

qathet School District



OPERATIONAL PLAN

Early Learning & Child Care 2023/24



CULTIVATING AN ETHIC OF LEARNING (titlwšem ʔəms taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure early learners and students have the best possible learning experience.</i></p> <ul style="list-style-type: none">• Focus on foundational learning in literacy and numeracy.• Enhance early learning plans, opportunities, and partnerships.• Foster deep learning so all students can flourish in a rapidly changing world.• Increase student engagement and voice.• Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.	<p>The district has a variety of early learning programs and community partnerships that foster a child’s best learning experience beyond K-3.</p> <p>Our programs and initiatives include:</p> <ul style="list-style-type: none">• Changing Possibilities for Young Children (CPFYC)• Strengthening Early Years to Kindergarten Transitions (SEY2KT)• Ready, Set, Learn,• Seamless Day Kindergarten• JustB4 preschool• StrongStart• StrongStart GO• StrongStart DO	<p>Build a stronger connection to families across qathet by increasing the frequency our StrongStart GO team visits rural areas such as Lund, Texada, and south of Powell River.</p> <p>Invite a wider variety of early learning programs and communities to sit at community based initiatives such as SEY2KT and CPFYC.</p> <p>Act upon the community feedback gathered at the Kindergarten Health Fair and Tla’amin Kindergarten Health Fair to make reasonable and actionable adjustments to our programs.</p> <p>Investigate and pilot early learning assessment tools and techniques</p>

EVIDENCE/METRICS

- Year end reports on initiatives
- Community Feedback ie. Health Fair data
- Ministry reports
- Early Years Development Instrument
- Childhood Experiences Questionnaire



CULTIVATING CURIOSITY (payot gagayɛtən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Transform our learning environments into places of innovation.</i></p> <ul style="list-style-type: none">• Continue to support land based and place based learning.• Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.• Create a culture of inquiry and innovation.• Strengthen our competencies around environmental stewardship.	<p>StrongStart GO is an outdoor place based program for families with children 0-5.</p> <p>Special StrongStart GO events are hosted monthly in parks and at the Outdoor Learning Centre.</p> <p>StrongStart centres and Kindergarten classrooms have a variety of resources, supplies, and tools for students to allow for space adjustment and to spark creativity.</p> <p>Many district early learning programs prioritize inquiry and innovation through focusing on the Early Learning Framework.</p>	<p>Review and adjust early learning outdoor spaces to ensure that they meet licensing requirements.</p> <p>Utilize our district outdoor specialist to provide insights on other ways that early learning programs can enhance and/or increase their learning time outside.</p>

EVIDENCE/METRICS

- Outdoor Space review



CULTIVATING CONNECTION (paʔa k^wʊms q^wayigən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Prioritize mental health, community connections, and social-emotional learning.</i></p> <ul style="list-style-type: none"> • Enhance mental health opportunities and partnerships that support well-being. • Engage, involve, and support connections within the school and community. • Continue to create and promote safe, welcoming, and inclusive learning environments. • Promote the development of social-emotional learning skills. 	<p>A group of Early Childhood Educators and Teachers participate in the Changing Possibilities for Young Children (CPFYC) workshops that focus on child well-being and development through the lens of the Early Learning Framework.</p> <p>StrongStart centres and StrongStart GO work with community partners to provide opportunities for families to connect with a variety of early learning health and wellness professionals.</p> <p>The Ready, Set, Learn initiative provides opportunities for families and pre-K children feel welcomed and included in their potential school environment.</p> <p>Welcome to Kindergarten and Kindergarten Gradual Entry support student well-being in making connections and adjusting to new routines.</p> <p>The district is involved in a variety of early learning networks including the Powell River Early Years Planning Table, the Island Early Years Network, and Ministry led connections.</p>	<p>Partner with Campbell River school district in CPFYC to provide greater community connections with other ECEs and teachers, so that learning and insights on child well-being can benefit from multiple perspectives.</p> <p>Expand our offerings of Ready, Set, Learn events, so that families have multiple opportunities to engage in connecting with schools prior to starting Kindergarten.</p> <p>Collaborate with our community partners to create a better cross section of health and wellness offerings in our early learning programs and classrooms.</p> <p>Enhance family supports through the development of a workshop series on relevant topics</p> <p>Provide opportunities for collaboration with ECE’s and kindergarten teachers</p>

EVIDENCE/METRICS

- Early Learning Yearly Report to the Ministry of Education and Child Care
- Numbers of participants in events such as Ready, Set, Learn
- Community feedback
- CPFYC reports



SUPPORTING SELF DETERMINATION (ʔajɛnɣ^wegəs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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Ensure holistic Indigenous student success.

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.
- Support students with setting goals for the future (ʔimot θ titiwšɛm, toɣnɛgosəmčɣ^wom θoθo)

StrongStart DO monthly newsletter includes a section on ʔayʔajuθəm [eye-ah-joo-thum] programs and early learning classrooms have access to,

JustB4 preschool and include, ʔayʔajuθəm [eye-ah-joo-thum] language resources appropriate for the age and language development of the children.

K-3 teachers have in-school opportunities to connect and collaborate with the čɛpθ (meaning auntie or uncle in ʔayʔajuθəm) members of the Indigenous Education team.

Early Learning programs and classes participate in school based cultural appreciation, recognition, and celebration events for a variety of cultures, languages, and identities.

Collaborate with Tla’amin Early Learning team on the Strengthening Early Years to Kindergarten Transitions (SEY2KT) initiative to support students north of James Thomson in having successful starts to Kindergarten.

Increase the amount of ʔayʔajuθəm [eye-ah-joo-thum] early learning resources available to classroom teachers and early childhood educators.

Build and strengthen connections and collaborations between the school based čɛpθ (meaning auntie or uncle in ʔayʔajuθəm) and the early learning educators at Westview, Henderson, Kelly Creek, and Edgehill

Increase the amount of age-appropriate resources that include and highlight a diverse population including SOGI, multiculturalism, ethnicity, and those with varying levels of abilities.

EVIDENCE/METRICS

- Environmental Scan
- Staff survey and ordering request review



CULTIVATING TRUTH AND RECONCILIATION (gʷnaʔxʷuθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Honour Truth and reconciliation.</i></p> <ul style="list-style-type: none"> • Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm language revitalization initiatives and education. • Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples. 	<p>StrongStart DO monthly newsletter includes a section on ʔayʔajuθəm [eye-ah-joo-thum]</p> <p>JustB4 preschool programs and early learning classrooms have access to, and include, ʔayʔajuθəm [eye-ah-joo-thum] language resources appropriate for the age and language development of the children.</p> <p>K-3 teachers have in-school opportunities to connect and collaborate with the čepθ (meaning auntie or uncle in ʔayʔajuθəm) members of the Indigenous Education team.</p>	<p>Tla’amin Nation and the SD 47 Indigenous Education department are piloting a ʔayʔajuθəm [eye-ah-joo-thum] language Kindergarten program called qaymixʷqenəmšt [qay-mixw qeh-numsht / We are all speaking our language] at James Thomson and Tla’amin.</p> <p>Increase the amount of ʔayʔajuθəm [eye-ah-joo-thum] early learning resources available to classroom teachers and early childhood educators.</p> <p>Build and strengthen connections and collaborations between the school based čepθ (meaning auntie or uncle in ʔayʔajuθəm) and the early learning educators at Westview, Henderson, Kelly Creek, and Edgehill</p>

EVIDENCE/METRICS

- Environmental Scan for visual evidence of resources in the space
- Parent/Caregiver feedback both formally and informally
- Budget review of resources acquired
- Staff feedback reflecting on Indigenous Education Team and Early Learning connections



Child Care

DISTRICT PHILOSOPHY & GOALS

OUR PHILOSOPHY OF THE PROGRAM

We consider our child care programs to be an extension of your child's experience within the school day. Our mission and vision statement remain the same, regardless of whether it is in the school day or beyond.

OUR PROGRAM GOALS

- Provide enriching academic opportunities for children.
- Provide safe, supervised, and cost-effective childcare.
- Provide play-based experiences indoors and out.

DEPARTMENT ESTABLISHED & ONGOING ACTIONS

- A. The school district provides or supports before and after school child care in all elementary schools within Powell River.
- B. There are two part-time JustB4 preschool programs for children 4 years old who are entering into Kindergarten the next year. School sites are Westview and Henderson.
- C. Edgehill Elementary has a Seamless Day Kindergarten program which blends before and after school care with additional ECE supports in the classroom, so children have less transitions of space and people in their day.
- D. The district facility department supports the maintenance of Roots & Wings daycare outside of Brooks High School.

PLANNED ACTIONS

- A. License and run a Before and After School program on Texada Island
- B. Engage in additional Ministry initiatives to support families whether it be increasing Seamless Day opportunities or other new endeavors that would align with our capabilities and practices.
- C. Build/renovate spaces for additional daycare centres to be opened on or adjacent to school grounds.
- D. Review available funding models to enhance program sustainability and ensure fiscal responsibility.
- E. Improve the communication of our licensing practices by strengthening and updating our website, policies, and handbooks.

EVIDENCE/METRICS

- Attendance and Registration review of programs
- Budget review
- Parent survey and engagements