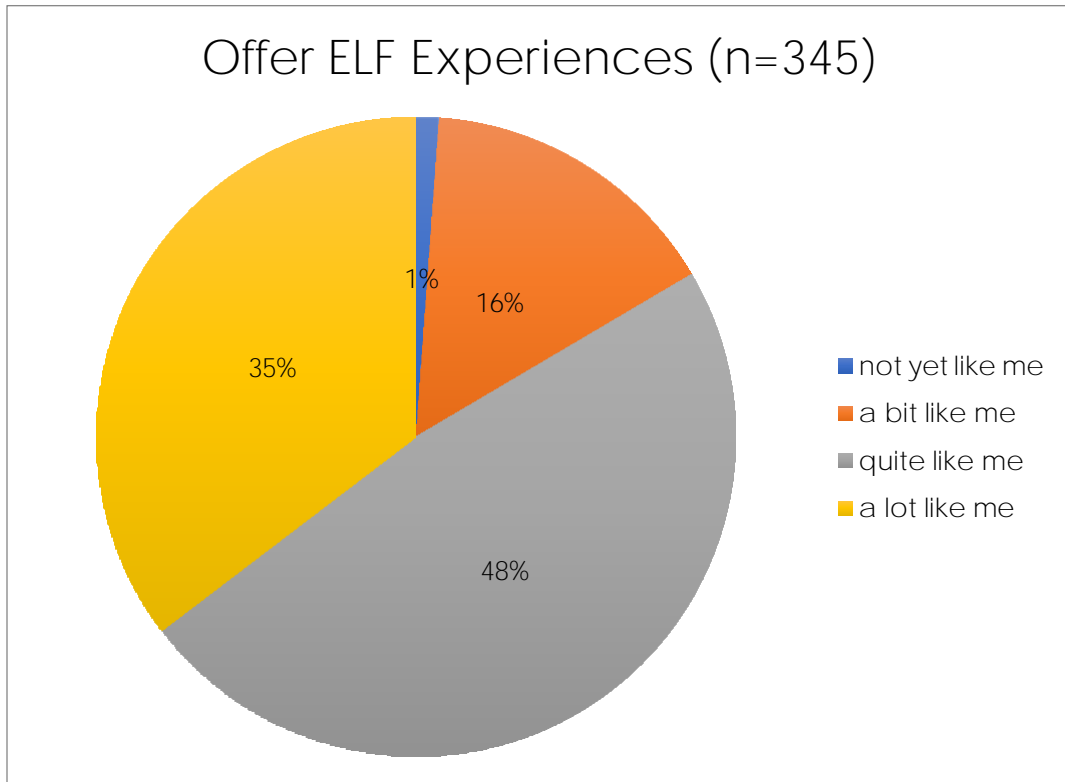


Figure 13. Percent that report offering experiences that reflect the Early Learning Framework

4. What are we learning? How can we sustain and deepen the impact of CR4YC?

PARTICIPATION

Participation in CR4YC continues to grow in both breadth and depth. The number of participants that submitted at least partial case records was the largest to date reaching nearly 400, including Community Early Childhood Educators, Strong Start Educators and Kindergarten educators. Participation continues to be uneven, with the greatest representation from Kindergarten and Strong Start Educators, smaller representation from Community. In some cases, this can be attributed to challenges in the provincial lack of available substitutes for Community-based ECEs to attend CR4YC meetings.

Participation is also uneven from one CR4YC community/district site to another. In some sites, the CR4YC groups begin with more or fewer participants, ranging from as few as 4 to as many as 20. (Note: districts were responsible for recruiting and supporting participants.) Some sites were able to provide for more in-person meetings and support than others, depending on location, transportation, and distances.

As well, some CR4YC groups experienced much greater levels of attrition than others. Kindergarten children, because they were in registered, scheduled, ongoing programs were more likely to continue from beginning to end of a program, and their teachers were therefore better able to provide complete case records over the course of a year.

Participation over the course of the project was also affected by events and changes in the personal and professional lives of the participants. In some cases, programs were expanded or reduced; in others, participants themselves moved, went on-leave or changed their position.

The level of engagement, or depth of participation showed a strong increase in 2022-23. Again, this was not consistent across sites, and was strongly affected by the level of support the local district and/or community organization was able to provide in terms of professional development and networking opportunities and support (e.g., from Early Learning Leads, administrators, and program consultants.)

Consideration

While recognizing the importance of responding to local contexts, the research team suggests that in 2023-24, data collection include identifying, compiling and sharing information about the ways various sites (1) identify, recruit, and sustain members of their local CR4YC groups and (2) support participants in deepening reflection and documentation. The collective understanding, wisdom and skill of these groups is a resource that should be shared.

IMPACT ON **CHILDREN'S** SOCIAL AND EMOTIONAL WELL-BEING

Participants in CR4YC continue to document evidence of positive change in children's Social-Emotional Well-being, with over one-third reporting major change in the overall SEWB of the child they observed and documents, and a further 59% reporting "some change." When asked about the impact on the facet they had chosen as a focus, over half of participants reported major change, and a further 44% "some change." These results are consistent with previous results in years-an encouraging result in view of the increase in the number and diversity of the children and Early Childhood Educators involved and the continuing improvement in the depth and quality of evidence provided.

The results confirm the logical conclusion that when educators focus attention on **specific aspects of children's learning (e.g., a specific facet)**, that aspect changes – teaching has a powerful effect. It is interesting to note that there appears to be an association between the facet educators chose as a focus, and the extent of growth in children, suggesting that some facets are more amenable to change than others. For **example, although relatively few participants chose “contributing the classroom”**, of those that did, two-thirds saw major change. Educators were also more likely to observe changes when they focused on *sense of personal agency*. On the other hand, *relatively few of those who focused on kindness and empathy*, saw major change.

It may be worthwhile to further analyze the case records and compile examples to illuminate these and other changes. This year (2022-23) To enable and support professional learning about factors associated with strong impact on **children's SEWB**, the research team has compiled a collection of stories from educators organized by some key themes (Delvecchio & Jeroski, 2023.)

Consideration

Compile collections 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.

IMPACT ON EDUCATORS: A community of practice

CR4YC is grounded in a a team inquiry approach that was the foundation of the successful Changing Results for Young Readers (CR4YR) framework implemented in 57 BC School Districts from 2012 – 2015. (Note: CR4YR received the 2016 “Outcomes” award for effective Professional Learning, from the international organization, Learning Forward.) This framework formed the basis for creating and supporting the CR4YC community of practice (Hirsh, 2016).

Self-report data from participants from 2017 to 2023 showed increasing consistency in their endorsement of key practices including child-led play self-regulation, nurturing SEWB, a strength-based approach, and listening to children's voices.

These results were similar for all sites. Participants also directly recognized the impact of both CR4YC and the ELF – a foundation of CR4YC. Other results that indicated a strong community of practice included the overwhelming number that reported seeking *collaboration*, another foundational aspect of CR4YC.

The individual reflections at the end of the project highlighted their collective commitment to these practices. One participant wrote:

“Impact on Practice”

This project may have been more about my own learning and how it relates to my perspective of a child's ability and the educator's role. I have changed in that I'm more quick to reflect on what I'm curious about, feel need to change, implement I feel it has given me the validation of the work's value in working with young children and brings me joy in the “work” I do with families.

WHAT'S NEXT?

Two key factors continue to emerge that were not part of the initial evaluation framework:

- The role of the Early Learning Leads and Facilitators
- Dissemination and use of the information

EARLY LEARNING LEADS AND FACILITATORS

Through reviewing the data and informally discussing results, it is clear that the local Early Learning Leads are critical in supporting and extending all parts of the project from initial organization (e.g., recruiting and supporting participants) through professional learning, to final data collection.) It is also obvious that they are working under very different circumstances from one site to another, and that affects the depth and extent of their work.

Consideration

Develop a short series of questions/issues related to ELLs, and systematically collect data over the coming year to increase understanding of the factors that support them and sustain their local and provincial impact. While the facilitators do share information in regular meetings, consider developing a framework for collating and summarizing their insights about challenges and factors that enhance the experience of CR4YC for participants and ultimately, the impact of children.

DISSEMINATION AND USE OF THE INFORMATION

CR4YC participants have submitted an impressive amount of information and reflection about the SEWB of young children that has strong implications for practices in BC. To date, the potential of this information is largely unrealized as there has been no systemic process for sharing the information and facilitating its use to affect the lives of young children and the professional practices of the educators who work with them.

Consideration

Develop a communication strategy to ensure the participants and other Educators and decision-makers have easy access to the results and their implications. CR4YC is an action research project designed to enhance Educator's practices and children's SEWB; dissemination and reflection on the results is an essential step in the process.

REFERENCES

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LIST OF APPENDICES

APPENDIX A: COMMENTS ABOUT CHANGES IN CHILDREN

APPENDIX B: ADVICE ABOUT SUPPORTING INDIVIDUAL CHILDREN

APPENDIX C: SURVEY OF PRACTICES

APPENDIX D: SAMPLE COMMENTS FROM CR4YC PARTICIPANTS

COMMENTS ABOUT CHANGES IN CHILDREN

Our WC displayed unexpected and unsafe behaviours. We wonder how we could best support and work with him and his family. We were able to work together with his family to get the support LN needed. His family is now working with a family doctor, a Pediatrician and a Psychologist. LN is on a waitlist for assessment. LN is on medication, however, we are not sure for how long. LN is now able to display some executive functioning that we were not able to observe before.

Relationships are the most important to LN. He needed to feel connections with others in order to stay in the the classroom/school instead of elopement into the hallway or out in the school property or off of the school property.

We started the process with focusing on materials that LN could access in the classroom. First, LN 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/make some connections with others. LN 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 work on the classroom as a safe environment for LN. 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 LN at a distance.

After LN had preferred materials, a quiet calm space in the environment, and some connections, there were more reasons for LN 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 LN has each day. This also helped him with his self-regulation and he was able to share and celebrate his strengths.

With the recommendation from the school district's behaviour consultant, each morning, we planned the day with LN. He was able to choose what he would like to do to have a fun day.

We would draw sketches of all of his break choices. Throughout the day, he was able to choose a specific physical activity that would help his body regulate. He would choose or the adult would choose a few friends or peers to join him. This gave LN the physical breaks that his body needed to self-regulate. It would give LN a voice to choose what he'd like to do and with which friends he's like to work with. It also enabled LN to show and celebrate his strengths and talents. This also built-in trust with the adults at school and created stronger relationships.

Educators and family have noted that F has become more confident with his social skills. He has gained a circle of friends and will approach and initiate play with them. He shares joy, laughter and his sense of fun. F has begun to stick up for himself and will try to tell peers when they need to stop if they are bothering him.

My wonder child was having major issues with his peers at the beginning of the school year as he was looking for ways to build new friendships and be part of the group often in an inappropriate way: physically hurting them, swearing, chasing them against their will, etc. He also had a trouble to self-regulate on the carpet and needed many reminders to use whole body listening during carpet time as he was getting easily distracted by those around him as well as distracting others. He had hard time following instructions especially during transitions and keeping his hands to himself. He often acted impulsively, made silly mistakes, and was hurting others when he got excited during playtime, but he was usually remorseful and apologized to his friends. By exploring Mindfulness, Self-regulation and "We Thinkers" curriculum, L has grown significantly into a child who has much more self-control, makes better decisions, takes redirections much more seriously and as a result he has built many friendships among his classmates as well as older students on the playground and at school. He is now well-liked by his peers, gets along with others, comes to school every day with a big smile and in a good mood. His social executive functioning has improved significantly. L can now better understand others' motives and ideas and think more flexible. He can more easily negotiate turns and self-regulate and keep his emotions and behaviors under control when problems arise. His overall concentration has also improved. L can now focus more easily during our learning activities and is able to stay on task while completing his assignments.

ADVICE ABOUT SUPPORTING INDIVIDUAL CHILDREN

The advice that I would give is to use a lot of reassurance that she is safe and everything will be okay at school. For her teacher to really start building a relationship with her right from the beginning and using her interest to help build the relationship. I would also suggest working with her family to set up a plan to help with her separation anxiety and how to help with the start of her day. I would also suggest trying to pair her up with one of her friends from this year to help with starting in a new grade/classroom. I plan on helping the classroom teacher with this transition of this student and trying to connect as much as possible the first week of school. I will also communicate with the teacher on strategies that seemed to help with the relationship building and her anxiety.

LN is amazing! You will need to earn his trust. Connections and relationships are the MOST important to LN. He needs adults who are gentle, calm, and kind. There are 100 languages of children. Take the time to get to know LN's languages. He definitely loves sports and loves to be active. Look for his language of soccer, language of baseball, language of basketball, language of science experiments, language of building, language of loose parts, language of cars and motorcycles. There are more, many more

My advice is not to rush her. Give her time to warm up for when she does her bonds are deep. Never ask a question without having time to truly listen to her response. Notice where her gaze is and help her take the next steps to join in.

Take the time to connect with SM one on one on a regular basis to help get her out of her "shell". I hope to continue my relationship with SM so she knows there is another adult at school that cares about her and is happy to see her.

Be patient - have a listening ear (he just wants to be heard and know that the adults are there to support him when he needs help)

He needs lots of praise and positive encouragement as he is learning to self-regulate in more challenging situations in our school and classroom environment. He needs to feel that you believe in him and care about him.

Because he has always lots of energy, he benefits from getting little tasks and jobs such as distributing learning materials, picking up lunch from the office, carrying the books to library, organizing toys or books, etc.

My Wonder child also benefits from "Recess Buddy" that I was assigning to all children once in a while. Pairing him with different children kept him out of trouble as he wasn't spending time with the same friends all the time who often helped him to get in trouble. It also helped all children to work on building new friendships and strengthen the existing ones, and provided them with more opportunities to learn about each other and to play with different peers. To support this child's learning, I need to keep in mind that there might always be other factors (current home situation, tiredness, hunger, illness, friendship issues etc.) that might affect his behaviour and sometimes sabotage the progress he has been making. There are always good days and bad days but it's the overall long-term progress that matters. Atlas has grown and matured since the beginning of this school year and I am especially excited that he remains being joyful, curious about learning, popular and well-liked by his peers.

The time spent connecting, building a trusting relationship and sharing joy with F is so valuable as it gives him the foundation he needs to feel comfortable approaching peers in play and make new friends.

Family is very important to F. Including their insight absolutely helps to 'know' him better and as they know you - feel more comfortable with you, it carries forward to F and how he feels about you.

Connecting families of preferred peers for after care play dates has really strengthened the friendship bond.

My wonder child began the year as an extremely shy, hesitant little girl that chose to stay with the teacher rather than play with others. She was quick to cry and had difficulty communicating wants and needs.

Currently she has just become a big sister and was able to share this with the class. She is able to advocate for herself in play, has friends and one special best friend. She no longer seeks out / looks for a teacher during playtime and often problem solves without intervention. When she does need help, she is able to articulate her problem and request assistance. She is joyful, thoughtful and has a sense of peace which draws others to her.

SAMPLE COMMENTS FROM CR4YC SURVEY OF PRACTICES

About the Early Learning Framework

- I really value the insights gained through this program. The Early Learning Framework is a beautiful document that honours the voice and spirit of young children and I will strive to better use it to guide my practice.
 - I enjoy this opportunity and I'm inspired by the early learning framework to create a quality environment for kindergarten students.
 - Both CR4YC and the Early Learning Framework have tremendously impacted my practice in a positive way.
 - This program is great for collaborating with colleagues and sharing ideas. It has helped me to focus on the Early Learning Framework. I like how it is strength and inquiry based.
- It is wonderful that I now have the research to back me up when I push for using the Early Learning Framework. Our school needs it. This year's group of K's were able to build upon their strengths and are where they need to be.

About the Impact of CR4YC on Participants' Practice

- The opportunity to focus closely on one facet of SEW has helped me more carefully consider the social-emotional needs of my students and ways that I can support them. One challenge this year was trying to participate fully in this initiative (CR4YC) while dealing with a full class with many complex and unsupported needs. Ultimately, I feel participating in CR4YC has deeply benefitted my practice and work with young children.
- I am so thankful that I have been part of this amazing initiative. It has made an impact on the children's learning and social emotional well being as well as my teaching.
- I really appreciated this leaning opportunity. It allowed me to more intentionally to work with the children I served. With the leaning, I got more knowledge and practical tools to support the children in our program.
- This program has provided the opportunity to enhance my professional skills.
- I am learning to talk less and listen more and to let children be in charge of their own learning. I don't have to jump in and solve all their problems. Always, they are so much more capable than I give them credit for.
- This program has been a fantastic opportunity to teach and inspire me and also to help me reframe my thinking towards my students and my practice. I always look forward to attending sessions and participating in this program to grow as an educator each year.
- This opportunity has allowed me to look deeper into my own teaching practices and adapt how I am approaching social and emotional needs in my classroom. I have found new resources to introduce and am more aware of the needs of the learners in my room.
- I am so grateful for this opportunity. I feel I have a more wholistic and positive mindset. I appreciate all the strategies and ideas I learned about. I am thankful this program gave me more time to work with my wonder child and truly get to know him and his strength. Thank you.
- The Fall and Spring Provincial Networking Sessions for CR4YL were amazing and so so beneficial for me! Thank you for those opportunities!
- CR4YC is such a valuable piece of my professional development. I wish this opportunity for every ECE.
- I love being given the chance to grow as an educator in real time with my students. The program helped to remind me that there is more than just the curriculum that needs to be taught, especially since Covid interrupted the development and learning of many.
- CR4YC has surprised me the most but showing how best teaching practices support children's social emotional development.
- This program was so much more then I expected. So much growth personally for my mental health and reflections.

APPENDIX D: SAMPLE COMMENTS FROM CR4YC PARTICIPANTS

SAMPLE COMMENTS FROM CR4YC SURVEY OF PRACTICES

About becoming part of a community of practice

- Having this group to connect with, reflect with, and meet with has been wonderful and I have really enjoyed this collaboration opportunity. I have especially enjoyed having the opportunity to collaborate with another school district such as Langley.
- Amazing program filled with like minded people. Wonderful way to get connected to your community and great tool to becoming an educator ! Learning from the educators that are like minded.
- Love this group, great for building connections, sharing knowledge and reflecting on best practice.
- I love the help with reflection on SEL and my overall practice
- Discussing discoveries with peers has been very helpful
- I am so appreciative of the CR4YC initiative as it continues to provide a lens to grow my practice supported by the amazing dialogue and sharing with colleagues
- This was an enriching opportunity - permission to pause, reflect, and connect with colleagues. A chance to be reminded of the importance of being intentional, thoughtful, and responsive in interactions with children.
- I love the discussion, challenging and modifying my beliefs, and reconnecting to the ELF! This has been amazing professional development
- I have so enjoyed the opportunity to meet, talk, collaborate, try new things, share ... I will happily participate very year that I am able. It helps to fuel me as an educator and to remind me that the work that we do is important and recognized.
- Thank you! I have really enjoyed, connected, learned and appreciated this opportunity to collaborate and wonder with colleagues!!

General

- Thank you for the structured time to learn and reflect on my teaching practices.
- It has been a fabulous way to connect and be self aware and aware of families and children's needs.
- I love being given the chance to grow as an educator in real time with my students. The program helped to remind me that there is more than just the curriculum that needs to be taught, especially since Covid interrupted the development and learning of many.
- Thank you for the countless opportunities to enrich child development in the early years and to holistically wrap around children and families!
- After being part of this program, I feel I have helped almost every child in our school