Annual Report February 24, 2020

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Education, 2018b). Concepts in the framework can be interwoven with the BC Curriculum to inspire both **early childhood educators** and educators working with children in Kindergarten to Grade 3.

Resists language, concepts, and pedagogies that perpetuate legacies of **colonizati**

ACTION ITEMS

- Expand the number of schools participating in Childhood Experiences Questionnaire (CHEQ) from three to eight.
- Collaborate with principals from the CHEQ pilot to discuss their data and develop action plans to support their learners.
- Expand the Strong, Prepared and Ready for Kindergarten (SPARK) program to ensure it is represented in each family of schools.
- Develop and deliver a professional learning series focused on the principles of the Early Learning Framework (ELF).
- Participate in provincial sessions that support early learners, such as Strengthening Early Years to Kindergarten Transitions (SEY2KT) and Changing Results for Young Children (CR4YC).
- Collaborate with the early years' community partners on three "Kindergarten Readiness" presentations for families, preschools and daycare professionals.
- Collaborate with community partners on four community events to increase awareness about the importance of literacy and provide literacy support for all ages.
- Build a collaborative service-learning project with

The bottom left corner of the following chart illustrates the improvement in phonological awareness from the Fall, in blue, to the Spring assessment indicated by the orange bar. Clearly, interventions are moving students along, but we will continue to monitor and support this area as it is a foundational component of literacy. We know that students who have poor phonological skills become our struggling readers and writers if we do not address it. These data sets show good improvement in all domains.

we will continue to work towards all students progressing in their learning.

Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers in the second half of the school year. This instrument is used not only across our school district, but across Canada and internationally. The purpose of the questionnaire is to measure a child's ability to meet age appropriate developmental expectations. The EDI measures five areas. The following notes the five developmental areas and offers a sample question for each.

Physical Health and Well-Being

Sample EDI question: Would you say that this child is well coordinated? (moves without running into things or tripping over things)

Social Competence

Sample EDI question: Would you say that this child is able to follow one-step instructions?

Emotional Maturity

Sample EDI question: Would you say that this child comforts a child who is crying or upset?

Language and Cognitive Development

Sample EDI question: Would you say that this child is able to read simple words?

Communication Skills and General Knowledge

Sample EDI question: How would you rate this child's ability to tell a story?

School districts are invited to participate in a series of "waves" of the EDI before being rotated out to accommodate other districts. SD73 was only a part of Wave 7 for one year (2016-2017), however, we

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Wave 7 neighborhood results for Kamloops-Thompson (darker colour indicate increased vulnerability scores).[4]

	Total Count	Physical	Social	Emotional	Language	Communication	One or More Scales	erable
Sahali	91	9	10	8	2	2	14	
Valleyview – Barnhartvale	152	7	8	11	7	5		30
Westsyde – Rayleigh	181	12	8	13	7	8		39
Kamloops Downtown	71	13	20	18	12	11		
Aberdeen – Dufferin	150	10	11	12	11	13		

DISTRICT and PROVINCIAL PROGRAMS

SD73 participates in a number of partnerships, both between departments and in our communities. The school district departments of Curriculum and Instruction, Aboriginal Education, and Inclusive Education work together to ensure our students have the supports they need for success. Our partnerships into the community further enhance learning experiences for current and our soon-to-be students as well as their families.

StrongStart

SD73 has seven StrongStart programs. StrongStart provides rich learning experiences designed to support early learning in a variety of developmental areas including: physical, cognitive, social and emotional, and language. Our programs are supported by qualified Early Childhood Educators (ECEs). The ECEs work closely with other staff in the primary years, particularly the kindergarten teacher. A positive transition to kindergarten is important and allows children the opportunity to make friends and interact with children of the same age.

In February, 2020, the Ministry of Education announced an initiative to create a connection for Aboriginal families. In particular, school districts will begin professional development to plan to build capacity in developing or enhancing relationships with local Indigenous communities. Our early years' team has been working with the Aboriginal Education department for a number of years, however, this new initiative will allow us to begin to develop deeper ties with our Elders, storytellers, and language keepers.

centres.

Ready, Set, Learn

To increase the social and emotional well-being of young children
To improve the quality of practices associated with teaching social and emotional well-being
To increase collaboration and strengthen relationships between early childhood educators and primary teachers
To use the science and research of social and emotional well-being to improve both educators' practice and social and emotional outcomes for children
To provide young children with opportunities and specific skills that foster their social and emotional competence through positive human qualities: happiness, self-regulation, kindness, empathy, sense of belonging, altruism, sense of agency, compassion, sense of identity, and building relationships
(Changing Results for Young Children report, p. 3)

The report can be found at https://cr4yr.com/2019/09/02/changing-results-for-young-children-

between our StrongStart educators and our kindergarten teachers. These early years' educators

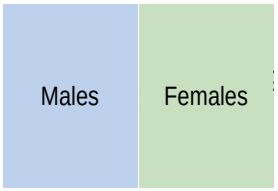
ACTION ITEM

- Expand the Strong, Prepared and Ready for Kindergarten (SPARK) program to ensure it is represented in each family of schools.

Supported Transitions

Early Years Kindergarten planning for students with diverse learning abilities takes place each spring. The purpose of this planning is to effectively transition children into Kindergarten by collaboratively sharing information between families, community agencies and District employees.

During 2018–2019, the following Kindergarten planning meetings occurred to support incoming learners:



None of this work would be as successful without our community partners. A continued focus

APPENDIX 1: GLOSSARY and ACRONYMS

ASQ
Ages and Stages Questionnaire – Thompson Rivers University nursing students

CHEQ
Childhood Experiences Questionnaire. For more information on CHEQ, see

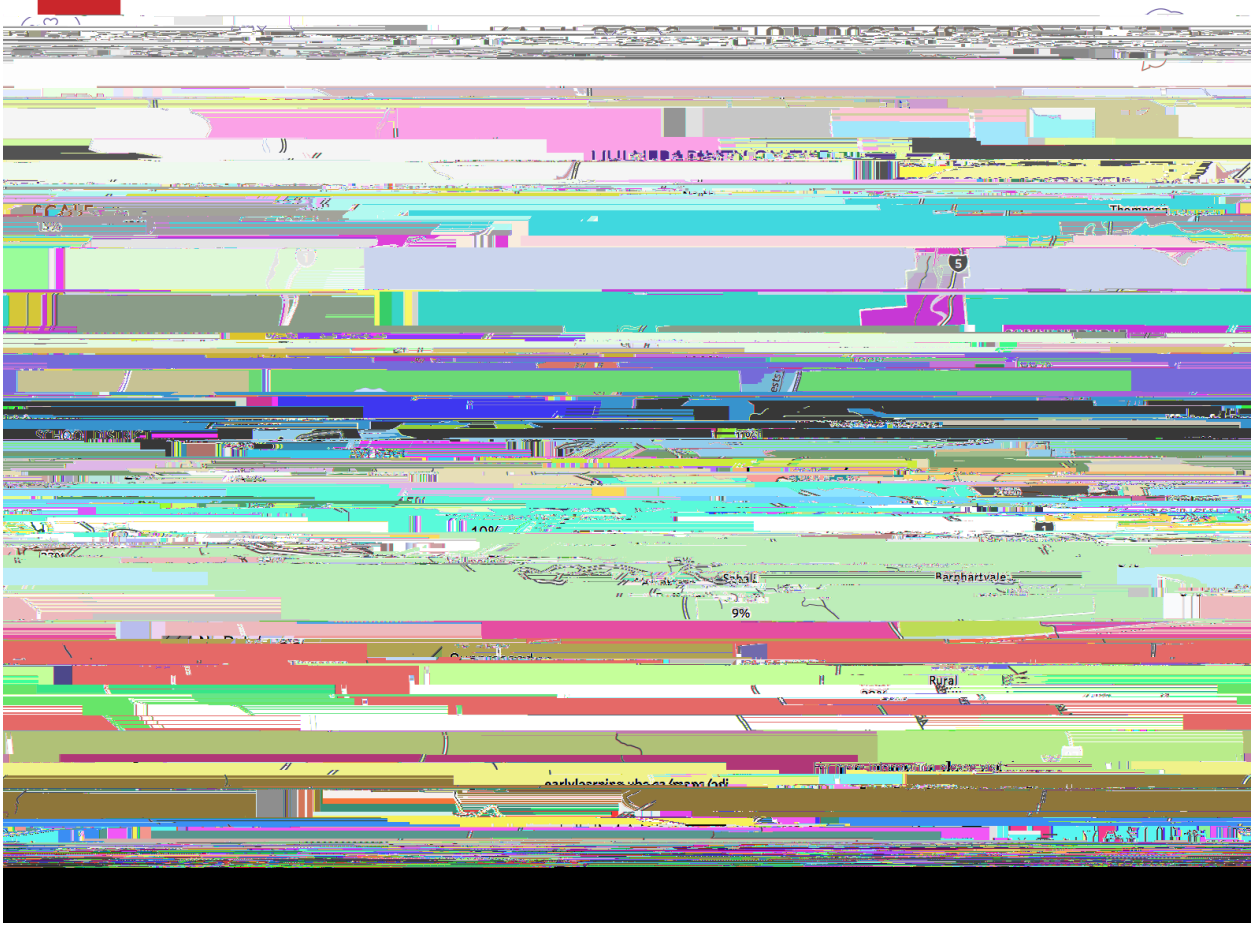
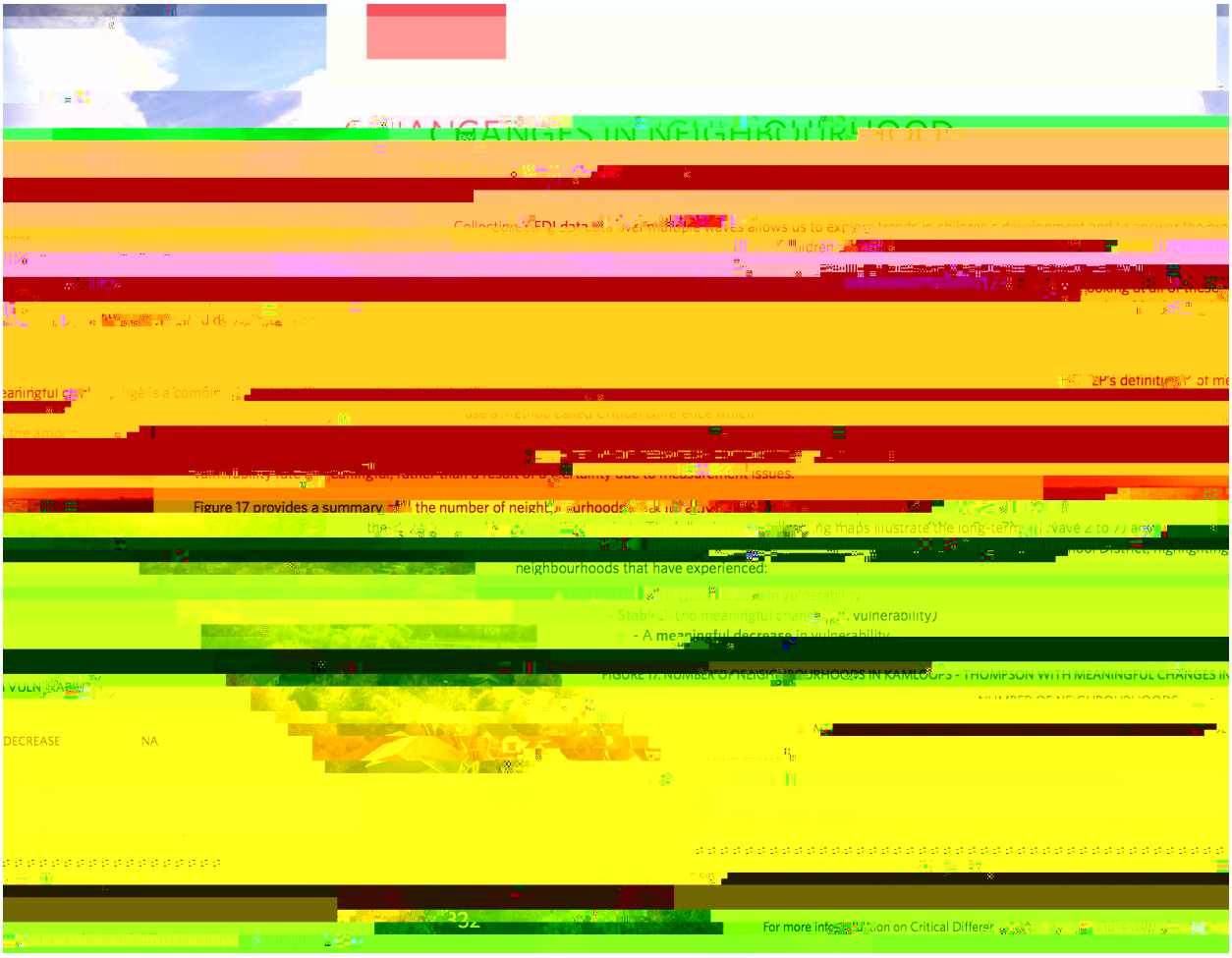
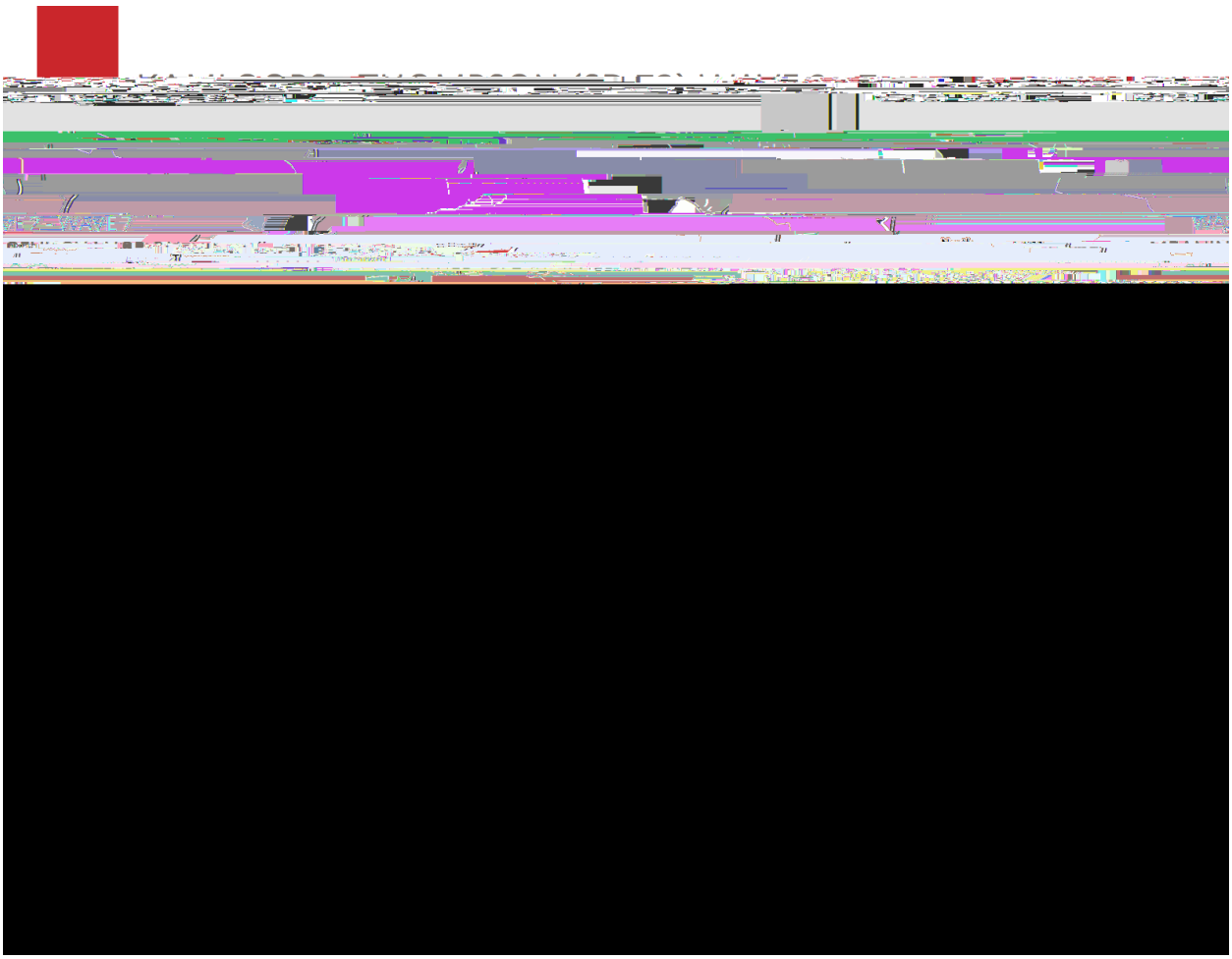
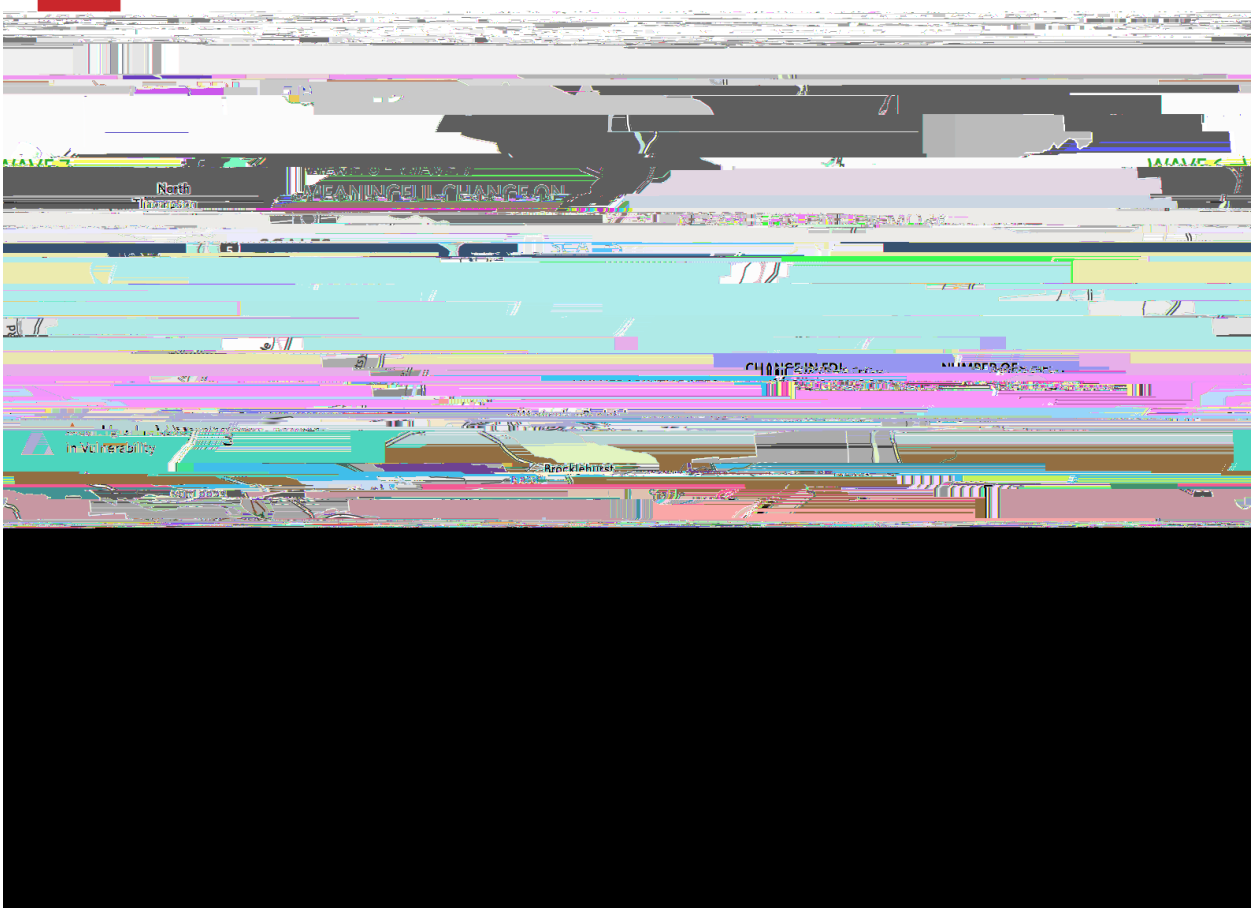
A free early learning program located in schools, for preschool children accompanied by parent, other adult family member or caregiver, created through an agreement between school districts and the Ministry of Education.

SPARK
Strong, Prepared and Ready for Kindergarten

TRC
Calls to Action of the Truth and Reconciliation Commission (TRC)

UNDRIP
United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

APPENDIX II: EARLY DEVELOPMENT INSTRUMENT NEIGHBOURHOOD MAPS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