



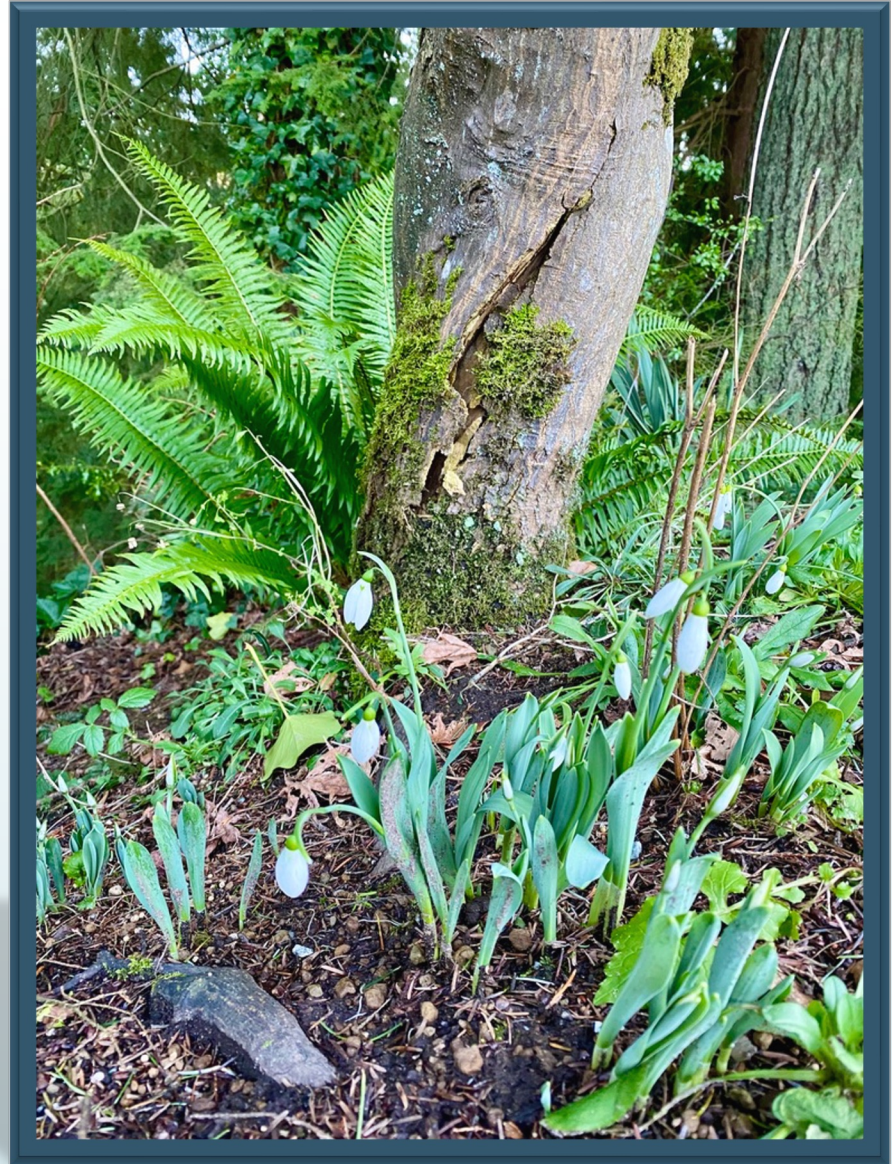
Changing Possibilities for Young Children 2022-2023

**Session #4
Feb. 2023**

- Barb McBride
- bbmcbride@shaw.ca

Land Acknowledgement

I would like to
acknowledge that I
live on the unceded,
shared, traditional
territory of Kwikwetlem
(kwee-kwit-lum) First
Nation.



Shape of the Day

Focus Group: CHECK-IN –

- Montessori Quote

Social and Emotional Well-Being (SEWB) of Young Children

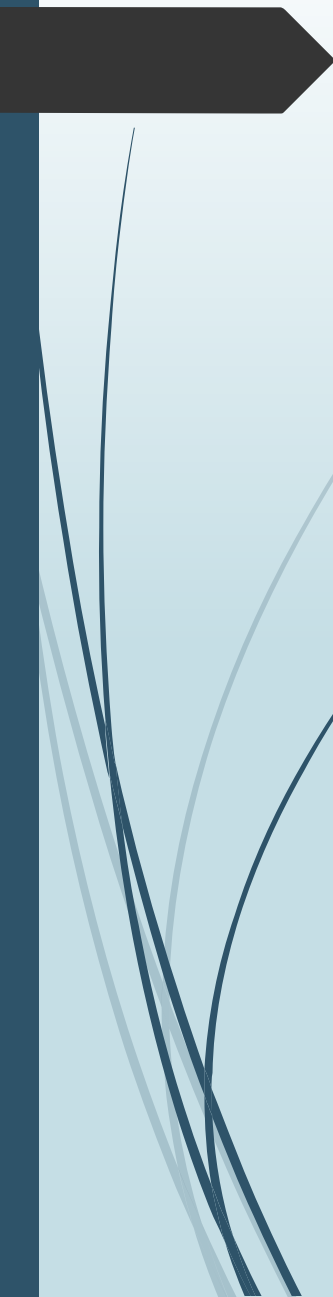
- Stories about Possibilities
- Paradigm Shift
- Building Relationships
- Brain Research

Work/Collaboration Session

- Using the Thinking Lens- Sharing your Observation of your Wonder Child

Commitment: take action (think big, act small)

- Continue working on your inquiry
- Observe and document
- Bring a Photo and Observation of your Wonder Child
- Bring your children's responses to "I Hope"

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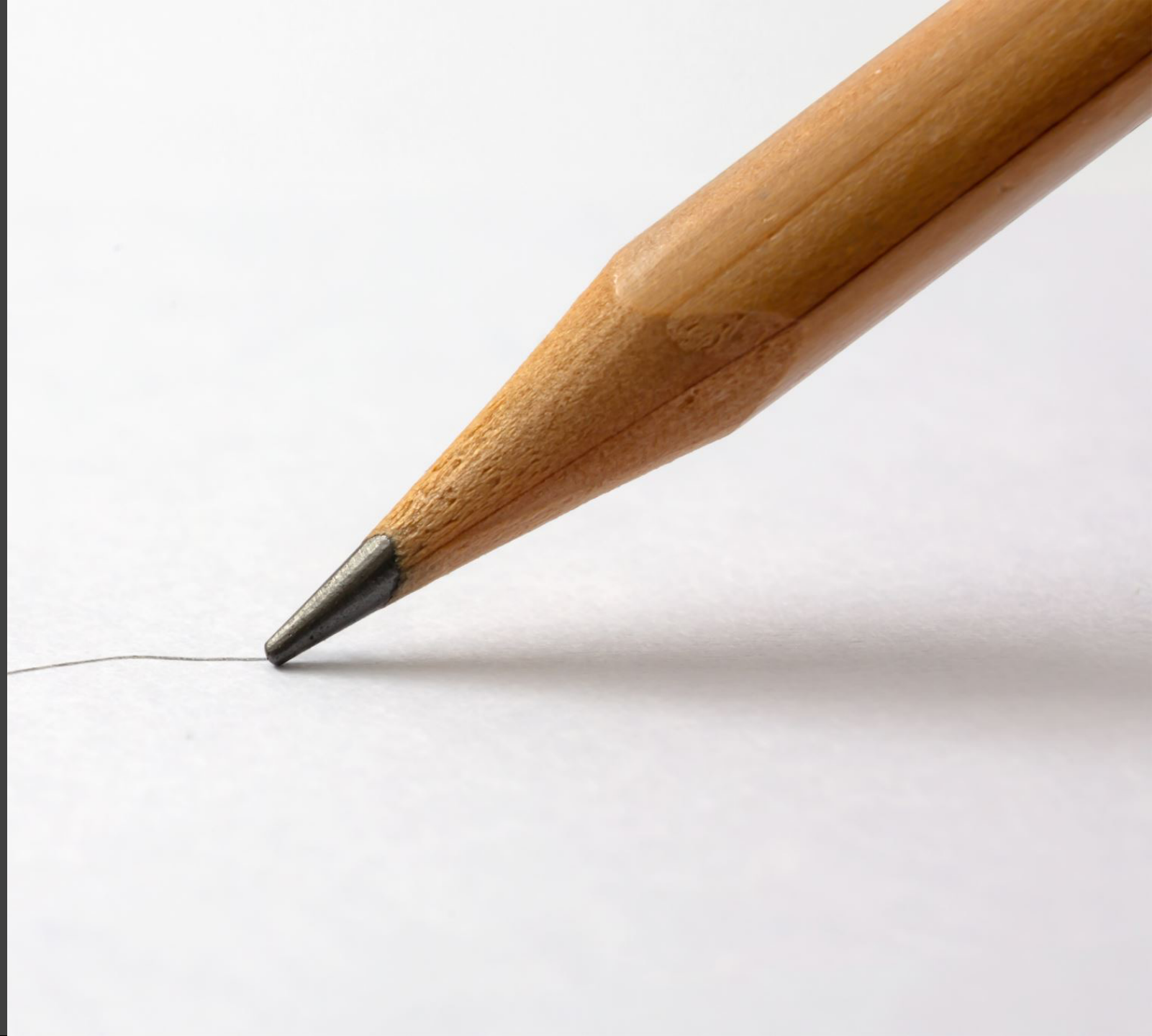
**Within the child lies
the fate of the future.**

Maria Montessori

Write/Sketch/ Draw

5 MINUTE WRITE-

- What does this quote mean to you?
- How does it resonate with the work you are doing with your Wonder Child?





Share Your Thoughts

- Talk for one or two minutes to the whole group...
- Choose something that you believe would be engaging or interesting for your colleagues to hear.

Summary of Learning ~

The excerpts in your handout are taken from the ***Summary of Learning*** written by Jennifer Delvecchio . The complete document is found on the CP4YC website.

2021-2022

CHANGING RESULTS FOR YOUNG CHILDREN

SUMMARY OF LEARNING



Stories About Possibilities

Since 2017, Changing Results for Young Children has become an evolving source of research and possibilities in diverse BC Early Learning Communities.

Varied in what this pedagogical living inquiry can offer to many, CR4YC's research pillars are strength-based and constant regardless of the focus, facet or spirit of our educators and communities.

NARRATIVES IN 3 THEMES

narrative a spoken or written account of connected events: a story.



Individuality

Theme 1:

INDIVIDUALITY WHEN OBSERVING SOCIAL AND
EMOTIONAL WELL BEING

Learning requires exploration of one's identity.



Reciprocity

Theme 2:

IMPACT ON EDUCATORS: GIFTS ARE GIVEN
THROUGH RECIPROCITY

Learning is holistic, reflexive, reflective, experiential,
and relational.



Care

Theme 3:

CARE AND HANDLING OF OUR WONDER
CHILDREN: ADVICE TO COLLEAGUES

Learning involves patience and time

Impact on Educators:

Gifts Are Given Through Reciprocity Theme Two

Read the Louie's story written by one of last year's educator

When finished, have a conversation about:

What resonates about the importance of relationship in his story?



Social and Emotional Well-being

It's not one
more thing on
the plate, it IS
the plate

Dr. Kim Schonert-Reichl, CASEL

Research has shown that social and emotional development is essential to a child's future academic success and health and well-being (Hemmeter et al., 2008; Rucinski et al., 2018; Voineau & Damian, 2014).



A Paradigm Shift

**From ill-being
to
well-being**

**Creating contexts and
conditions
where children's natural
talents
can flourish**



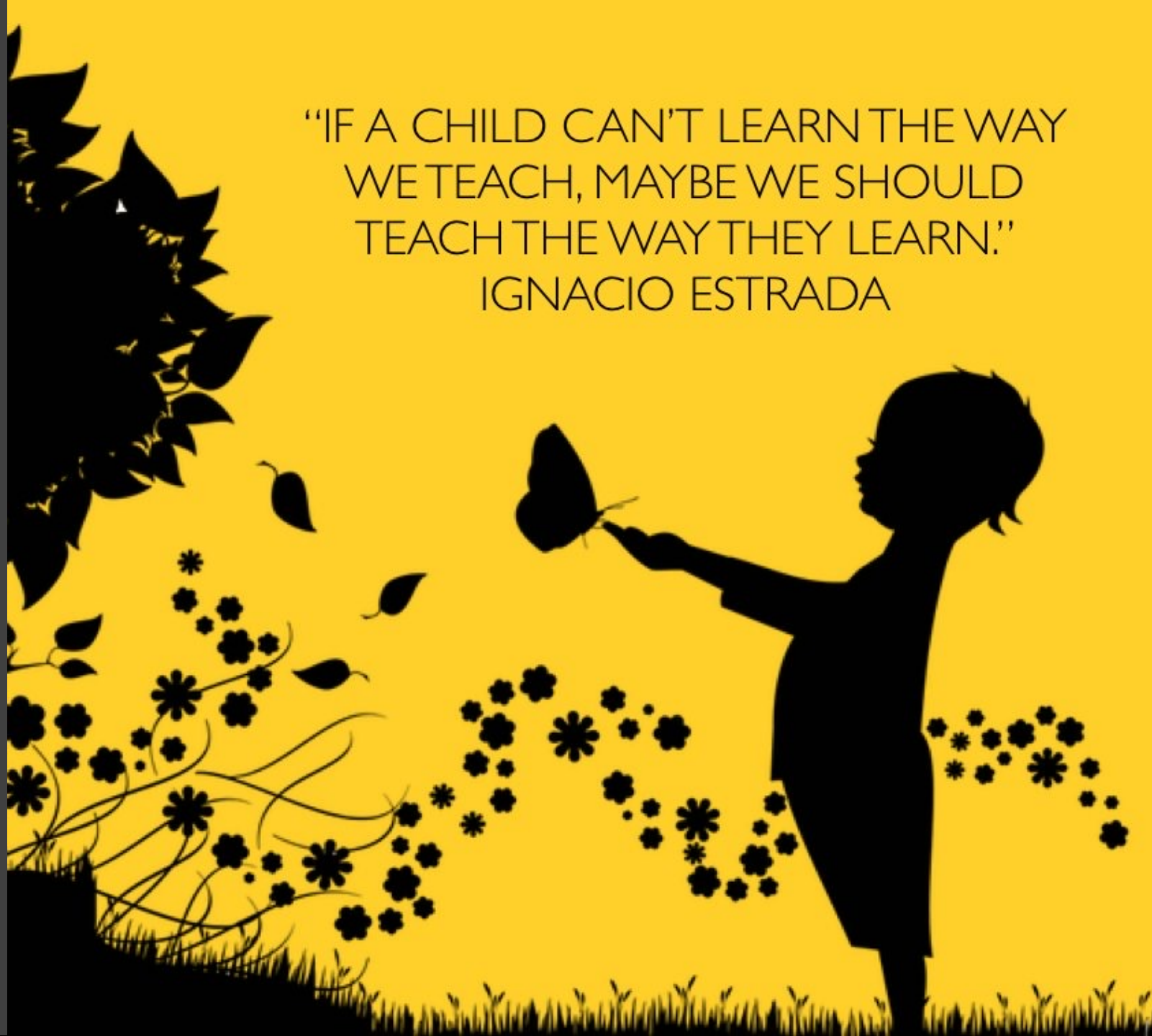
Pedagogy

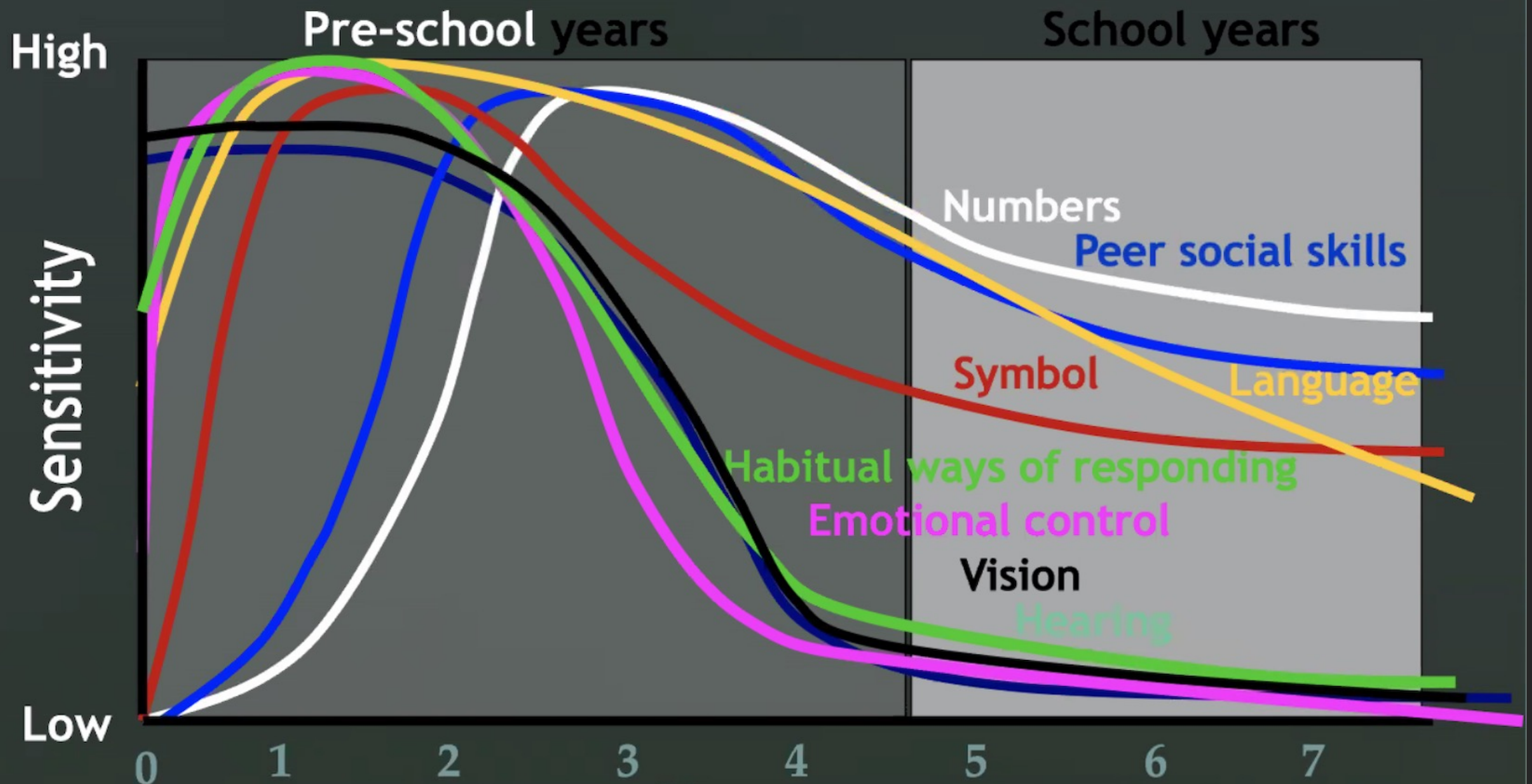
“The method and practice of teaching by exploring ideas and issues and creating environments where learning and thinking can flourish. With this understanding, education and pedagogy are not about learning facts but are concerned with ethical questions of living in the world together.”

ELF p13

“IF A CHILD CAN'T LEARN THE WAY
WE TEACH, MAYBE WE SHOULD
TEACH THE WAY THEY LEARN.”

IGNACIO ESTRADA

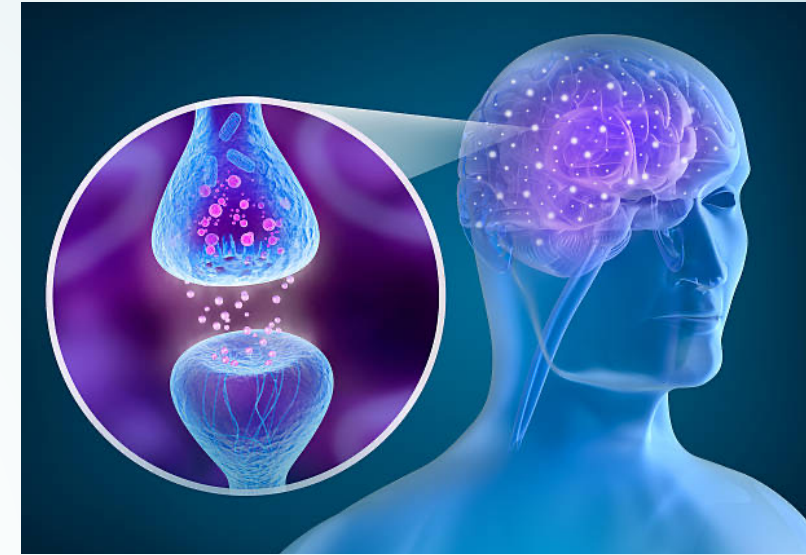




What repercussions does this graph have on the work you do?

Our Brain

- Your brain is not just produced by your genes. Your brain is sculpted by a lifetime of experiences.
- Every experience creates neurons and information is transmitted through the brain at synapses.
- Learning helps our neurons grow. The more we learn the more connections they make.
- Learning is reinforced by repeated exposures. The more we use a skill the stronger those connections become.
- The brain is a social organ- wired to connect... the modern human brain's primary environment is our matrix of social relationships.

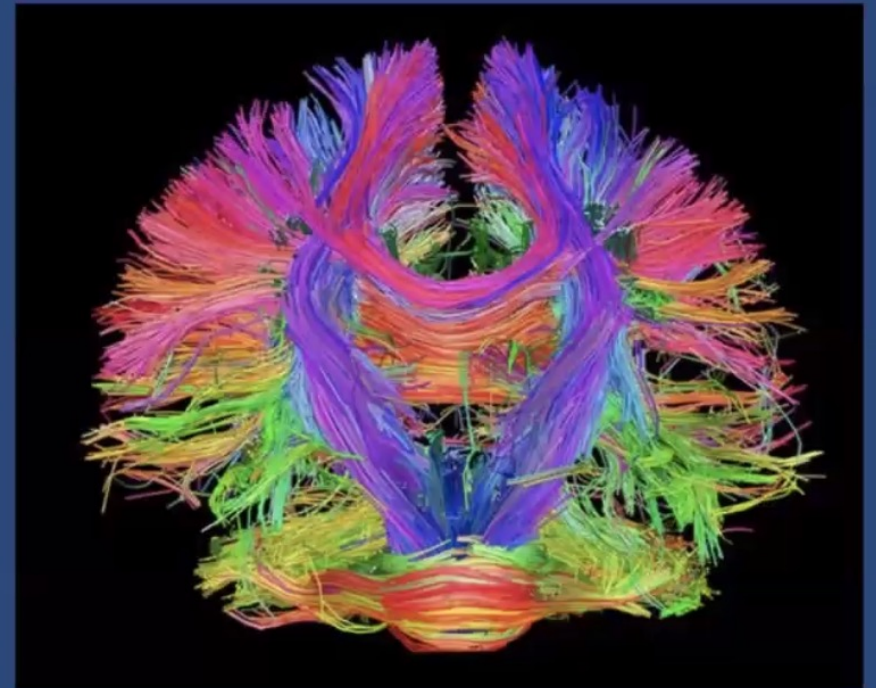


The Brain & Stress

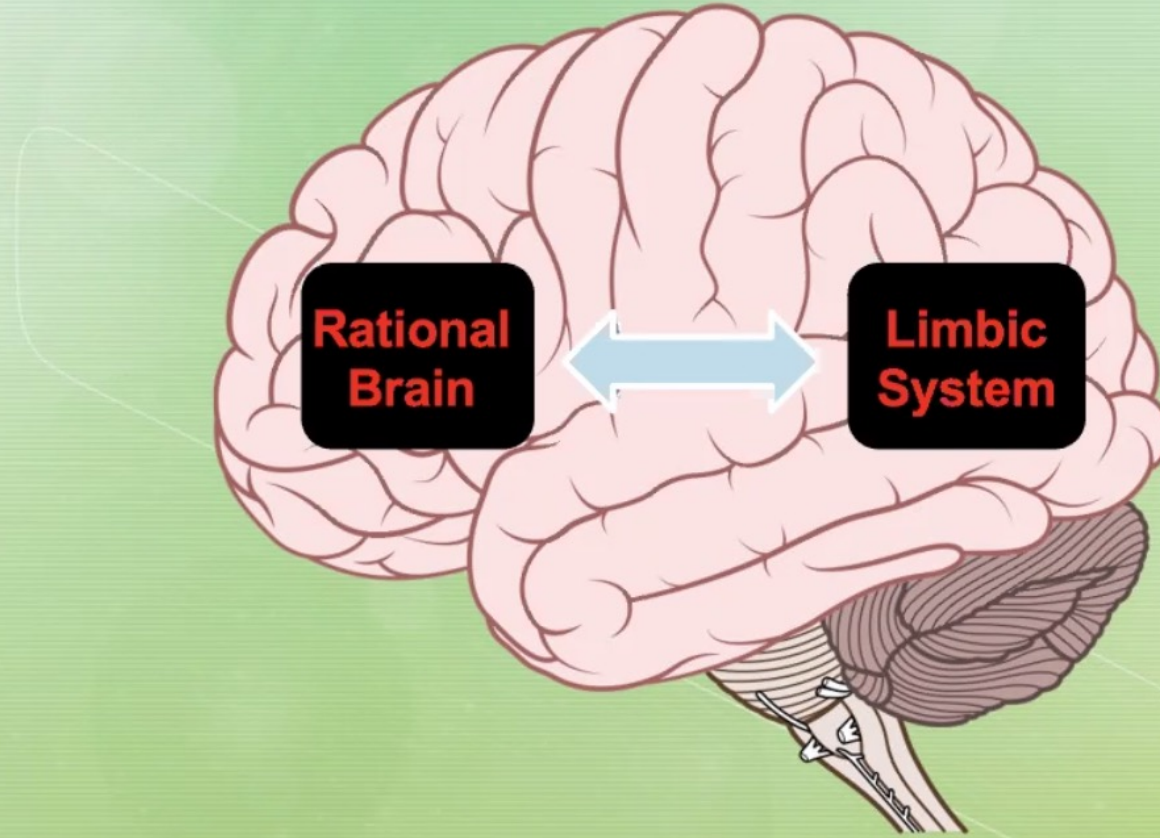
When stress becomes severe our brains down shift.

The thinking part of our brain goes “off line”.

We become stuck in a survival “brain state”.



Uncertainty + The Brain



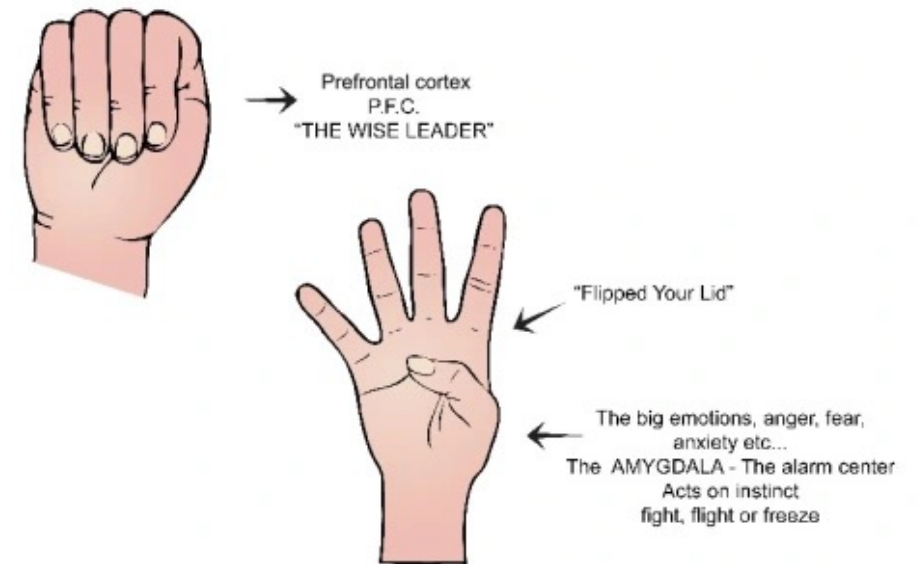
**Uncertainty makes your brain yield control to the limbic system.
You must engage your rational brain to keep yourself on track.**

Flipping One's Lid!

- Wise Leader
 - Prefrontal Cortex
- Big Emotions
 - Amygdala takes over
 - Fight
 - Flight
 - Freeze
 - Flock

Daniel Siegle-
The Whole-Brain Child

"Flipping One's Lid"



Credit: Daniel Siegel, V.D., is the creator of this metaphor
and expression "Flipped Lid". Copyright © 2014 www.sharonSelby.com

Sharon Selby © 2015 www.SharonSelby.com

All Behaviour Has a Reason

Children will do well if they can...

- Try to see the world from the child's perspective
- If we believe that stress is the underlying issue for most behaviour, we need to seek to find the source of the stress (i.e., be a stress detective!)

I see you, how can I help?



Behaviour is Communication

What we see: Behaviour

What we don't see

Emotions

- Anger
- Sadness
- Fear
- Happiness

Self-regulation

Sense of security

Developmental level

Social skills

Sense of safety

Sensory needs

Hunger

Need for connection

Self-esteem

Sense of belonging

Attachment

Sleep

www.medium.com/parentingplace

In your Triads unpack this slide. Talk about the impact of the bottom 90% of the iceberg on the Social and Emotional Well-Being of your Wonder Child.

BUILDING RELATIONSHIPS

Research Finding:

The quality of a person's relationships and social interactions shapes their development and health; both of the body and of the brain.

The brain changes with experience and relationships are the nutrients of the brain.

Dr. Jean Clinton
Child Psychiatrist,
McMaster University



Building Positive Relationships With Young Children

Educator's voices on...

1. Strategies for Building Positive Relationships
2. Providing Responsive Care Giving
3. Responsive Caregiving in Preschool.



Talk in your Triads: What resonated with you from this video clip?

The Brain and Relationships

Key Take Aways

- The brain is the social organ of the body.
- We survive through relationships with others.
- Relationships impact the development of the brain.



We want to lift a child up... we want to notice **them and their emotional deeds**:

Not just “good job”, but I noticed:

- “You were helpful when...”
- “You showed you cared when...”
- “It was so generous when...”
- “It was so kind when...”

We want to show that **the child’s social/emotional connections are just as important than their accomplishments.**

Your words can fill a child’s emotional piggy bank.



Who you are is more important than
what you do!

Building Better Relationships

The 2x10 Strategy

Why?

- ✓ Better relationships with your students leads to more effective behavior interventions.
- ✓ Students learn better from adults they have relationships with.
- ✓ Teachers feel happier and more effective when they have strong relationships with students.

- 1 Choose a student in your class that you would like to form a stronger relationship with.
- 2 For 10 days, spend 2 minutes per day chatting with that student about non-academic topics. Let the student drive the direction of the conversation.
- 3 Reflect on how the time impacted your knowledge of the student. After your 10 days, choose another student and try it again.

APS Behavior Support Specialists, 2021



The best gift an educator can give a child is a few minutes of time each day.

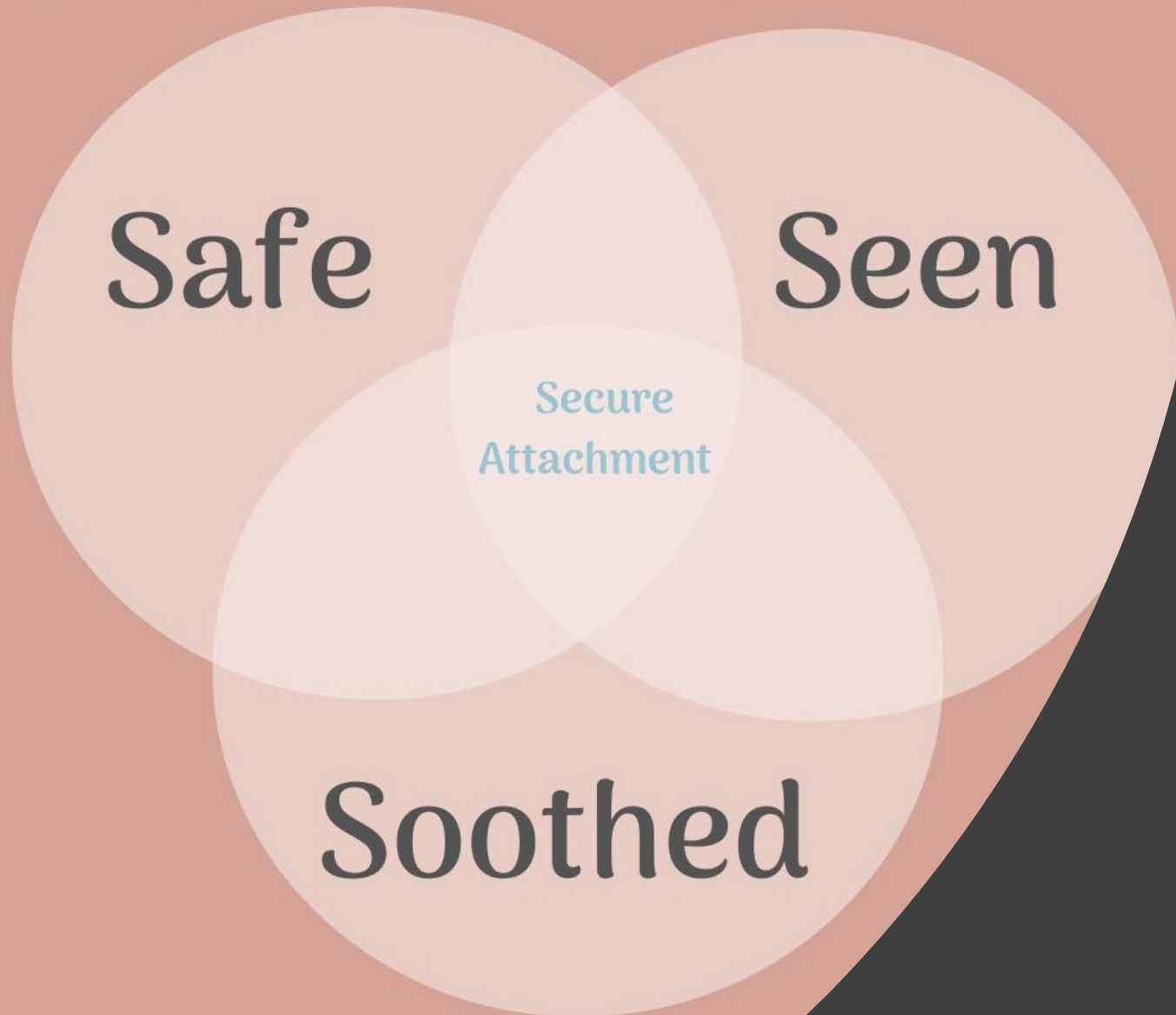
Connecting vs Correcting

It is the connection to the child that is central to his development, not the corrections that are applied.

Dan Hughes



Secure Attachment



The 4 S's

In order to survive a child needs to be supported with the 4 S's.

When they are Safe, Seen, and Soothed they will be able to develop Secure Attachments.

Daniel Siegel

“....supportive relationships with educators can promote feelings of safety and connectedness among students, providing the social support necessary to thrive socially, emotionally, and academically.”





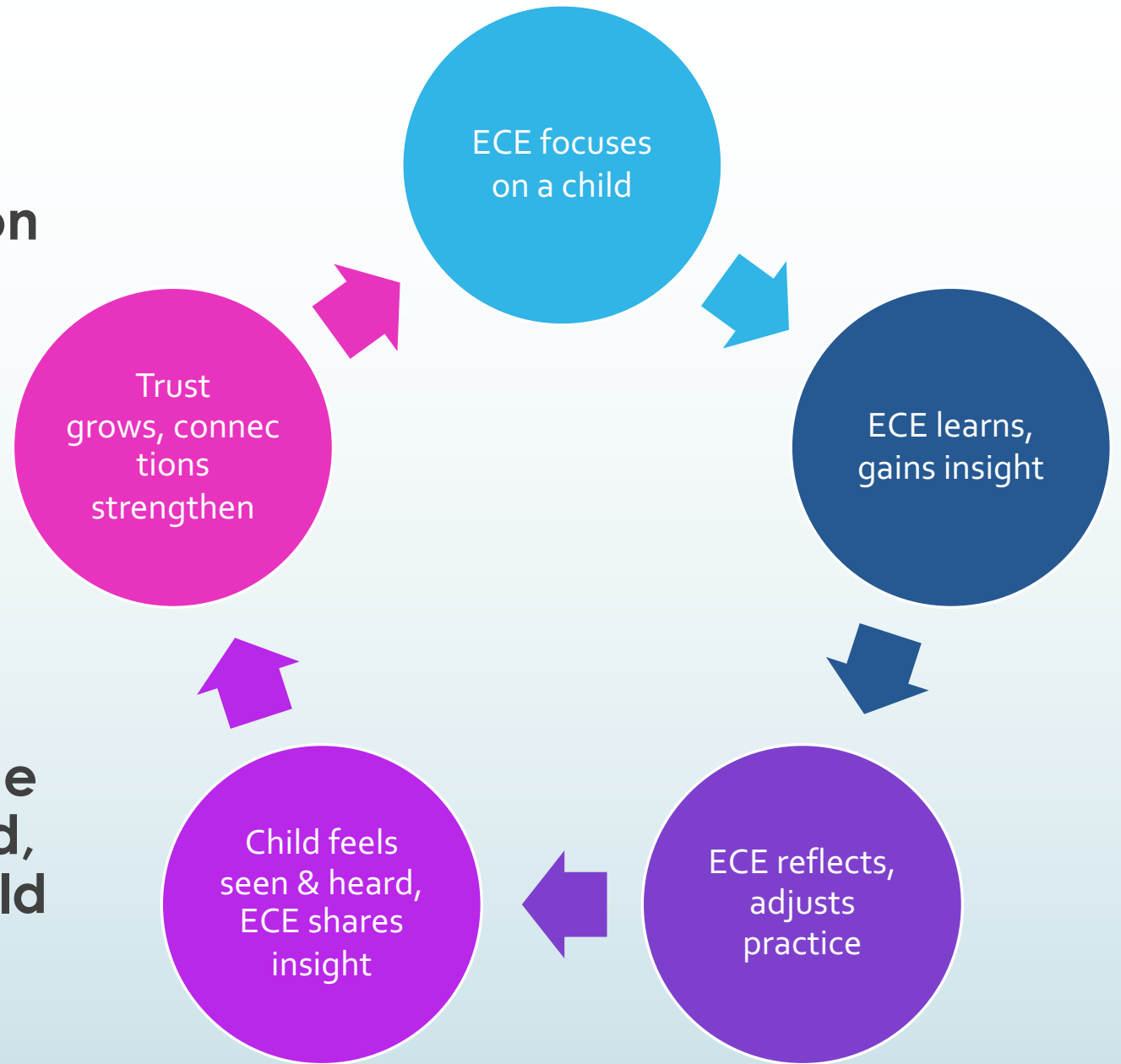
Children are our second chance to have a great parent-child relationship."- Laura Schlessinger

BREAK



Wonder Child Impact:

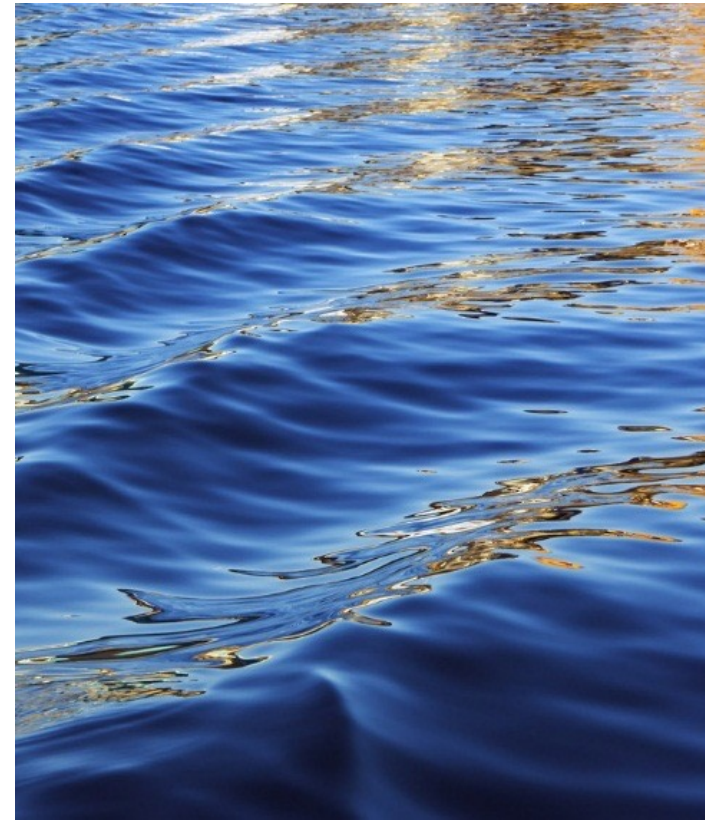
- ECE *slows down* and focuses on one child
- ECE learns, gains insight
- ECE reflects, adjusts practice
- Child feels seen & heard – understood, ECE shares insight
- Trust grows, connections strengthen, reactive behavior decreases, perceptions change as the new lens ripples outward, relationships all around the child are impacted.





We've learned...

“When we listen and learn the child's story it is so impactful because it deepens the 'knowing' we have of them, strengthens the connection between us and through reflection our own thoughts about this child change. This changes how we see and react to them, influences how others see them which in turn can ripple out and change things in a positive way for the child.”



Building Relationships- Children's Voices on Friendship



The Thinking Lens for Learning With Children

- Reflect on the Moment
- Reflect on Yourself
- Reflect on The Child
- Reflect on Other Perspectives
- Reflect on Next Steps



Ann Pelo and Margie Carter
From Teaching to Thinking

Reflect on the Moment

What Caught your Attention?

Pedagogy of Listening

“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.” ELF p49

Listening means being open to differences, recognizing the value of another's point of view and interpretation. Thus, listening becomes not only a pedagogical strategy but also a way of thinking and looking at the others.

- Carlina Rinaldi

Reflect on Yourself

When have you experienced something like this?

“ Critical reflection involves thinking carefully about fundamental beliefs that shape our senses of self and others and how we view the world.” ELF p47

- What insights does that give you about this play?
- What values do you have, related to this play?



Reflect on the Child

From the Child's Perspective, what might this play mean?

- What do you already know about who this child is?
- What do they care about?
- How do they move through the world?
- What details do you notice in this play that offer clues about what this play might be about for the child?



Reflect on other Perspectives

What can you learn from other points of view?

“Collaborative dialogue opens avenues for discussion, not to find answers but to explore the different ways of thinking about pedagogy, and to invite reflection on assumptions, values, and unquestioned understandings.” ELF p50



Reflect on Next Steps

What Questions or Ideas would you like to explore further related to this?

“... pedagogical narration is a process for planning with the intention of extending thinking and learning for both the educators and children. These choices and the narration are revisited and rethought, and further pedagogical choices are made. Educators and Children are co-constructing knowledge. “

ELF p 95





Tell the Story that Matters

- What does the story say about your values and beliefs?
- How has your learning environment impacted the story?
- Are you hearing and paying attention to the child's voice?
- Does this story engage your mind and heart?

Share your picture and observations with your Triad, incorporating the answers to some of the questions posed in "The Thinking Lens" or the quotes from the Early Learning Framework.

What's the story you want to continue to tell?

- What do you want to pay attention to between now and the next session?
- How will you listen/watch closely and capture the child's voice?
- How will you provide time?
- And most importantly, how will you tell the stories that speak to the human heart?

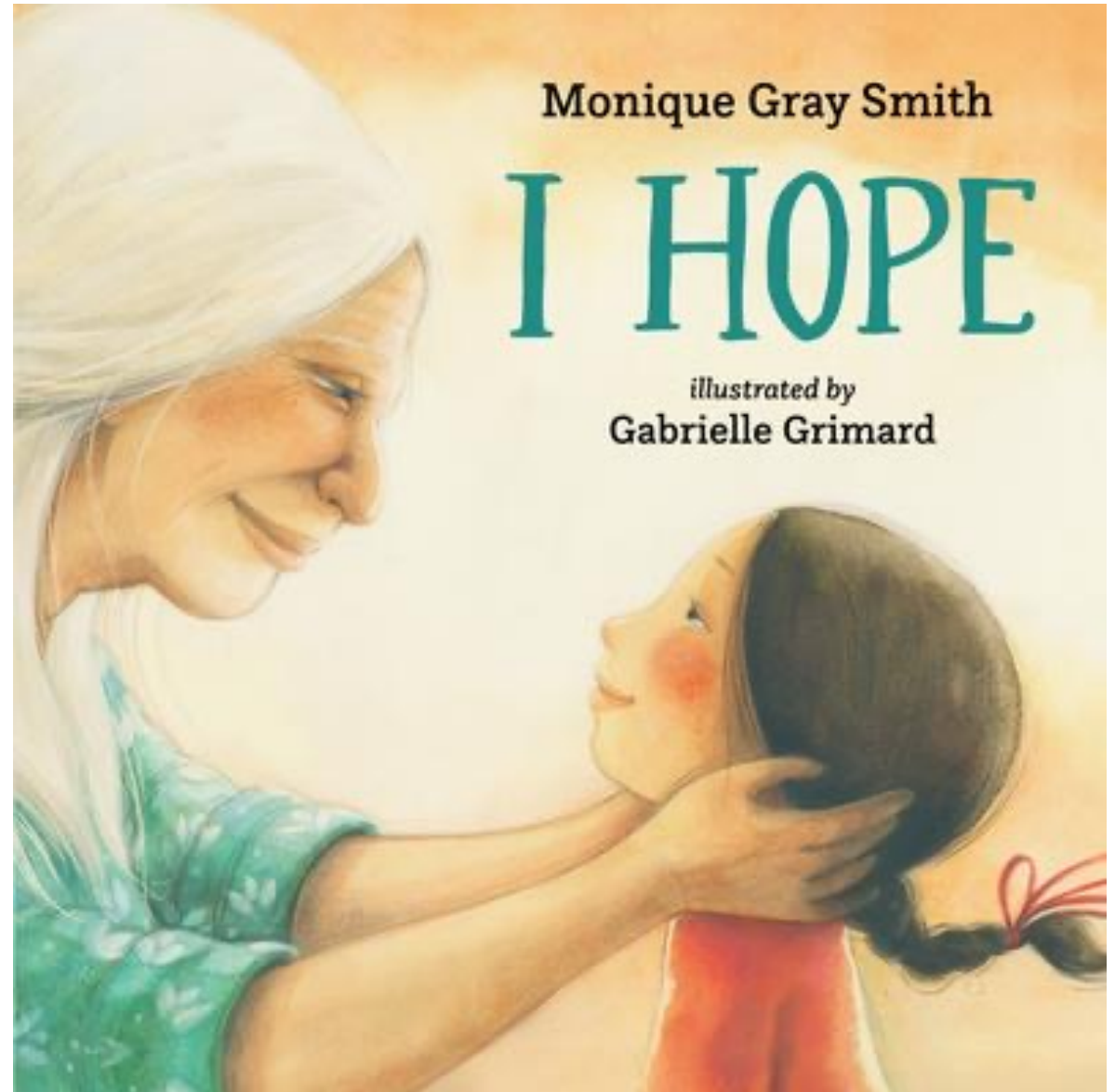




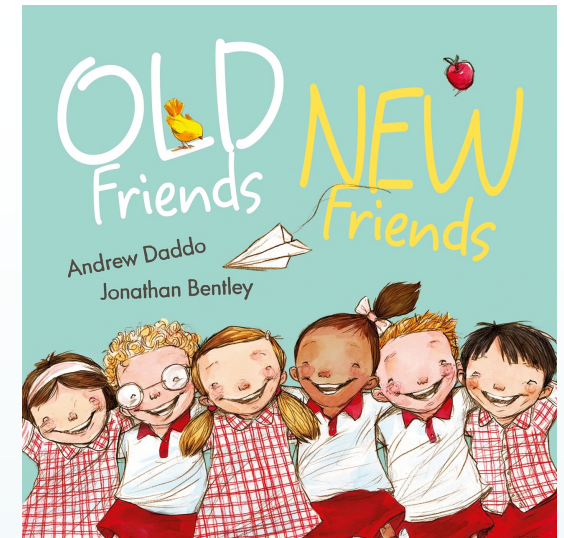
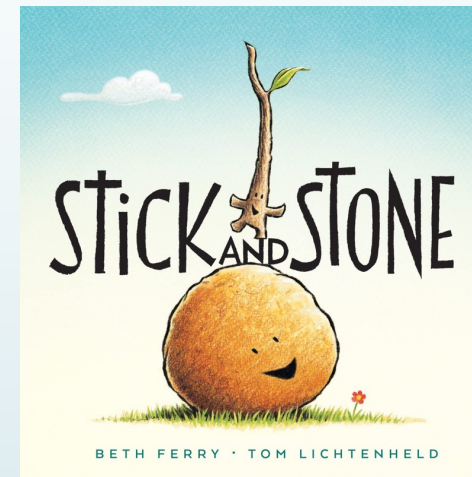
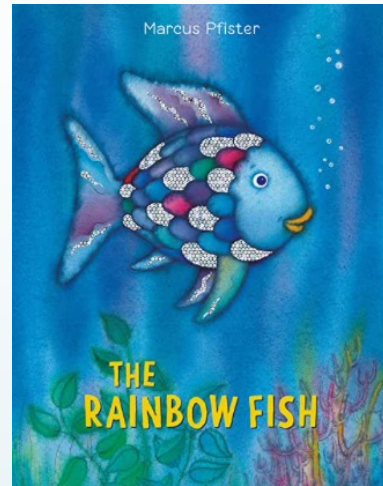
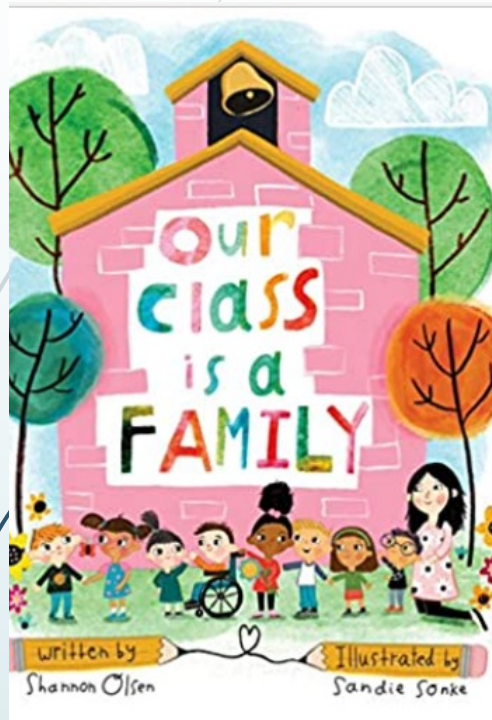
Hope is an optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one's life or the world at large. As a verb, its definitions include: "to want something to happen or be true" and "to cherish a desire with anticipation.

Read I Hope to your children...

Bring children's responses to "What are your hopes?" to share at our next session.



Sharing Resources



For Our Next Session:

- Continue to explore your inquiry question. Focus on your wonder child – what are you trying, what are you noticing, what are you learning, what are you changing?
- Observe and document at least 1 observations per month of some of the things you see your *Wonder Child* experiencing in the Social and Personal Well-being facet you have chosen. When writing up you observation try to answer the questions posed in “The Thinking Lens”.
- Collect *traces* of moments with your Wonder Child to share with the group.
 - *Drawings, painting, constructions created by the child*
 - *Written field notes*
 - *Digital audio-recordings or video clips*
 - *Photographs*
- Continue to explore the ideas presented in the ELF.
- Bring your children’s responses to Monique Gray Smith’s book: ***“I Hope”***.

Parting Thoughts

(Snowball Strategy)

- On a piece of paper, write something you are going to take away from today's session and **pay attention to** over the next month.
- Scrunch the paper into a ball.
- Throw your ball across the room and retrieve someone else's.
- Read the response on your new snowball.
- Contemplate... how are other's responses different/the same as yours?

