



Changing Possibilities for Young Children 2022-2023

**Session #3
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Territory Acknowledgement

Acknowledgement

We would like to acknowledge that we work, play and learn, on the unceded, shared, traditional territory of the Katzie, Kwantlen, Matsqui, and Semiahmoo First Nations.



Shape of the Day

Focus Group: CHECK-IN – Welcome back

- Story to remember

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

- Sense of Agency
- Stories about Possibilities
- Observation- Using the Thinking Lens

Work Session

- **Crystalize your initial Inquiry Question**
- **See/Think/ Wonder- Sharing your Observation of your Wonder Child**

Commitment: take action (think big, act small)

- Implement your plan
- Observe and document
- Bring a photo
- Bring a book or activity relating to SEWB

Welcome Back

- Take time to reflect on the time since we last met.
- Choose one moment to share with our group that filled your bucket and brought you joy. One story that lives on in your memory.






**If you think
you are
too small
to make
a difference,
try sleeping
with a
mosquito.”**

Dalai Lama

Agency



The ability to make choices and decisions to influence events and to have an impact on one's world.

Sense of Agency~

Dr. Marti Erickson- Developmental
psychologist

1. Listen to what children say, both in words and nonverbal cues.
2. Help them figure out what they can control within reasonable limits.
3. Identify values they can use in making difficult decisions.
4. Ask, don't tell, them how they should proceed.



Sense of Agency~

High Engagement/Low Control

10 Strategies to help model and build a sense of agency:

1. **Choices-** think about times when you can let children make their own choices.
2. **Mistakes-** think of mistakes as an opportunity to learn.
3. **Support-** your support is key to developing agency.
4. **Setting Goals-** setting an achieving goals increases one's sense of accomplishment.
5. **Learning-** help children verbalize what they are thinking/learning from a situation.
6. **Accepting Responsibility-** giving small responsibilities and following through increases a sense of agency.
7. **Embracing New Challenges-** giving opportunities to take on something new.
8. **Problem Solving-** when things don't go well... step back and think about possible solutions.
9. **Generating Ideas-** helps with problem solving.
10. **Exploring Options-** finding the best solution.

A sense of agency

In the EYLF agency is defined as the capacity to initiate and lead learning and children's rights to participate in decisions that affect them including their learning.

Are you offering materials to children in this way so they can 'shop' for what they need to express themselves? These materials are displayed with aesthetic and transparency for children to help themselves.



Kerrie O'Hara

My teacher gave
me the **BEST**
gift of all:

Believing
In Me!



Agency

How do you encourage children's agency in your classroom/centre?

Have you increased the choices children have?

Give specific examples and talk about the impact you have noticed regarding children's agency.

Summary of Learning ~

Jennifer Delvecchio

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



Individuality when Observing SEWB

Read the first three stories (Endie, Leah, Astrid).

When finished reading, have a conversation about them in your triads:

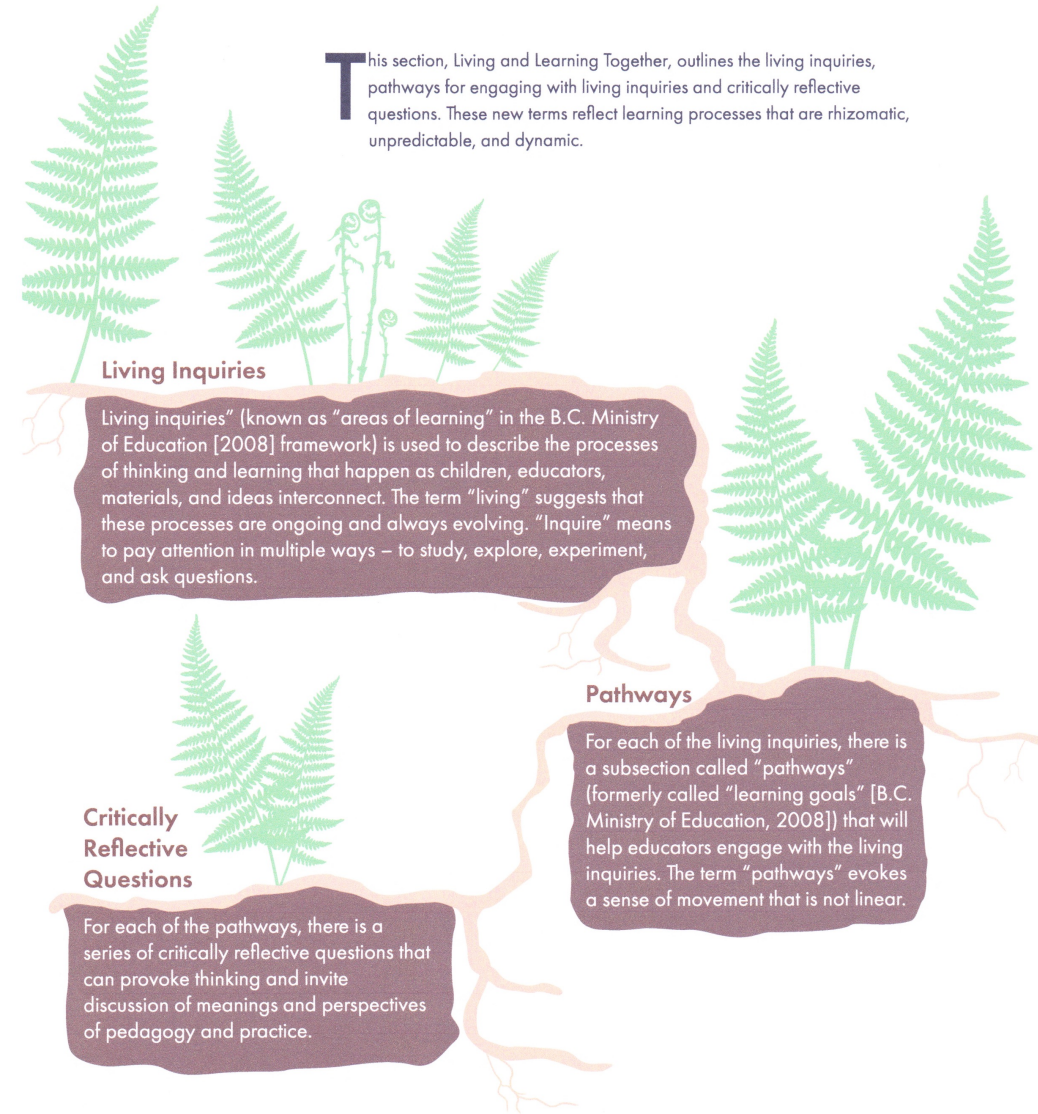
- **What stands out to you about Endie, Leah, and Astrid's identity?**

Living and Learning Together

Living Inquiries

- Living- Processes are ongoing and always evolving
- Inquiry- Paying attention in multiple ways – to study, explore, experiment and ask questions
- Pathway- Evokes a sense of movement that is not linear

This section, Living and Learning Together, outlines the living inquiries, pathways for engaging with living inquiries and critically reflective questions. These new terms reflect learning processes that are rhizomatic, unpredictable, and dynamic.



Critically Reflective Questions

Read p 73/74 in the Early Learning Framework.

Choose one Critically Reflective Question that catches your attention.

Have a conversation in your triads around this question.



BREAK



Open Questions are Thoughtful Questions



A good question...

- is an invitation to **think** (not recall, summarize, or detail).
- comes from genuine **curiosity**.
- makes you **think about something in a way you never considered before**.
- invites both deep thinking and deep feelings.
- leads to more good questions.
- asks you to **think critically, creatively, ethically, productively, and reflectively** about essential ideas relating to the SEWB of children.

What makes an Effective Inquiry Question

Inquiry questions should be...

- **Informative:** leads to the discovery of interesting and important information
- **Manageable:** matches available time and resources
- **Relevant:** provides information that is related to the question or purpose
- **Thoughtful:** encourages people to see, think, and feel about in the topic in new and interesting ways



Possible Questions 'Starters'

- to keep your question open-ended

- What happens when...?
- What differences do I notice in _____ when....?
- How does/do...?
- What is...?

A sample inquiry question...

- What differences do I notice in children's self advocacy language when we role play and use puppets to develop a sense of agency?



Refining Your Inquiry Question

1. Share your thinking about your inquiry question with your triad. Work together to refine the question so you can share it with the group.
2. Use the question starters to help you phrase your question.
3. When done, each person will share their inquiry question with the group. _____ will record the initial inquiry questions on the “Working List of Inquiry Questions and Facets” which can be shared electronically with everyone (including me).



Sharing Your Inquiry Question

- Read your inquiry question to the group
 - Listen closely
 - Be curious about the diversity of questions

Talk in your triads:

- What do you **observe** in this picture?
- What events might have happened before the picture was taken?
- What questions do you have?
- What are you wondering/curious about?
- What might be the story behind the picture?



Cute-girl-on-beach-sunset-brown-people

Using The Thinking Lens

- Know Ourselves
- Examine our Physical/Social/Emotional Environment
- Seek our Wonder Child's Point of View
- Find the Details that Engage our Heart and Mind
- Expand Perspectives through Collaboration and Research
- Consider Opportunities and Possibilities for Next Steps

A Thinking Lens for Reflective Teaching



Knowing yourself

How am I reacting to this situation and why?

What in my background and values is influencing my response to this situation and why?

What adult perspectives, i.e. standards, health and safety, time, goals are on my mind?



Examining the physical/social/emotional environment

How is the organization and use of the physical space and materials impacting this situation?

In what ways are the routines, adult behaviors and language undermining or strengthening the children's ability to demonstrate their competence?

How could we strengthen relationships here?



Seeking the child's point of view

How do I understand the children's point of view in this situation?

What might the child be trying to accomplish?

What developmental themes, ideas or theories might the child be exploring?



Finding the details that engage your heart and mind

What details can I make visible to heighten the value of this experience?

Where do I see examples of children's strengths and competencies?

What is touching my heart and engaging my mind here?



Expanding perspectives through collaboration and research

What other perspectives could enhance my understanding of the meaning of this situation, i.e., perspectives of families, co-workers, colleagues?

How might issues of culture, family background or popular media be influencing this situation?

What theoretical perspectives and child development principles could inform my understandings and actions?



Considering opportunities and possibilities for next steps

What values, philosophy and goals do I want to influence my response?

How can I build on previous experiences of individuals and the group?

Which learning goals could be focused on here?

What action should I take from my teaching repertoire and why?



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In collaboration with Ann Pelo

Observing with a Thinking Lens

► "... so we must learn to listen and see in a way that is active and insightful – through a "thinking lens." Observing with a thinking lens means using our knowledge of recent events or experiences within the classroom, together with an understanding of a child's prior knowledge about the topic, cultural background, and family experiences, to understand where the child's idea, passion, or action is coming from. In other words, our observations must draw upon our relationships with children in order to make decisions."

► *Susan Stacey, 2015*



Really Seeing Children- Deb Curtis (p3)

“Seeing children is about seeing the details of their remarkable ideas and actions. Studying what you observe and seeing yourself as a teacher-researcher to find children’s skills and competencies enhances your own professional development and informs your practice when responding and planning for children. Seeing children’s astonishing ways brings the joy and wonder back to your teaching.”

Everyday Moments filled with Extraordinary Meaning

Look at the photo you brought
today.

- Which of the 7 facets of SEWB does your picture show?
- How is your inquire question connected to this facet of SEWB and your Wonder Child?
- When you look at your photo/image...

What do you **see**?

What do you **think** is going on in the photo? (your interpretation)

What do you **wonder**?

- Take a few minutes to write down your responses (on the response sheet provided) to the above questions.



Break-out Sharing



- **Participant A (Explore your thoughts):**

Show your picture (if possible) and using your response sheet tell your triad colleagues what you:

- **See**
- **Think**

- **Participants B and C (Offer different perspectives):**

Begin with “I **Wonder...**” and ask a question to spur deeper thinking or see something from a new perspective.

- **Participant A (Go deeper):**

Respond to new thinking.

CONTINUE UNTIL ALL COLLEAGUES HAVE SHARED



Going Deeper with your Observations

- What are you taking away with you from your conversations with your colleagues?
- How can you incorporate some of what you shared into your observation?
- How have you been able to touch on the questions posed in “The Thinking Lens”?

Observations as Pedagogical Narration (ELF p51-59)

- Observations pertain to your chosen facet and inquiry question.
- Observations are strength based.
- Complete 1 or 2 observations a month.
- Format may vary: photos with captions, web, transcripts of conversations, “see, think, wonder”.
- Include questions that you wonder about and feedback from colleagues.
- Connect your observations to the Early Learning Framework when possible.

| SAMPLE FORM FOR OBSERVATIONS OF SOCIAL AND EMOTIONAL WELL-BEING: CRAYC | | |
|--|----------------------------------|---|
| Choose ONE facet of Social and Personal Well-being as your focus for the project. | | |
| Date and context | Observation (please be specific) | Questions arising from this observation – what do you wonder about? |
| <div>Have you included a photo or other artefact?</div> <div>y <input type="checkbox"/> n <input type="checkbox"/></div> | | |
| | | |



For Our Next Session:

- Implement your plan around your inquiry question. Focus on your wonder child – what are you trying, what are noticing, what are you learning, what are you changing?
- Observe and document something you see your *Wonder Child* experiencing in the Social and Personal Well-being facet you have chosen. Try to use “A Thinking Lens” when recording a “Story that Matters”.
- Bring a photo of your *Wonder Child*– an ‘ordinary moment’ – doing something interesting, ‘extraordinary’, in your learning environment related to the facet you have chosen.
- Bring a favourite book or activity that you have tried related to SEWB to share.

The Possibilities are Endless!

