



# Early Learning Ed-ventures

StrongStart | Kindergarten | Community Collaborative

## What's new?

### Welcome to Kindergarten events!

Our WTK events are up and running, outside, in COVID safe ways. It has been so beautiful to see all the new faces who will be coming to our schools in September. This is an exciting time for parents, kids and teachers! We strongly encourage families to attend these events and pick up a great bag of swag!

### SEY<sub>2</sub>KT

Our two Strengthening Transitions sites have been reflecting lately on how the process of our work has unfolded over the year. Both teams have invested heavily in building communities of practice between Kindergarten teachers and ECEs and other community support providers. As an expression of appreciation, the Courtenay Elementary team delivered gift backpacks to the daycare centres near the school, and the team at Cumberland has been visiting each others' centres.



A child's life is like  
a piece of paper  
on which every person  
leaves a mark.

## Thinking Like Writers...

**C**reating a community of writers has been a rewarding undertaking in many of our kindergartens. Bookmaking and thinking like authors has provided a rich way for children to show what they know through pictures and words. Using favourite stories and modelling from other authors, we explored how authors convey their ideas and how important pictures are to the book. This focus on pictures helps pave the way for children still uncertain in their writing skills to



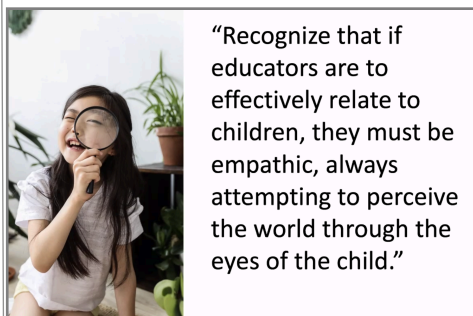
engage as authors themselves. There is nothing more powerful than seeing your own writing "style" reflected in books read to the class. If you are a black and white illustrator, there are books like that! If you are a Spiderman fan, there are books like

that! If you are a scientist and interested in animals, bugs, tornados, seasons...there are books like that! If you like writing about your pets, there are books like that! If you like making speech bubbles, there are books like that! Mo Willems, Donald Crews, Tana Hoban, Cynthia Rylant, and others, all become author friends of the class, as children read these stories and see themselves and their own preferences reflected in them. In this way, stories become both a mirror and a window—children

In our **Changing Results for Young Children** inquiry project we are nearing the end of our yearlong observations. We ended the year with a rich provincial session on Resilience, that featured wonderful keynote speakers, as well as six stories from different districts, about what educators have learned this year about resilience from the children, themselves and their colleagues.

### How have you experienced or witnessed resilience this year?

These two quotes from Kim Schonert-Reichl inspired us to remember the importance of social and emotional learning in encouraging children on their own journey of growing resilience.



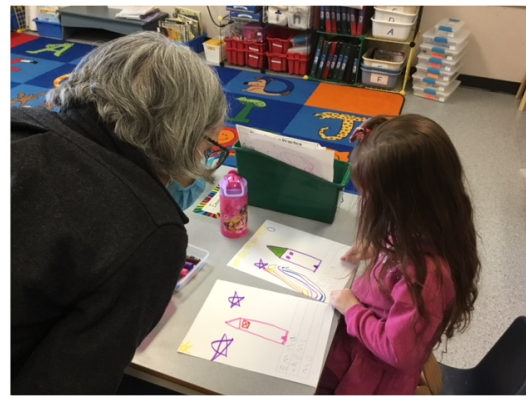
**For more information** about any of these projects please contact:

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see their own strategies reflected in them, but also see other options and ways to extend their current capacities.

**After an initial check-in and brief story or picture walk to focus on a writer “move”—the things writers do to make their**

**book interesting—the action begins!** There is palpable excitement as



the children collect their folders and markers, and work together or on their own, spread out on the floor, or at a desk. Even outside in the sunshine, at picnic tables, on the grass, they find a space. Each and every one, busy and engaged and competent. It makes our teacher hearts

thrill when we see children bent head to head, sounding out a word together, or one doing the pictures and the other doing the writing—each bringing their particular flair to the project. The sharing afterwards, being appreciated by their peers, just adds to the experience of success. And it doesn't take long until there is a long list of books these budding authors have created!

### SD71 Mission Statement:

*To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.*

As a 0 to Grade 12 district, we understand that learning begins in the earliest weeks and months of life, and continues for life. We are pleased to collaborate with families, provincial educator networks and community agencies to help all our learners experience connection and success.