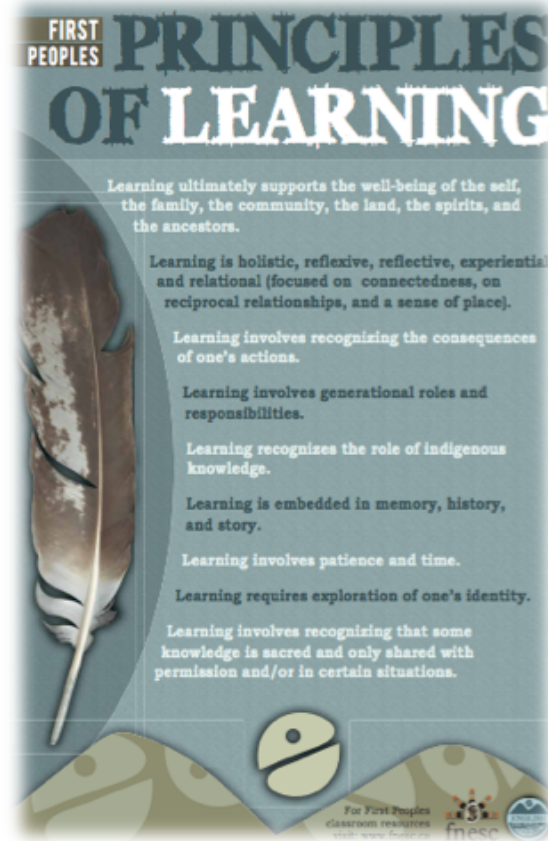


Ready or Not!?!

A Practical Reframe of Readiness in the Early Years
Moray Mclean & Sandra-Lynn Shortall

Welcome!

- 90 minutes & Counting!
- Introductions & One Curiosity
- Active involvement & Premises of adult learning
- Let's Begin!



Learning Intentions

1. Analyze traditional **norms** of school readiness through the conceptual application of mutual regulation, executive function, play-based learning and physical literacy
2. Examine school district and community **structures** that impede or enhance building instructional capacity, and related developmentally appropriate instructional practice in the early years
3. Apply the core elements required to build **strategic** developmentally appropriate learning design in the preschool, K, 1, 2 context

Warm Up - True or False?

1. Early experiences shape brain development.
2. Brain development strongly influences learning, behaviour, and health throughout life.
3. The early years are a period of heightened opportunities and increased risks.
4. Families and communities matter.
5. Early childhood development programs matter.

© 1998 Randy Glasbergen. E-mail: randy@glasbergen.com



**"Sometimes you get a brainstorm,
sometimes you only get the clouds."**



Section 1: Norms?

Readiness Primer

1. A-B partners

2. 4 minutes

- Think about what school readiness looks like in your context, from your perspective. Share with your partner.

3. 5 minutes

- Now label the poster child with the attributes of readiness discussed.

4. 6 minutes

- Group debrief

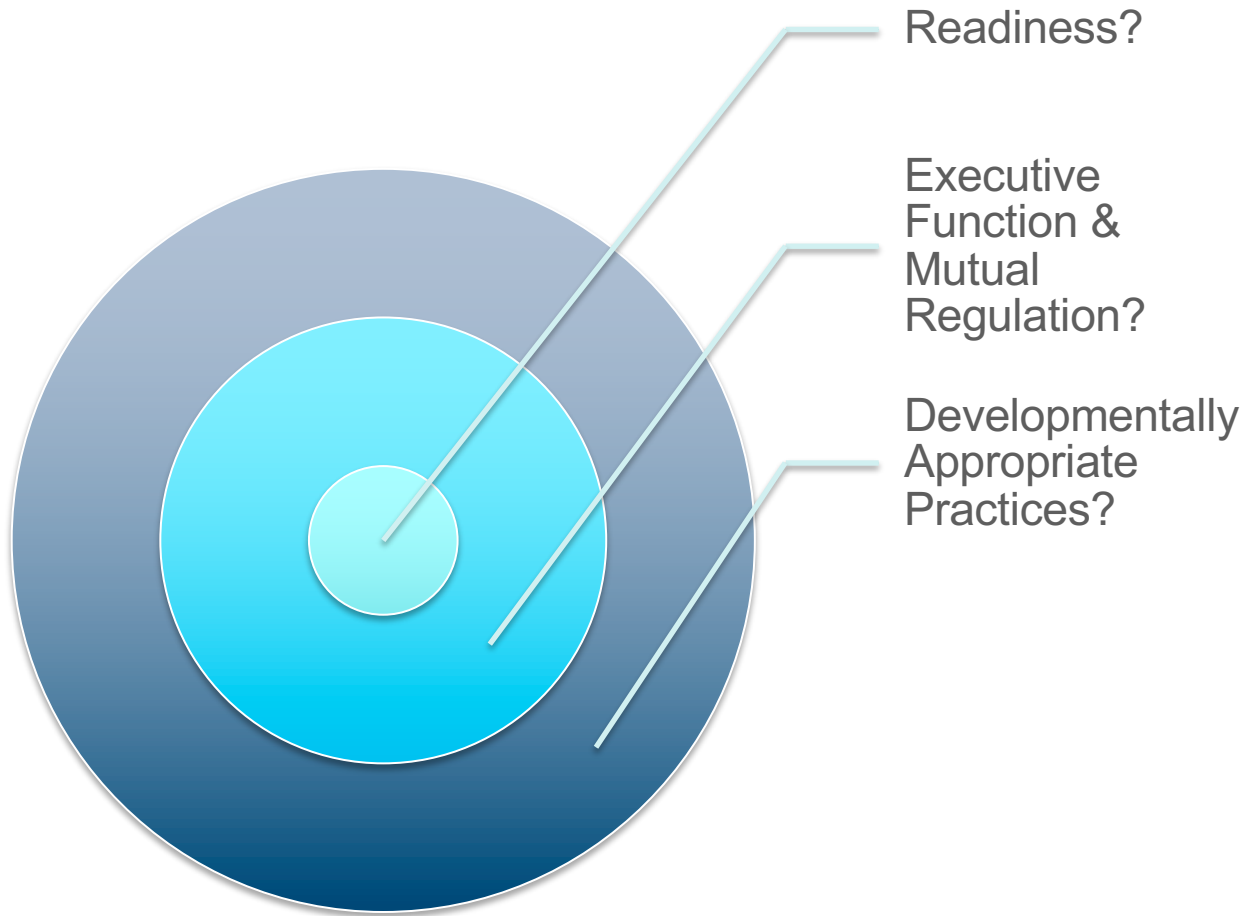
School Readiness Quiz

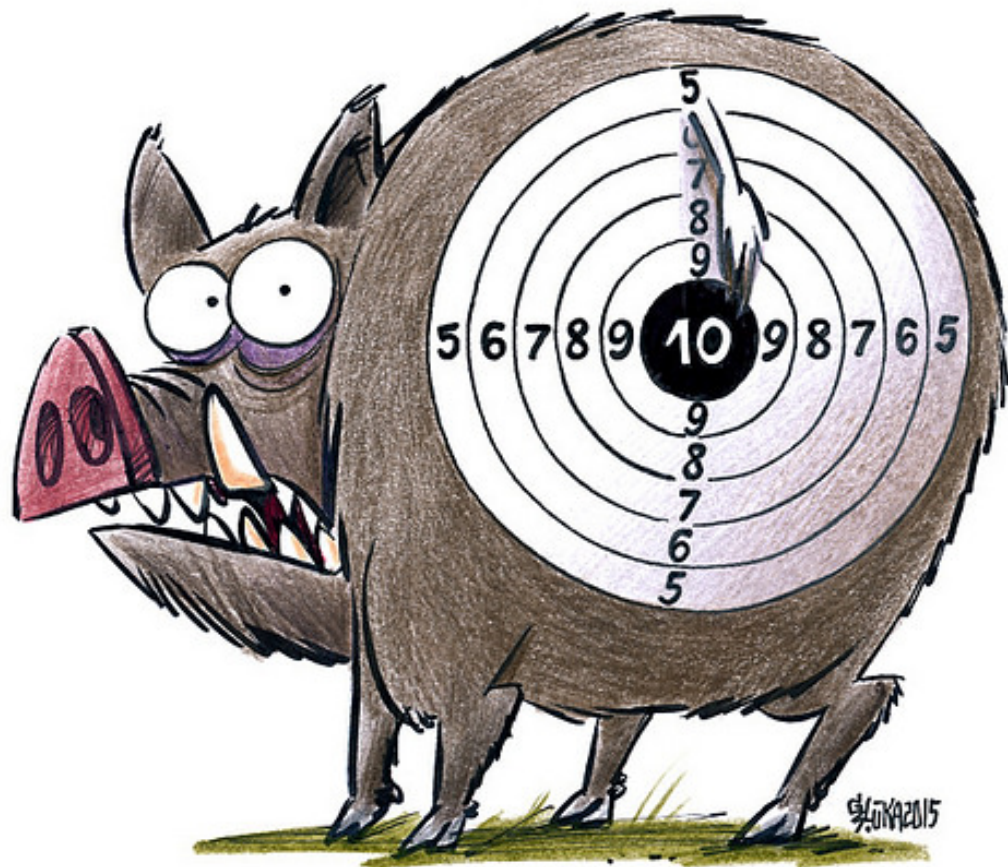
True or False?

- Children need to come to Kindergarten knowing their colors.
- Children need to come to Kindergarten recognizing upper and lower case letters.
- Children need to come to Kindergarten able to identify the sounds that letters represent.
- Children need to come to Kindergarten able to print their first name and cut on a line.
- Children need to come to Kindergarten recognizing numerals 1-10 and able to count to 20.
- Children need to come to Kindergarten able to compare measurements by size and weight.

The Overshadow







Kindergarten Readiness is a complex notion.

Ladd, Birch, and Buhs 1377

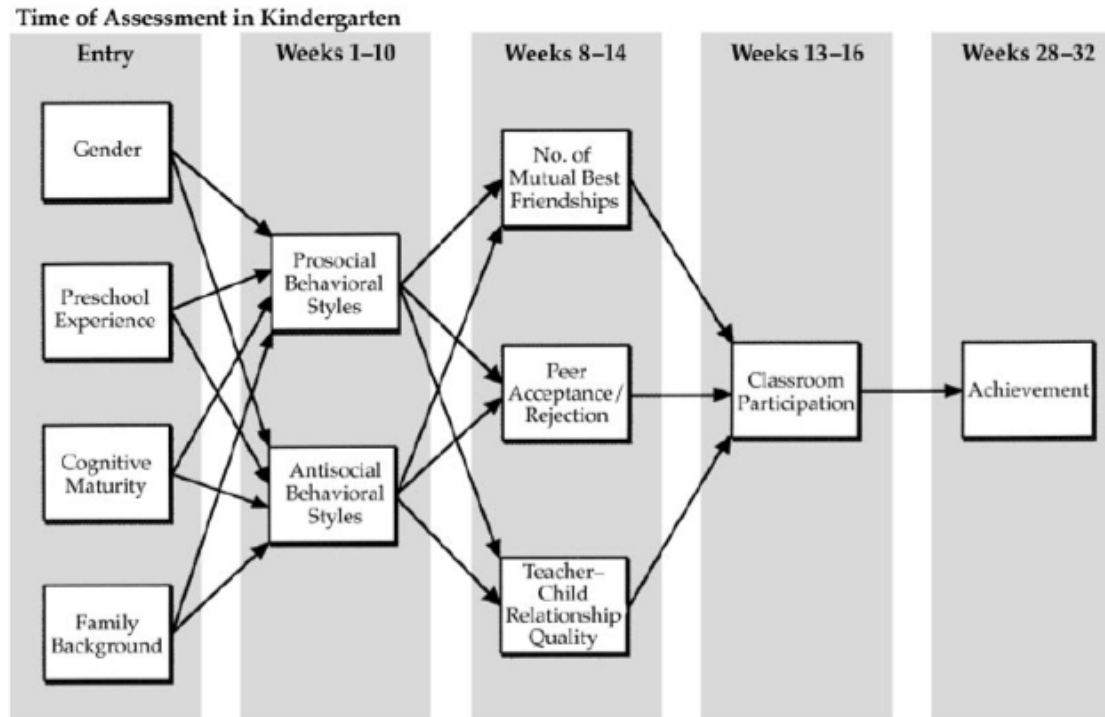
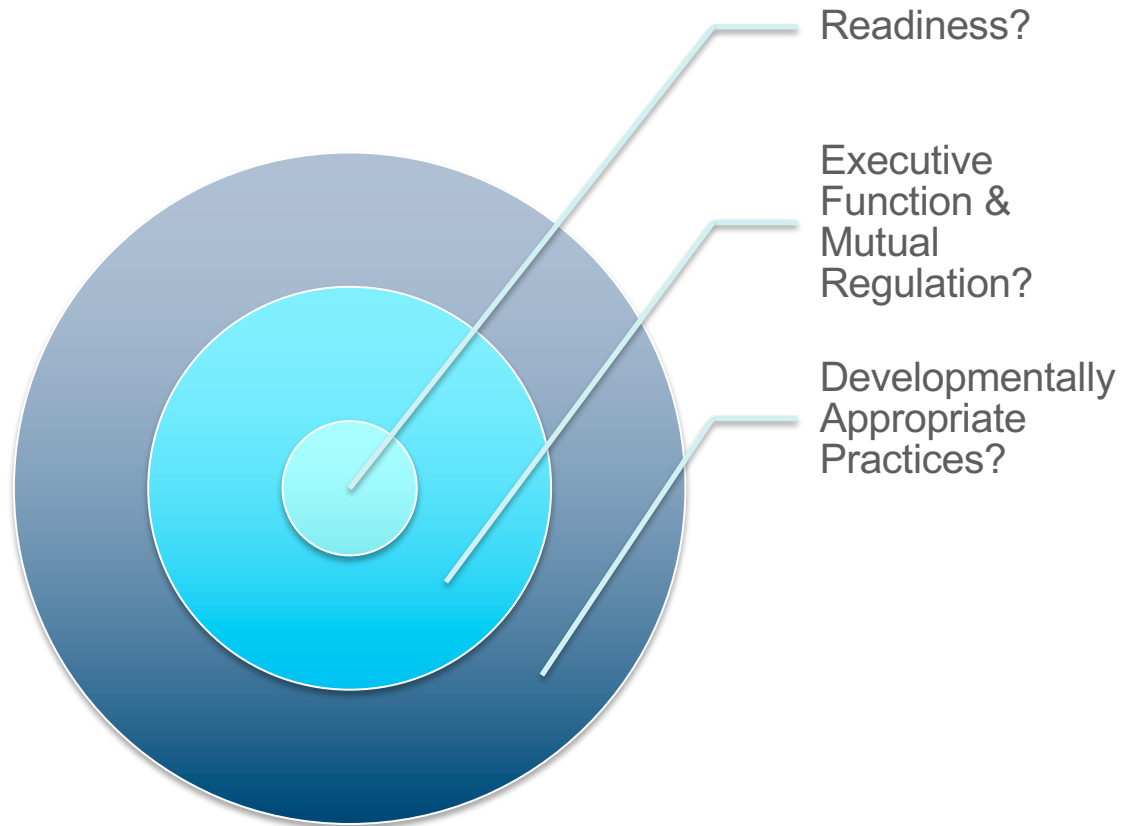


Figure 1 Hypothesized Child × Environment model for Study 1.



Let's Unpack This ...

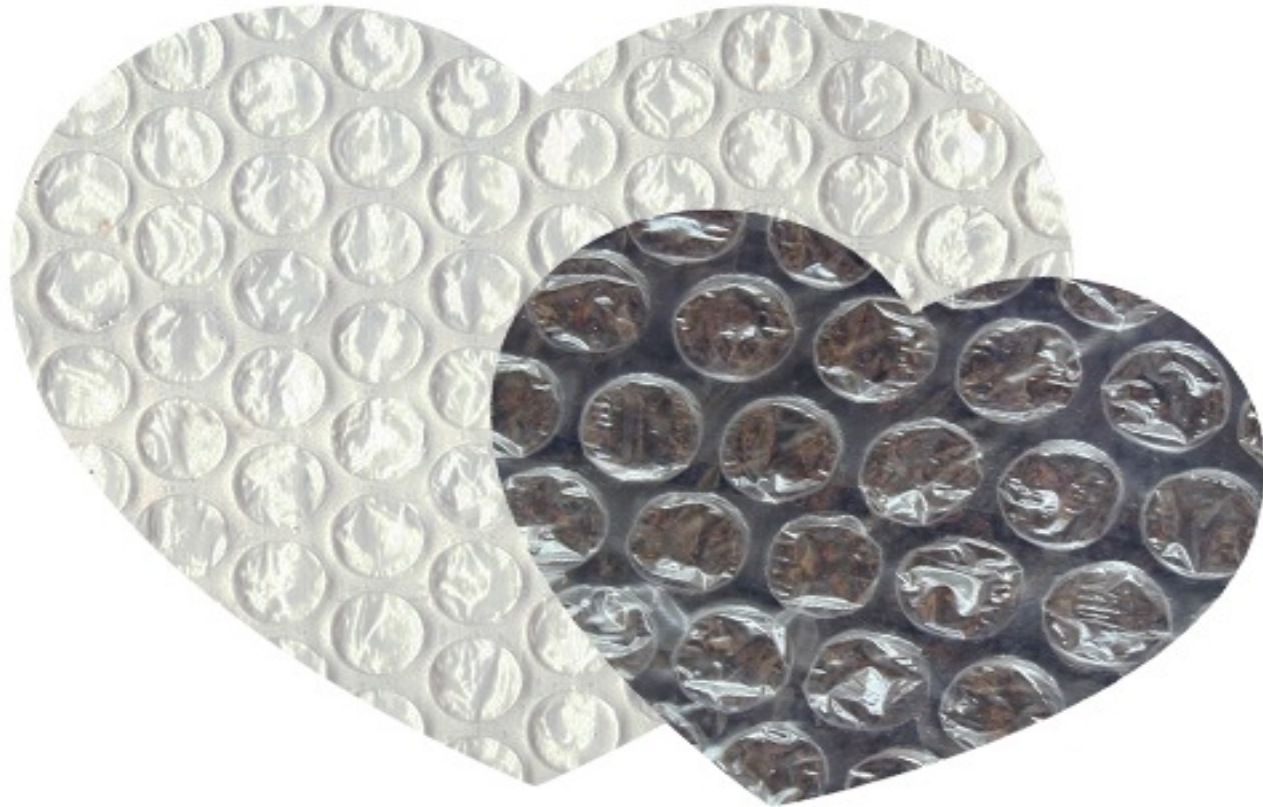


7 Principles of Learning



OECD, 2010

Physical play helps children re-energize their nervous systems and allows their brains to concentrate more fully on cognitively demanding tasks.



What are we growing?

- Mindfulness skills
- Self-calming skills
- Social and emotional skills
- Perspective-taking skills
- Executive function skills
- Focus and attention skills
- Resilience (bouncing back)
- Growth mindset (focus on potential)

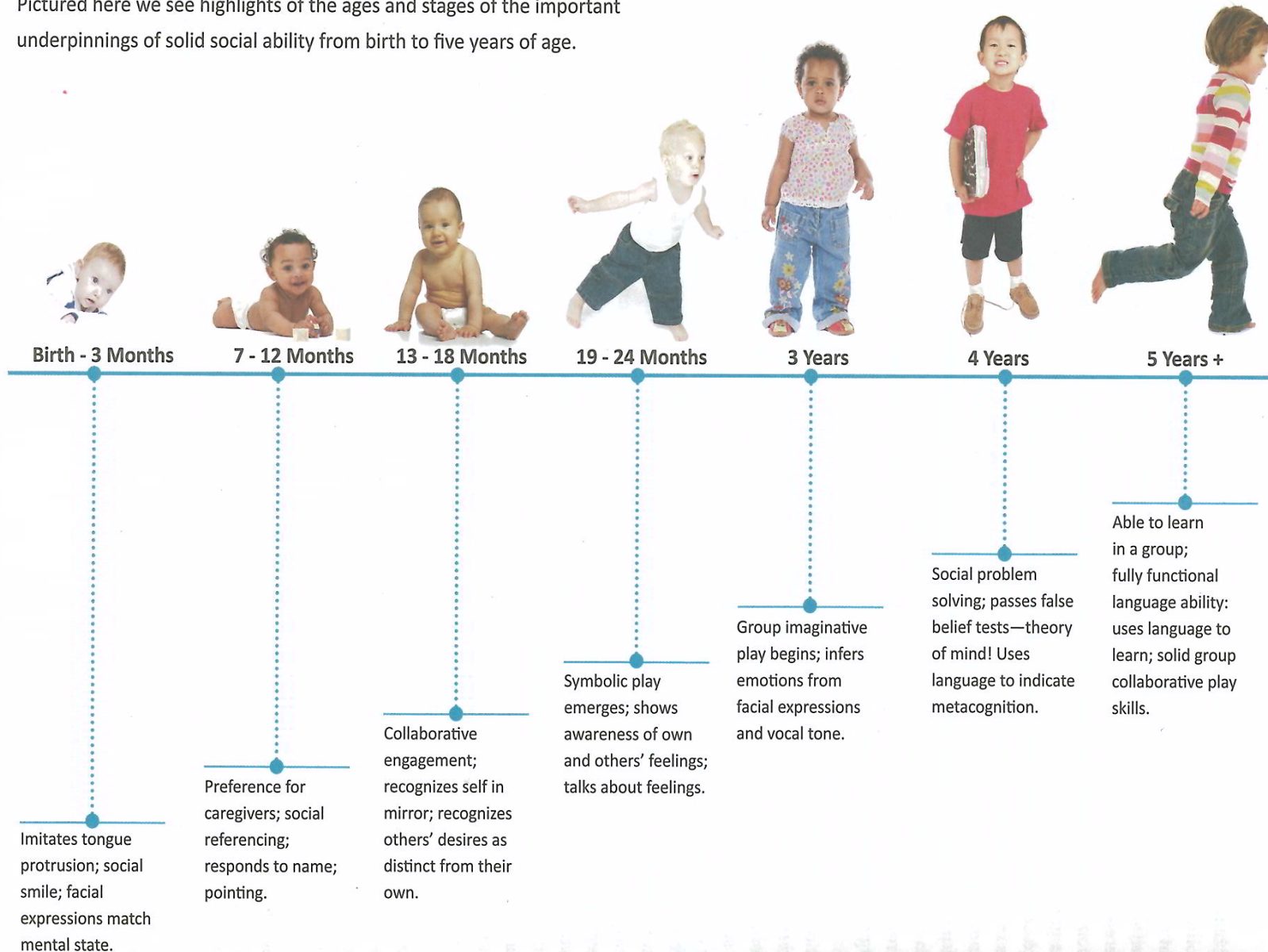


What Skills Are We Growing?



Major Milestones of Social Development

Pictured here we see highlights of the ages and stages of the important underpinnings of solid social ability from birth to five years of age.



Developmental and Lifespan Perspective

Social Emotional Development in Middle Years (6 to 12)



Recognizes emotions in self and others; regulates emotions, thoughts, and actions



Masters steps for learning; asks for help when needed



Feels accepted and confident; enjoys spending time with friends



Experiences success; understands strengths and challenges



Feels connected at school and in the community



Gets over disappointment; takes reasonable risks

Developmentally Supportive Environments

- Provide choices to help develop self awareness
- Create connections and sense of belonging
- Offer varied sensory experiences
- Encourage movement and changes of position for learning
- Create a space where energy can be recouped and/or focus can be improved

Executive Function & Mutual Regulation?



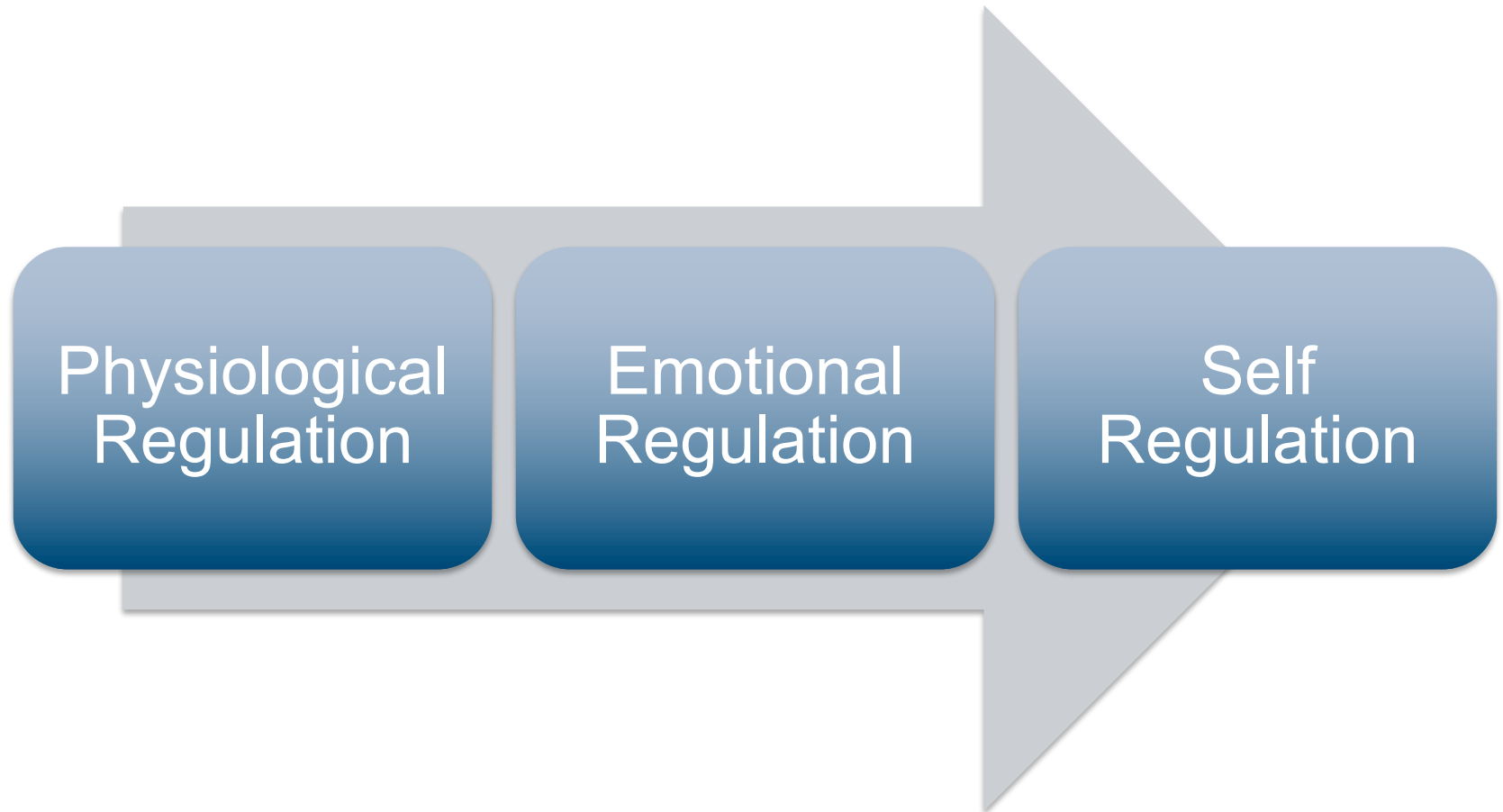
What is Self-Regulation?

Self-Regulation is...

1. Matching energy level to the demands of a task or situation.
2. Monitoring and managing emotions.
3. Focusing attention and ignore distractions.
4. Understanding and engaging in social interactions.
5. Connecting with and caring about others.

(Baumeister & Vohs, 1994)

The Development of Self-Regulation



Development of Self-Regulation

Infancy:

- Mastery over sensory functions. Regulation is provided by caregiver - predictability/ stability
- Co-regulation

Toddler:

- Beginning to participate in managing their responses
- Co-regulation

School age:

- Increasing autonomy to manage within institutions
- Co-regulation & Self-Regulation

Teen:

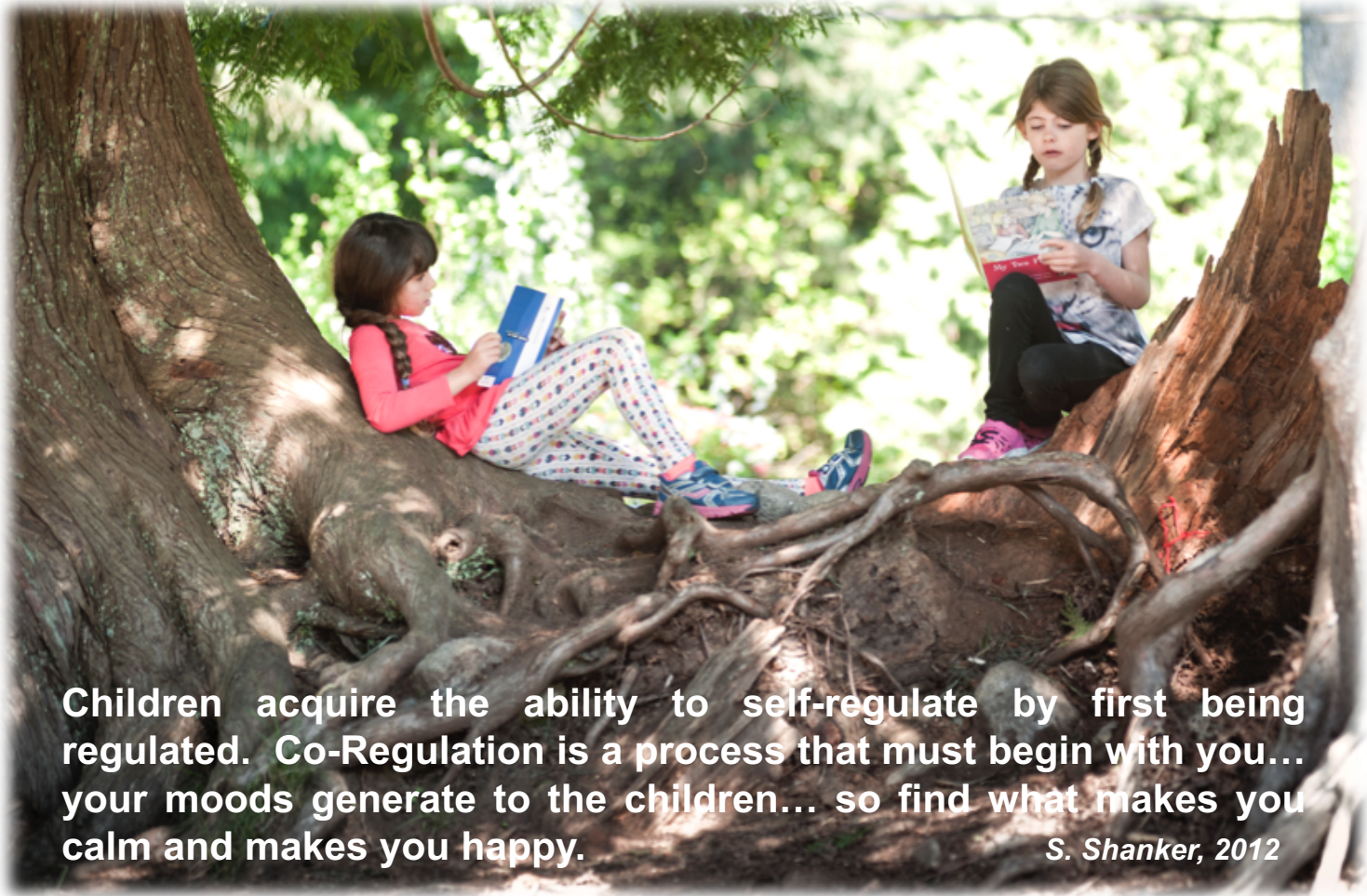
- Self regulation is devolved within institutions/society
- Co-regulation & Self-Regulation

Co-regulation

Co-Regulation is a form of coordinated action between participants that involves a continuous mutual adjustment of actions and intentions.

Fogel & Garvey, 2007





Children acquire the ability to self-regulate by first being regulated. Co-Regulation is a process that must begin with you... your moods generate to the children... so find what makes you calm and makes you happy.

S. Shanker, 2012



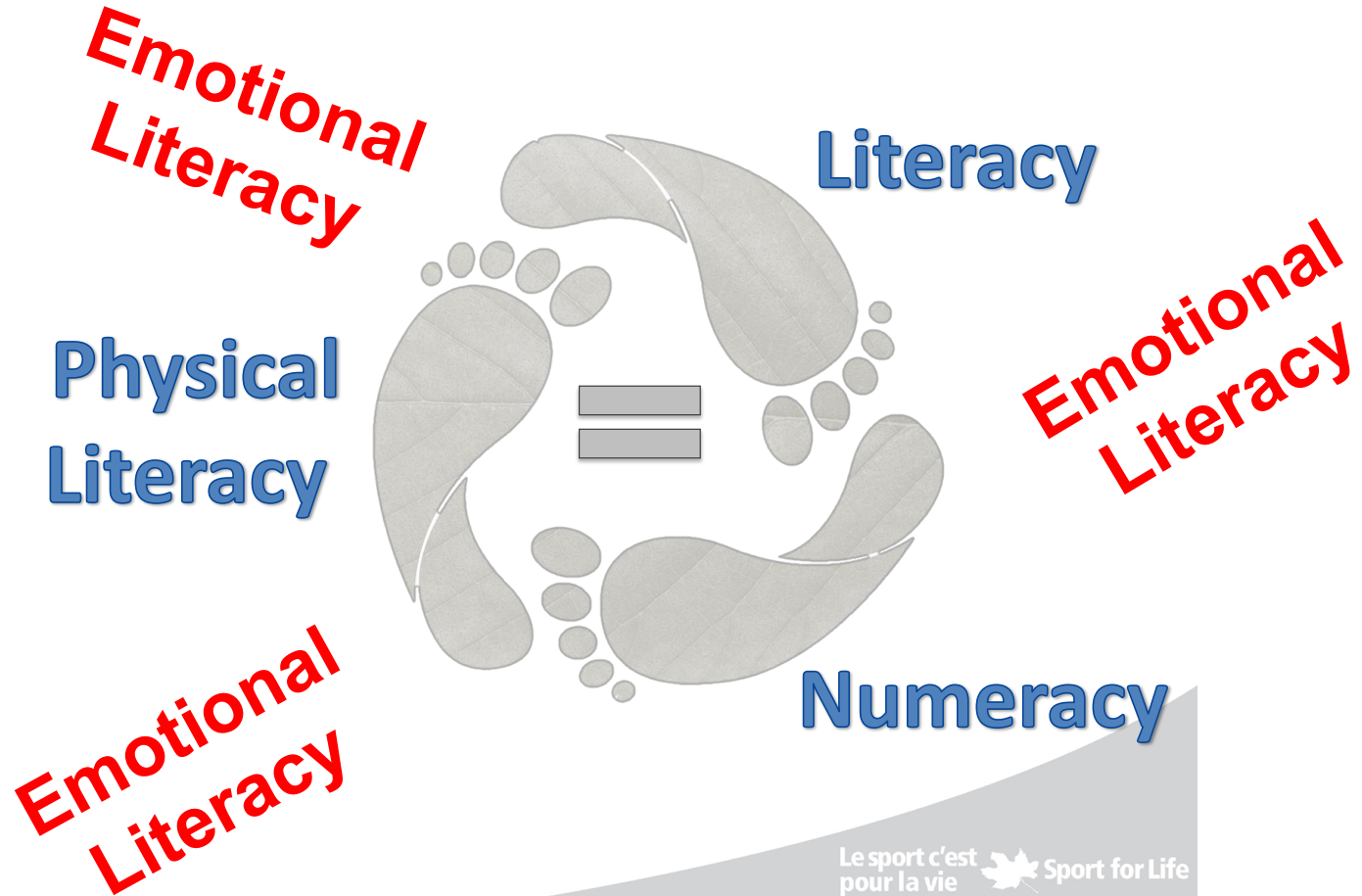
**WEST
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A world of opportunity

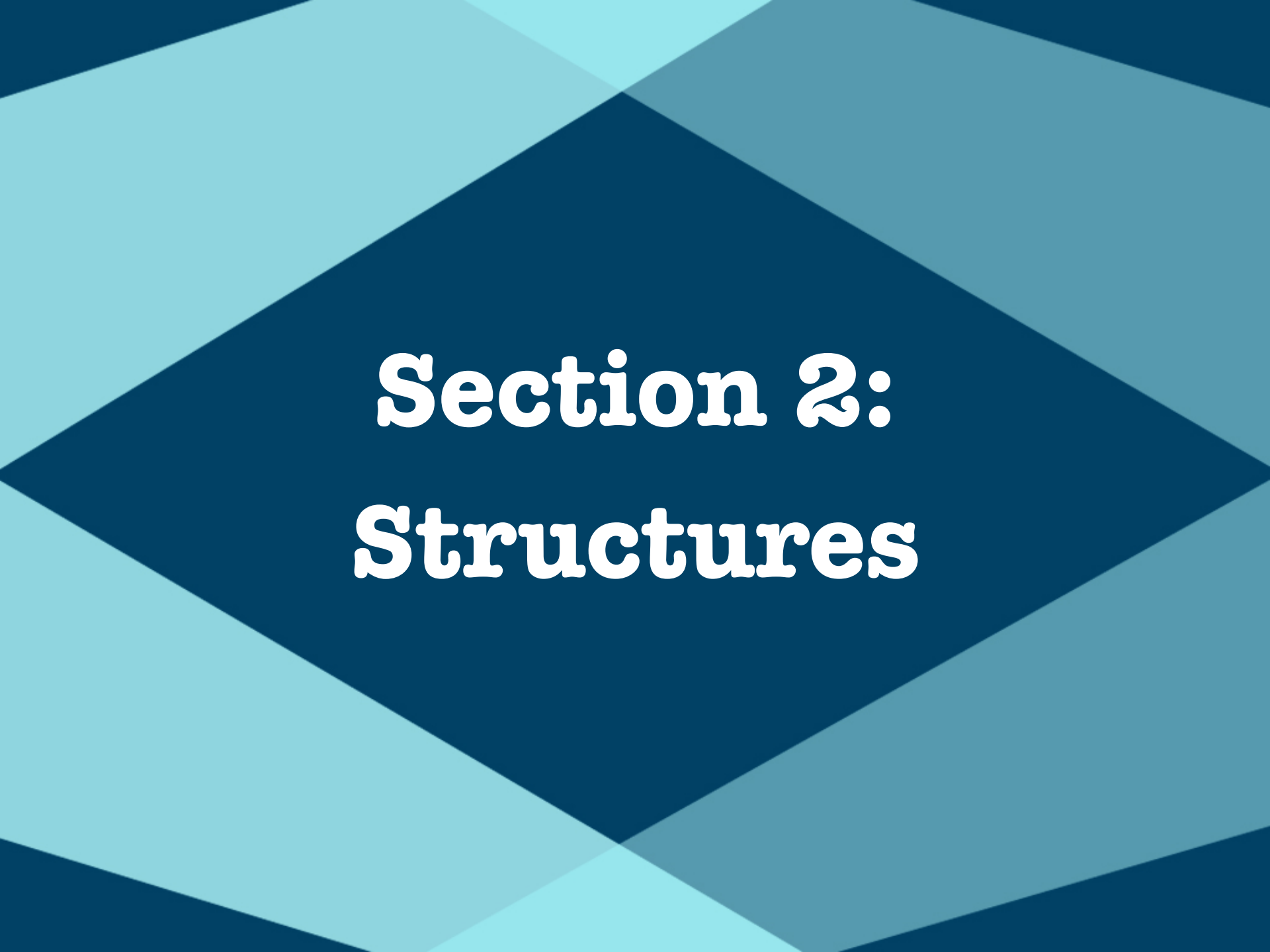
Human Development

- ✓ Developmentally children **need** structure and **need** direct instruction to co-regulate and self-regulate.
- ✓ The adults in the child's world **need** to create these structures and invest time in creating environments where children can thrive.
- ✓ Investing **time** in developing and nurturing emotional literacy is important and necessary. Learning how to manage emotional states and cope with life's stressors is critical.
- ✓ Investing **time** here is worthwhile and will allow for deeper and more complex cognitive processes to take root.

Core Foundations?



Le sport c'est pour la vie  Sport for Life

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Section 2: Structures

Reflective Case Study – The Twins

1. 4 groups A-B-C-D
2. 5 minutes – Read & Reflect
3. 4 minutes debrief with group
 - What?
 - So what?
 - Now what?



IF...

- ✓ Not all students learn in the same way.
- ✓ Not all students learn at the same speed.
- ✓ Some students are lagging in the prior skills and knowledge.

THEN...

Ensure **universal access** to essential grade-level curriculum.

Identify and teach essential academic and social **behaviours**.

Provide **preventions** to proactively support student success.

EVERYONE IS WELCOME!

1 in 3 kids is vulnerable

This means 1 in every 3 kids starts school not ready to learn. In some Lower Mainland neighbourhoods, that number is even worse: it's 1 in 2.

Up to half of the five year olds in the following locations were identified as “developmentally vulnerable” when they entered kindergarten. We’ve already begun to see some improvements since United Way Avenues of Change was launched.

- Strathcona (Vancouver) – 51% vulnerable (down from 52%)
- Guildford West (Surrey) – 51% vulnerable
- Richmond City Centre – 44% vulnerable
- Coquitlam River (Tri-Cities) – 38% vulnerable (down from 43%)
- Squamish – 35% vulnerable

In each of these areas, we are working closely with key community partners and stakeholders to deliver neighbourhood-specific strategies to help kids succeed.



<http://earlylearning.ubc.ca/interactive-map/>



SCHOOL DISTRICT 44 ■ NORTH VANCOUVER

WAVE 6 COMMUNITY PROFILE



SCHOOL DISTRICT 45 ■ WEST VANCOUVER

WAVE 6 COMMUNITY PROFILE

The magic doesn't **begin** in Kindergarten...



Connect. Care. Love where you live.



THE UNIVERSITY OF BRITISH COLUMBIA



Early Learning Student Support Services

Early Intervention

Building
Capacity

Formative
Assessment

Response to Intervention

Literacy
Foundations

Numeracy
Foundations



WEST
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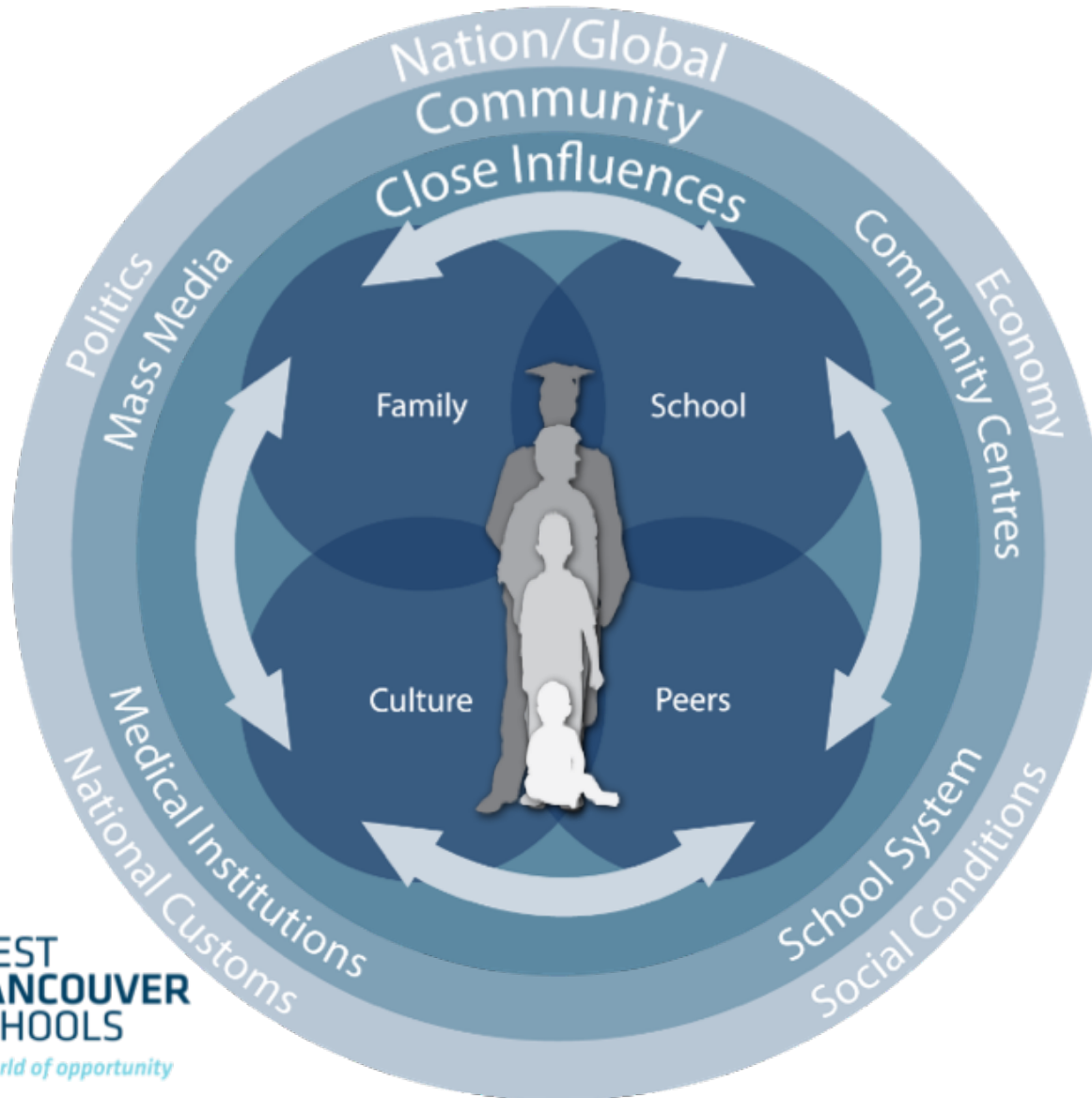
Physical
Foundations

SEL/S-R/E-F
Foundations

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Section 3: Strategies

Influences on Development



Asset Mapping & Exploring Barriers



Asset Mapping

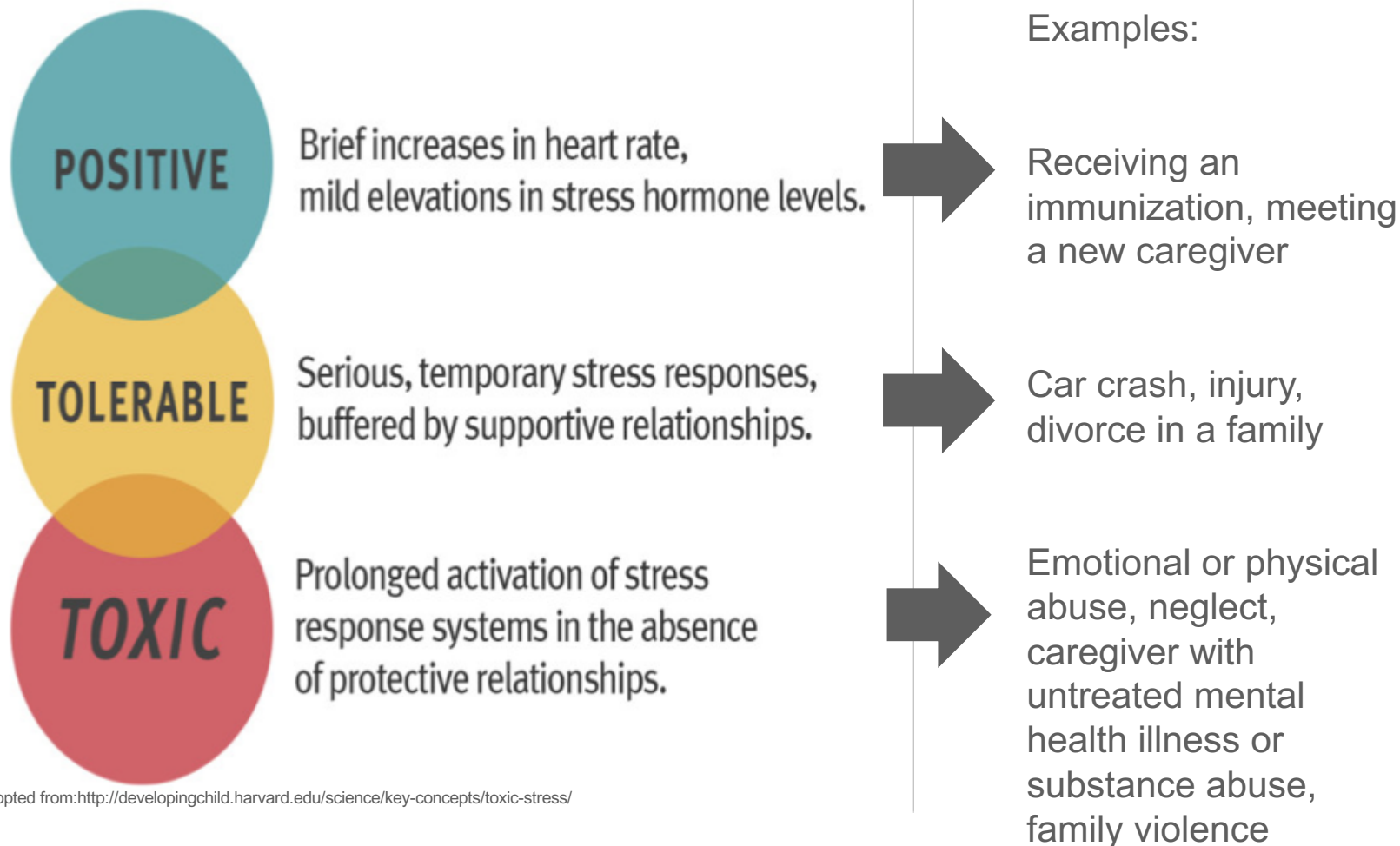
- Asset mapping, drawing a map of what is valuable in our communities, is an exercise in community development.
- Personal asset mapping starts with self-reflection and is a critical starting point.
- Community mapping helps us learn about the places in which we live.

Addressing Barriers

Barriers to healthy development exist at all levels:

- ✓ Close influences of family, school, culture & peers.
- ✓ Community influences, including community supports and services, the school and health systems.
- ✓ Global/national influences including the economy, culture and customs, social conditions and policy.

Types of Childhood Stress



Adopted from: <http://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

Consistent, predictable, caring, loving parenting and caregiving builds healthy brains

Now what?

A powerful antidote for child vulnerability is the **universal provision** of family strengthening programs, services and resources that support families with young children.



Properties Hub Family Drop-in



Celebrate the joy of learning through play with your child!

IPALS 课程

帮助移民家长成为更好的语言读写支持者
免费、有趣的学习

中文 (普通话)
每周一、三、五
2018年11月
2月5、12、19、26
3月5、12、19

什么是IPALS 课程?

针对家有3-5岁孩子的移民家庭设计的读写课程。家长学习如何鼓励年幼孩子发展语言和读写技巧的方法，帮助他们参与者注册需提供永久居民卡 (枫叶卡) 信息。

了解更多详情或注册，请发邮件至
ddevita@wvschools.ca (English)
fzhu@wvschools.ca (Chinese 中文服务)

地址:
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1300



WEST VANCOUVER SCHOOLS

A world of opportunity

Kindergarten Gradual Entry

2018/19



WEST VANCOUVER SCHOOLS

westvancouver.ca



True North Street Party

with glowing hearts

COME JOIN US FOR A FREE
COMMUNITY STREET PARTY

When is it?

Saturday
September 16
11 am - 4 pm

Where is it?

Sentinel Secondary School
1250 Chartwell Drive
West Vancouver

See you there!

Enjoy live entertainment, robotics, games, prizes, food trucks & more—there's something for everyone!

Activities include:

- Table Tennis
- Sport Demos from Pros
- Fencing
- Weaving Skills Training
- Face Painting
- Bouncy Castle
- Circus Performing Arts
- Family Yoga
- Canada 150s Art Project
- Children's Storytimes

Win prizes in our family table tennis, hula hoop and old school games competitions!

Food Trucks: Spice Among Ice Cream, Slavic Rolls — European Pastries, Tim Horton's Community Coffee Truck and White Spot.

The first 150 people will receive a \$5 gift certificate for White Spot!

COMMUNITY PARTNERS/PARTICIPANTS:

Beyond Sound, Champions Martial Arts, Dance PUP!, North Shore Tennis Club, Eagle Song Drummer, West Vancouver Martial Arts, Red Fox Healthy Living Society, West Vancouver Schools Premier Hockey Academy, B&M Academy-Dance! Jazz BC, Fencing Academy, Mechatronics and Robotics Academy, W.V. Memorial Library, West Vancouver Police and Fire

Learn more:

westvancouver.ca



SAT, NOV. 18
9 A.M. TO 12 P.M.
2121 MARINE DRIVE | FREE

Talk to community nurses, West Vancouver School staff, enjoy Storytime with West Vancouver Memorial Library librarians, hop on a West Vancouver fire truck, stop by our retro technology petting zoo and more!

SPECIAL ATTRACTION!

This year's fair will feature a free concert by award-winning children's performer Ginalina brought to you by the Kay Meek Centre

westvancouverrec.ca

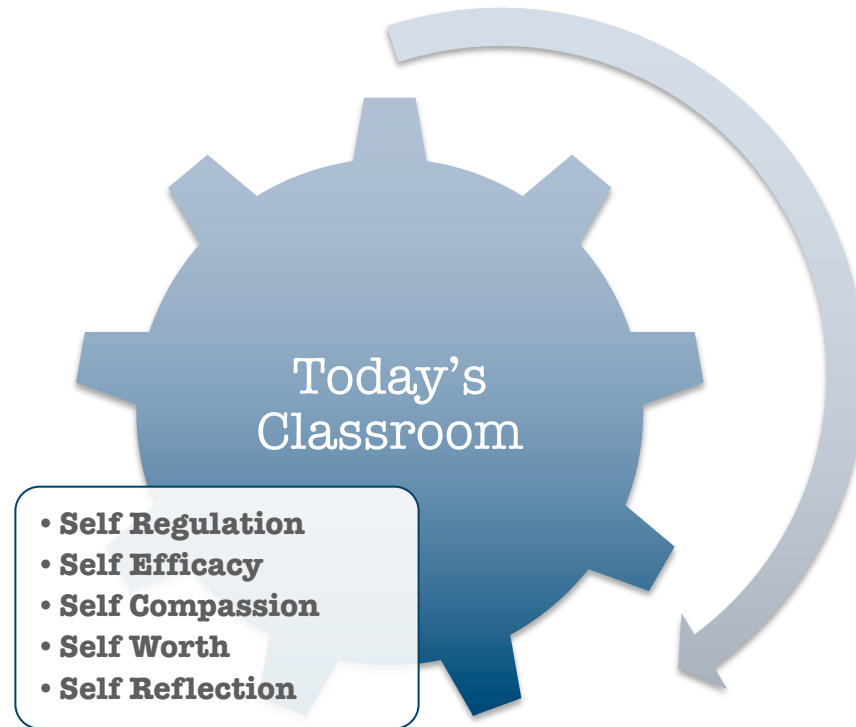


Rethinking Kindergarten

1. A program that emphasizes **play**
2. Set the 'stage' for **learning**
3. Support the child's **individual** needs
4. Teach kids about **Self-Regulation**

(J. Hoffman, 2012)



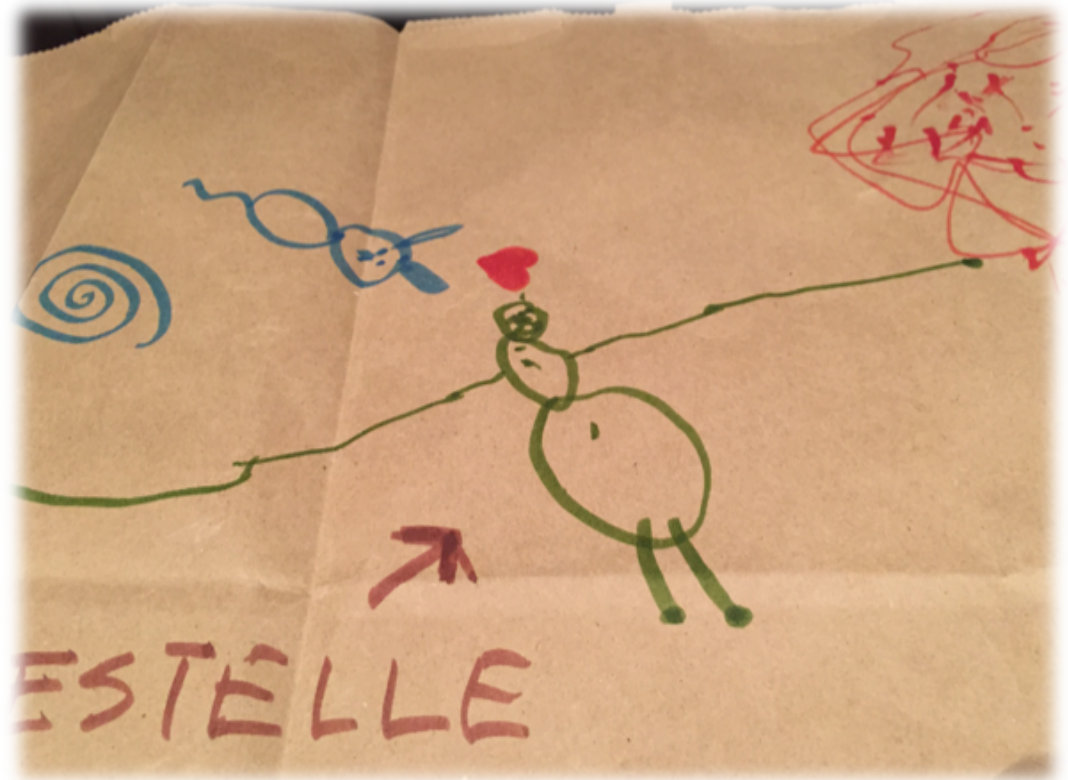


The Critical Dance

(N. Fryer, 2012)

Contexts that support kindness and compassion...

Result in humans who are **resilient** and able to **regulate** in the most challenging of contexts.



(M. Greenberg, 2014)

Think deeply about what we grow.



Keep in touch

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www.thehawnfoundation.org

www.self-regulation.ca