

Continuity of Learning

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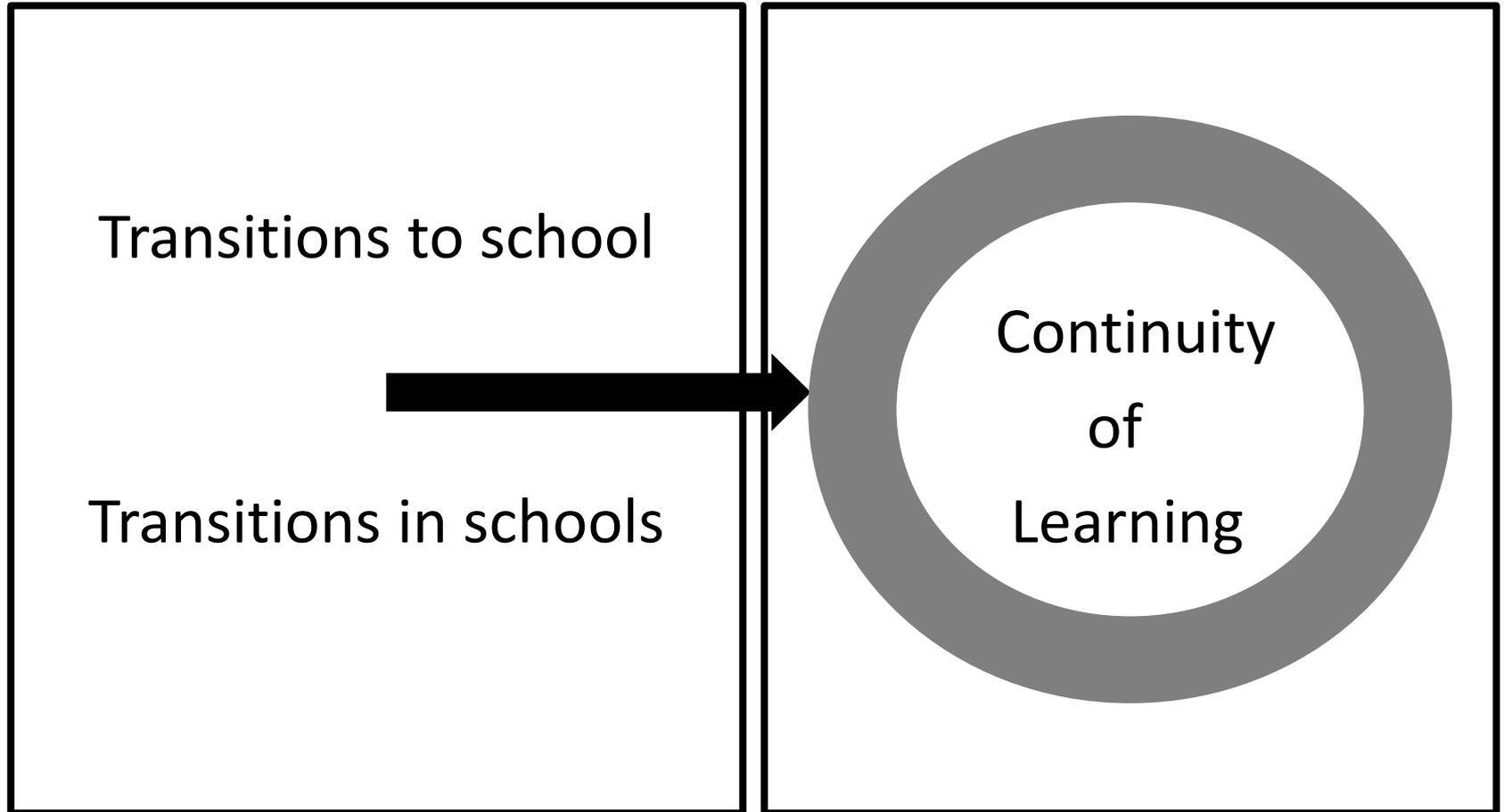
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What we know.....

<p>All children benefit from early learning programs before entering Kindergarten</p>	<p><i>Disadvantaged & vulnerable children benefit the most, but are least likely to attend</i></p>
<p>Early learning benefits can be leveraged or diminished by the primary school experiences</p>	<p>Early learning offers triple dividends on investment</p>

Making A Shift...



Move from transition from ECE programs to school TO continuity of learning

- From getting children ready for school and getting schools ready for children

TO

- Continuous learning pathways and shared pedagogy/teaching practices
- THE CHALLENGE – Differing legislation, regulation, funding, employers, public versus market delivery

Towards continuity of learning

1. Curricular continuity
2. Before- and after-school programs
3. Leadership

Curriculum Continuity



Organization for Economic & Co-operative Development

(Shuey et al. 2019)

Education system organization
& educator policies

Regional and local authorities
or providers onboard

Impact of differing ECEC and
primary education goals

Alignment at broad level of
goals or strands of education
promote learning

ECE and Primary Education Curricula

59 countries &
jurisdiction

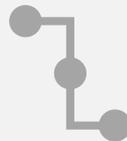
OECD, 2019



54% Integrated



22% Aligned



24% Not aligned or
integrated

BC Core Competencies



BC Early Learning Framework Living Inquiries

- ◆ Well-being and belonging
- ◆ Engagement with others, materials, and the world
- ◆ Communication and literacies
- ◆ Identities, social responsibility, and diversity

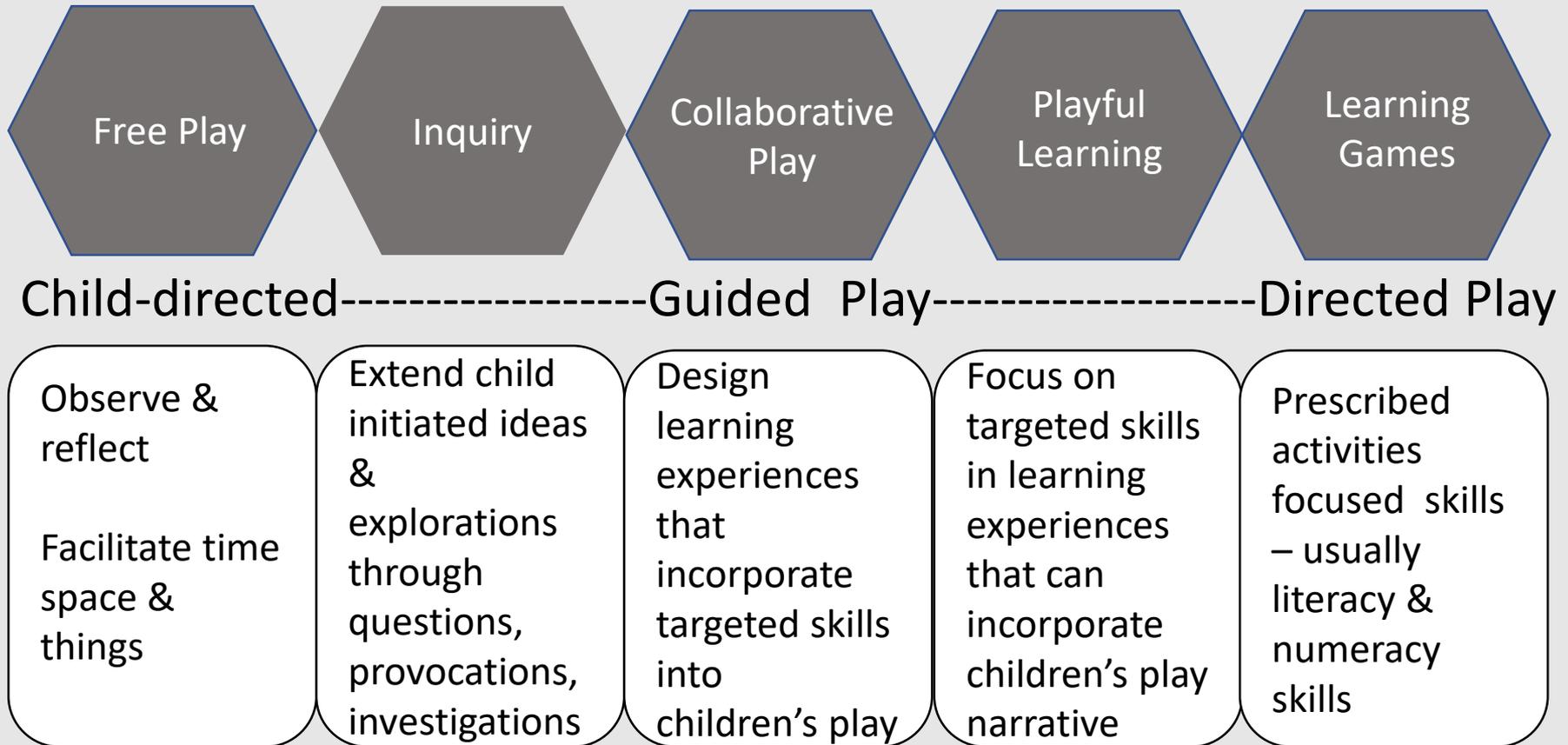
BC Early Learning Framework

- Living Inquires
- Pathways
- Critically Reflective Questions

BC New Curriculum

- Core Competencies
- Disciplines
- Big Ideas
- Learning Standards
 - Curricular Competencies
 - Content

Pedagogical Strategies for Play-based Learning





Before- and After- School Programs

Extended School Day

- Multiple possibilities
- Shared space
- Shared practices
- Opportunities for overlapping staffing
- Maximize public investments in people and spaces



Third
Space of
Childhood

Outdoor Play

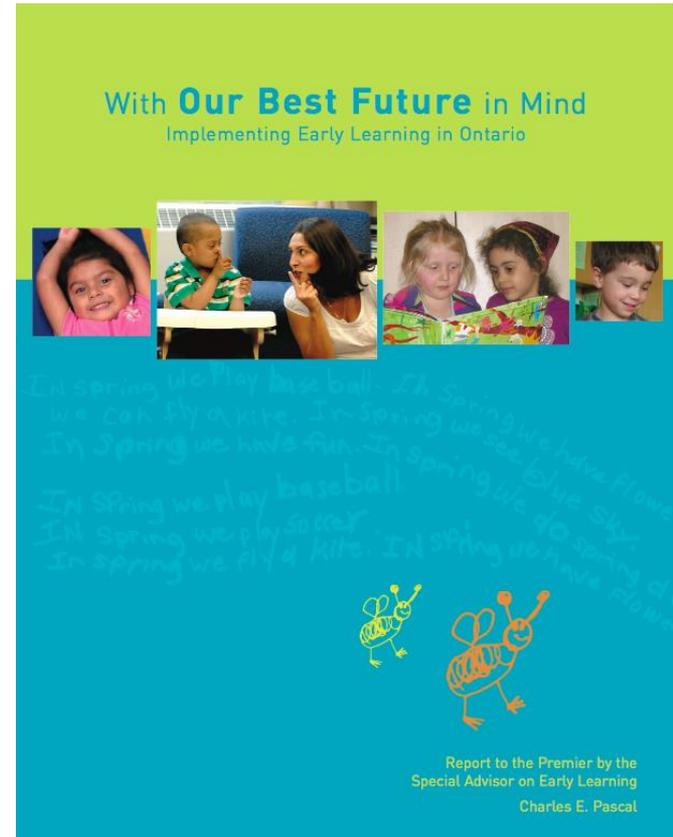


Examples Across Canada....

- Quebec – Before & After School programs part of public education
- Ontario – Legislated requirement for school to have programs (school board operated or third party delivery)
- Nova Scotia - Pre Primary Program (4 year olds) & Outdoor Before & After Programs

Leadership





Starting Small....Thinking Big
Early Learning for Every Child

Local Context

- Disruption is inevitable and can be managed
- Maximize local assets
- Schools are a community space & place

Public Infrastructure

- Consider essential provincial infrastructure (legislation, regulation, funding)
- Design public policies to make essential working relationships possible without extraordinary efforts
- Short-term workarounds

Resource School Principals

- Identify champions & early adopters
- Document & communicate lessons learned
- Create communities of practice
- Design administrative systems that reduce school level demands



**Moving
Forward**

- Public schools belong to the public
- Public education is a universal platform – everyone is included without stigma
- Share a vision and start from where you are

Starting Strong V: Transitions

Focus on transitions to primary school underscores the value of common governance and consistent coherent pedagogy from the early years into primary education.

OECD, 2017

Message from 2018 OECD ECE Congress



Research &
Data



Universal



Quality



Playification



Delivery

Essential to Continuity of Learning - Quality & Access to ECE

In BC, 1 in 4 children between 2 and 4 years old regularly participate in early childhood education programs – half the Canadian average

- Quality early childhood education programs require a coherent infrastructure & funding
- Access requires participation based on the child's age not parents' activity



EARLY YEARS STUDY™
Thriving Kids, Thriving Society

Earlyyearsstudy.ca

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