

Early Learning Across Alberta Collaboration



John Loree
Executive Director

Cynthia Parr
Learning Facilitator (West)

Vicki Glass
Learning Facilitator (East)



Territorial Acknowledgment



We would like to acknowledge
that this event is taking place
on the traditional Blackfoot
Confederacy territories in
Southern Alberta.



Welcome

“Professional learning communities support a culture of self-improvement through the identification and sharing of best practices of highly effective teachers, mentorship, and peer collaboration.”

The Daggett System for Effective Instruction



Organization of the Day

9:00 - 9:45 Introduction to the Day

9:45-9:50 Wellness Activity

9:50 - 10:50 Topic A or Topic B

10:50 - 11:00 Break

11:00 - 12:00 Topic C or Topic D

12:00 - 12:45 Lunch

12:45 - 1:45 Topic E or Topic F

1:45 - 2:00 Break

2:00 – 2:45 Open Spaces Topics

2:45 – 3:00 Gallery Walk

3:00 – 3:30 Wrap Up



Norms of Collaboration

Everyone has wisdom.

We need everyone's wisdom.

Everyone will hear others and
everyone will be heard.

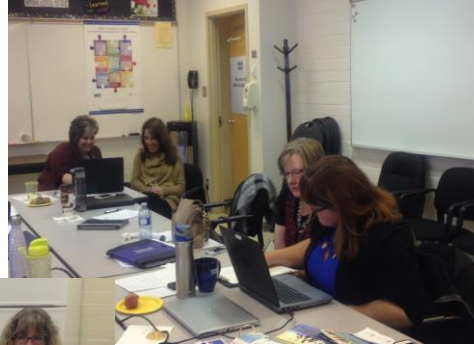


Great Beginnings

A Multi-Jurisdictional Project
Facilitated by SAPDC



Collaboration



"The most valuable resource that all **teachers** have is each other. Without **collaboration** our growth is limited to our own perspectives."
--- Robert John Meehan

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Medicine Hat School District No. 76
DEVELOPING TOMORROW'S CITIZENS THROUGH
IMPROVED LEARNING, LIVING AND RELATIONSHIPS



WESTWIND SCHOOL DIVISION
Empowering the human potential of all students

Livingstone Range
SCHOOL DIVISION NO. 68

Alberta Regional Consortia



CASS
COLLEGE OF ALBERTA
SCHOOL SUPERINTENDENTS

Grasslands
Public Schools



Medicine Hat Catholic Board of Education
Showing the Face of Christ to All



ECMap
Early Child Development
Mapping Project Alberta

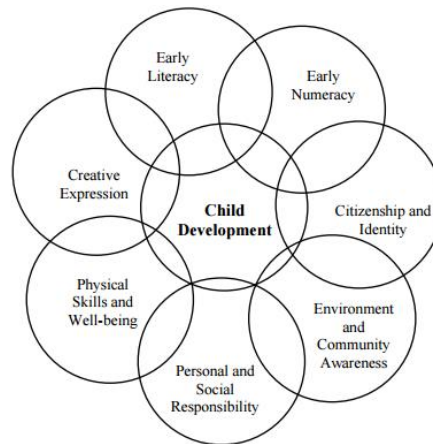


Southern Alberta Professional Development Consortium

Influencing Practice

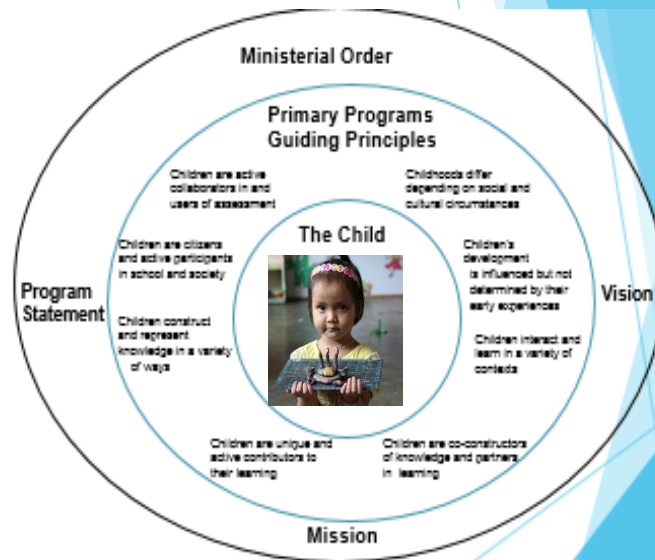
- Developing a shared understanding
- Vision: Collect/create resources that support
 - Teachers
 - Administrators
 - Co-ordinators and
 - Parents/Community

in understanding the importance of holistic, play based programming for Early Learners (Pre-K to Gr. 3).



Primary Programs Framework
for
Teaching and Learning
(Kindergarten to Grade 3)

Guiding Principles



Video Series



Inclusive Supports...



Environment.mp4



Emergent Curriculu...



Learning Guides

**Key Understandings
Discussion Questions
Links**



Powerpoint Presentations



Administrators/Instructional Leaders



What kinds of **learning opportunities** respond to the needs of this particular group of children?

What are the **indicators of a quality program** that should be evident in a Pre-K to Grade 3 environment?

What kind of **interactions** am I looking for from the adults in this unique learning environment?

How are the adults **scaffolding** the learning?

Additional Supports for Educators and Families

Powerpoints

Webinars

Learning guides

Videos

Links



[Sapdc.ca](https://www.sapdc.ca)

Learning Facilitators

Check It Out

Learning Portal 

Website



Welcome to SAPDC Rescours
Learning Portal

Math

**First Nations,
Métis, & Inuit**

**Student Learning
Assessments**

**Literacy &
Numeracy**

**Inclusive
Education**

**Career Technology
Foundations**

**Curriculum
Development**

**Curriculum
Competencies**

**Learning
Commons**

**Elementary Math
Professional
Learning**

**Early
Learning**

<https://learning.arpdc.ab.ca/course/view.php?id=355>


ARPDC Resources

sapdc.ca
Resources


[Home](#) | [Overview](#) | [Teachers - Early Childhood Pathways](#) | [Administrators - Early Childhood Pathways](#)

Teachers


Administrators




[EPSB Early Years Guiding Document](#)



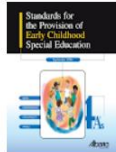
[Alberta Education Program Statement Kindergarten](#)




[Play, Participation and Possibilities Pre-K](#)




[CMEC Statement on Play-Based Learning](#)




[Standards for the Provision of Early Childhood Special Education](#)




[Early Learning - Galileo Network](#)



[Pyramid of Intervention](#)



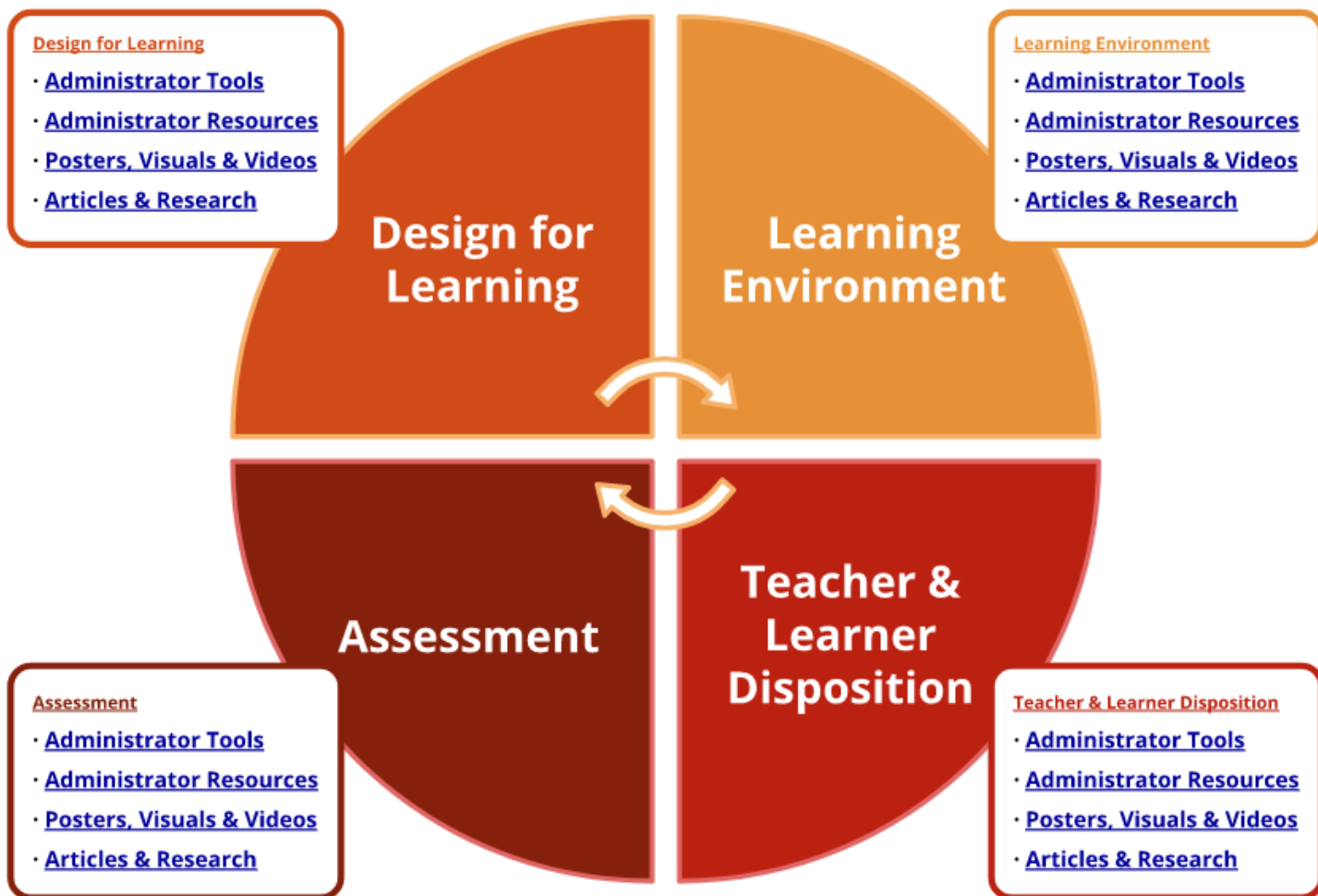
[Everyone's In Tip Sheets](#)



[An Educational Strengths-Based Approach](#)

Edmonton Public Schools has taken every care in compiling information and materials for this resource. The tools and resources on this site are designed to be used as part of ongoing professional learning. If you wish to modify any of these tools or resources, please contact [Natalie Prytuluk](#) 780-429-8389.





[Link](#)

Play, Participation, and Possibilities Framework

CMEC Early Learning and Development Framework

Co-constructing Curriculum

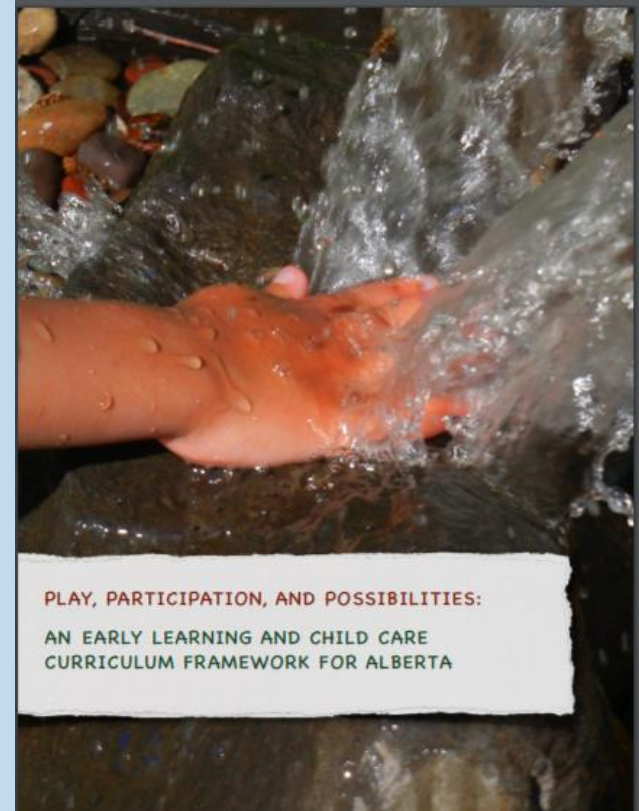
Co-learners

Co-researchers

Co-imaginers

Image of the Child

Guide for Reflective Thinking



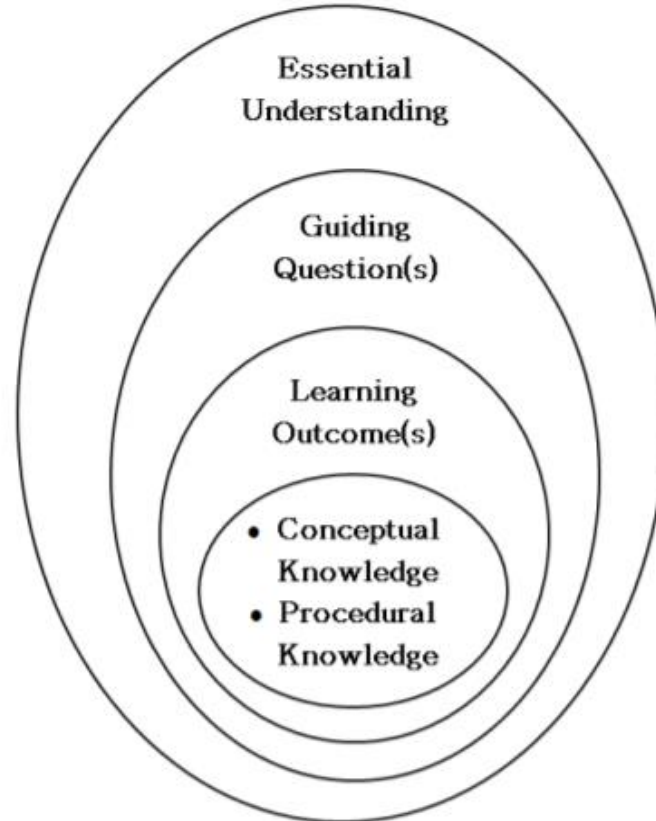
Every child is a mighty learner. A mighty learner brings body and mind-his or her whole being-to play and learning. To be mighty means to be powerful, robust, vigorous, stalwart, and awe-inspiring. Educators make the learning potential of each child visible when they recognize the dispositions to learn that young children already bring to every situation.



THE GUIDING FRAMEWORK
FOR THE DESIGN AND
DEVELOPMENT OF
KINDERGARTEN TO
GRADE 12 PROVINCIAL
CURRICULUM
(PROGRAMS OF STUDY)



Essential Understandings



Future Curriculum

THE GUIDING FRAMEWORK
FOR THE DESIGN AND
DEVELOPMENT OF
KINDERGARTEN TO
GRADE 12 PROVINCIAL
CURRICULUM
(PROGRAMS OF STUDY)



Alberta
Government

CRITICAL THINKING
PROBLEM SOLVING
MANAGING INFORMATION
CREATIVITY AND INNOVATION
COMMUNICATION
COLLABORATION
CULTURAL AND GLOBAL CITIZENSHIP
PERSONAL GROWTH AND WELL-BEING

Learning outcomes strategically and clearly combine selected competencies with subject-specific conceptual and/or procedural knowledge (*The Guiding Framework*, p.15–16).

Grade 3	Essential Understanding: Exploring diverse historical and contemporary narratives of continuity and change can foster a sense of who we are, where we came from, and the society in which we want to live.	
	GQ: What can we learn from the origins of our communities and the communities around us?	
	LO: 3.2 Students examine and explain the origins of their own and surrounding communities.	
	Procedural Knowledge <ul style="list-style-type: none"> exploring stories of the development of their community and surrounding communities interpreting geographical representations to locate their own and surrounding communities, as well as their treaty area identifying factors that contributed to the movement of settlers to their community and surrounding communities sequencing historical developments in their own and surrounding communities 	Conceptual Knowledge <ul style="list-style-type: none"> Indigenous presence in their own and surrounding communities treaty area and oral agreements related to settlement in their own and surrounding communities evidence of Francophone roots in their own and surrounding communities origins of settlers in their own and surrounding communities names of natural and built features that reflect the origins or cultures of people who originally inhabited, settled in, or developed their own and surrounding communities
	Competency/Competencies <ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking 	Literacy <ul style="list-style-type: none"> LKU2b.1: Access LKU4a.1: Clarity Numeracy <ul style="list-style-type: none"> NHU3b.1: Interpret/Represent Spatial Information

Wellness Break- Norah Fines, AHS



Overarching Questions Discussion 1

Topic A: Programming Approach	Topic B: Strengths and Challenges
Introductions	Introductions
What early learning programming structures do you currently have in place?	What is working well in Early Learning in your area?
How do we provide optimal early learning programming in today's diverse classrooms?	What challenges are you facing?
How is Reggio inspired programming reflected in your Early Learning programs?	How can we work together to overcome these challenges?



Overarching Questions Discussion 2

Topic C: Supports and Services	Topic D: Early Literacy and Numeracy
Introductions	Introductions
How are you addressing mental health, emotional and behavioural needs?	What is working well in Early Literacy/Numeracy in your area?
What are the responsibilities of educational assistants in providing for student medical needs?	What challenges are you facing?
What do OT/PT and SLP interventions look like in your programs?	How can we work together to overcome these challenges?



Overarching Questions Discussion 3

Topic E: Play Based Learning	Topic F: Parent and Community Awareness
Introductions	Introductions
How are you promoting development through play?	How do we advocate with families for appropriate earling learning practices?
How do we support risky play in our classroom communities?	How are we advocating with the community on the importance of appropriate early learning programming?
How are you incorporating outdoor play in your learning environments?	How can we work together to enhance community awareness?



Open Spaces Topics (2:00 to 2:45)

- Group 1 - Roles and Responsibilities
- Group 2 - Applications for Program Unit Funding (PUF)
- Group 3 - Early Development Instrument (EDI)
- Group 4 - Family Oriented Programming (FOP)
- Group 5 - English Language Learners (ELL)
- Group 6 - Education for Reconciliation (EFR)
- Group 7 - Supporting Inclusive Early Learning Environments



Gallery Walk

2:45-3:20

Reflection on the Day

Exit Slips

"THE MOST VALUABLE
RESOURCE THAT ALL
TEACHERS HAVE IS
EACH OTHER. WITHOUT
COLLABORATION OUR
GROWTH IS LIMITED TO
OUR OWN
PERSPECTIVES."

ROBERT JOHN MEEHAN



Exit Slips

1. What did you appreciate about gathering together today to discuss Early Learning?
2. What was your biggest take away from today?
2. What wonderings do you still have?
2. What recommendations would you make for a future early learning day?

