



The Public Advantage of Early Learning and Child Care

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BC Public Education

4 BC Initiatives Useful in Informing System Change Built on Public Infrastructure

- 1) Integrating Early Care and Learning within the BC Ministry of Education (in process)
- 2) The Revised BC Early Learning Framework and the BC Core Competencies
- 3) Communities of Practice
Changing Results for Young Children
Strengthening Early Years to Kindergarten Transitions
- 4) Seamless Day: Continuity of Learning

1. Integration of Child Care into BC's Public Education System

BC's public education system has the infrastructure, experience, and capacity required to build a public system of child care including:

- a legislated, universal right to participate
- public funding for and democratic control of the system
- a respected, highly educated workforce
- a high level of public understanding of and experience with, the system

(Roadmap For \$10aDay Child Care in BC)

Government must ensure that the move to Public Education:

- honors and respects the rights of young children and the professionals who work with them
- integrates child care and education as strong and equal partners
- is supported by dedicated early childhood pedagogical and public policy expertise with adequate public funding
- implements a strong transition plan (multi-year implementation, flexibility, professional development, opportunity to learn as we go)
- requires a thoughtful engaged process that requires growth and change for child care and the K – 12 system

(Roadmap For \$10aDay Child Care in BC)



1. Integrating Early Care and Learning within the BC Ministry of Education (in process)

ECE already offered in Public Education

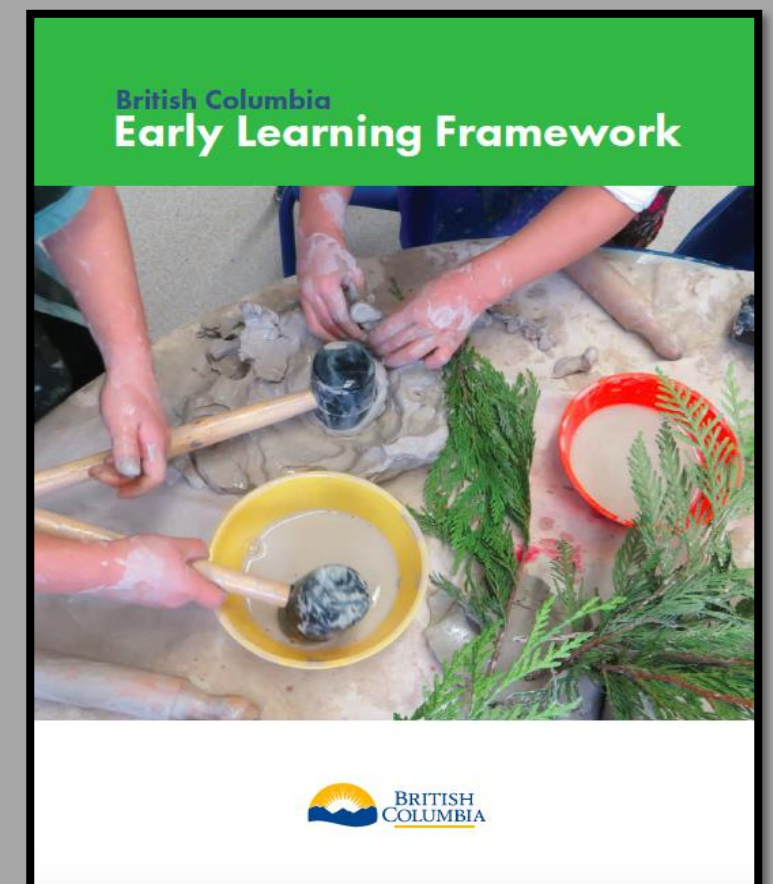
- **Full Day Kindergarten; Strong Start; JUST B4: (4 year old ECE program)**
- **School Districts operating child care (Seamless Day)**

2. The BC Early Learning Framework and the BC Education Curriculum Core Competencies

- shares philosophies that support Early Childhood Educators and Primary Teachers in designing environments that are flexible, responsive, and relevant to their local community
- promotes the purposeful design, organization and implementation of learning environments that leverage young children's inclination to play
- meeting place for joint Professional Learning for Early Childhood Educators and Primary Teachers
- aligns in vision, principles, rethinking of practice and context relevant to working with children and families



BC Curriculum Core Competencies



3. CHANGING RESULTS FOR YOUNG CHILDREN STRENGTHENING EARLY YEARS TO KINDERGARTEN TRANSITIONS Supporting Communities of Practice



Changing Results for Young Children

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Jennifer Delvecchio
@jenadelvecchio

This is the def'n of a provocation.
@burnabyschools Early Learning district teacher #AngelaMeredith shares documentation w/elementary admin: here's what we did, what can you do? "My intent is to highlight innovation, flexibility, quality & play value of materials -for ages 0-99!"



website
cr4yr.com

CHANGING RESULTS FOR YOUNG CHILDREN

ABOUT US

JULY 18, 2018 WEBADMIN LEAVE A COMMENT





building community
strengthening relationships
ECE/Teacher joint professional learning



**The Seamless Day
Program - Year 1 Research
and Evaluation Report
(click here)**

This pilot program was implemented at Oliver Elementary School in September of 2019. This report provides information on the process, effect on families and children, observations and evidence. Find out how this program has contributed to the community!

4. The Seamless Day Kindergarten Pilot Year 1 Research and Evaluation Report 2019 – 2020

The Seamless Day Research and Evaluation Report is available on the BC SD 53 website

