



Burnaby School District Early Years Plan 2019-2024

EARLY YEARS PLAN

Early childhood launches the journey of lifelong learning. Current research refers to the first 8 years of life as formative years when children are particularly receptive to environmental and biological factors. These factors create the neural connections and pathways that affect their physical, emotional, social, intellectual, and creative capacities over their lifetimes. Rich early learning experiences in homes, schools, and communities set the very foundation of children's health and well-being, sense of community and social life, secure sense of self, healthy spirit of adventure, respectful relationships and character as a learner.

VISION

Learning in the spirit of wonder and joy.

MISSION

To provide rich early learning experiences and environments, which stimulate children's thinking, creativity and engagement to contribute to society and create a better world.

GUIDING PRINCIPLES

- Families are the first and most powerful influence on their child's learning, development, health and well-being.
- Learning happens within the context of relationships where children, their families, and educators are co-learners, constructing knowledge together.
- Children are curious, competent, capable of complex thinking, and recognized as citizens who contribute to society.
- Play is integral to well-being and learning.
- Inclusive and engaging environments and experiences foster playful inquiry, children's well-being, holistic learning, and development.

Creating Rich Early Learning Experiences

Goal 1: Continue to support meaningful and innovative educational practices from 0 - 8 years.

Objective 1:

Expand and support professional learning opportunities and nurture pedagogical leadership around playful inquiry in the early years.

Action:

- Create and support opportunities for Early Learning Innovation Grants.
- Expand visitation days to include Grade 2/3 teachers and a greater number of schools.
- Create and expand communities of practice through opportunities such as Reggio Study Tour, Opal Study Tour, documentation network, Changing Results 4 Young Children, Pedagogy of Play BC Network, Story Workshop, and Story Studios.
- Provide multi-modal entry points for professional learning, such as online courses and webcast series.

Objective 2:

Create learning environments for experimentation and transformation.

Action:

- Develop a list of recommended open-ended and culturally responsive materials and resources for grades 1 - 3.
- Create pop-up experiences for educators to engage in playful exploration of materials.

Objective 3:

Implement the BC Early Learning Framework through professional learning and collaborative inquiry.

Action:

- Engage in critically reflective dialogue through learning teams that include Early Childhood Educators (CR4YC, inquiries/projects).
- Develop an Early Years Professional Learning Series.
- Teacher/District team to introduce the BC EL Framework to staff.

Nurturing Our Relationship with Families as Partners

Goal 2: Engage with Families in their Child's Learning and Well-being

Objective 1:

Continue to support the transition from early care to school.

Action:

- Expand "Welcome to Our School" Kindergarten initiative.
- Support meaningful and innovative gradual entry practices.
- Expand the "Bridges Project" to include early years community partners.

Objective 2:

Communicate student's learning through authentic practices that reflect a holistic cross-curricular perspective.

Action:

- Make learning visible through practices, such as pedagogical narration and documentation.
- Develop and implement a district guideline that supports meaningful and authentic strategies to communicate student learning in the early years.