Catching Future Dreams

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Catching Future Dreams

The Utility of the Early Years Evaluation in First Nations Schools in New Brunswick
Dream Catchers

• Dream Catchers are one of the most fascinating traditions in the Native culture.
• Traditionally the Dream Catcher was intended to protect the “sleeping individual from negative dreams while letting positive dreams through.”
• Positive dreams slip through hole in center, and glide down to the sleeping person. Negative dreams get caught in web, expiring when struck by first rays of the sun.
“A dream is a portal between “what is” and “what can be.”

N.B. Education – “What it is today” and “What it can be” (Future) EYE-DA as a measure

Catching Future Dreams for N.B. Children

A TALE OF WONDER, WISDOM & WISHES DREAM, Susan V. Bosak, TC Press, Toronto. 2004
The New Brunswick First Nation K4 Initiative

• N.B. Initiative “When kids come first”
  K Registration

• Office of FN Perspectives N.B. Dept. of Ed.

• Work in all FN communities in N.B. and 1 Quebec with K4 children (14 sites - 8 Band Operated Schools-6 Day Care, Headstart, Nursery sites)
ROLE

• Administer assessments to inform instruction
• Compile data from assessments to share with sites and Dept. of Ed.
• Provide P.D. to teachers, instructors, site coordinators
• EYE-DA training is one PD- How to administer, data reading, interventions...
• Provide follow-up visits to aid in new programs, teaching strategies
• Conducting Parent Information Sessions at all BOS (District K-Transition coordinator in others)
• Attend all meetings as liaison between BOS and other stakeholders (DOE,BOS principals,K4 Management, KSI training etc.)
ROLE...

• Prepare K-Transition Reports for each child – regardless of where child scored in EYE-DA and in Stork’s Nest™ (BCT, TBP, BCP)

• Arranging/holding Transition and Transfer of Info Sessions (both N.B. School Dist. and BOS in June and September)

• Responsible for keeping abreast of current ed. theory (young learners)

• Work with N.B. Dept. in partnership with “The Learning Partnership”- “Welcome to K” bags
ROLE...

• Coordinate and educate each site on “Welcome To K” and conduct parent info meetings (explain materials, demonstrate, model activities)

• Liaison with outside agencies, disciplines, departments – Dept. of Health, Child and Family, SLP (Extra-Mural/Band privately hires), Talk With Me, OT, PT, Audiologists, KSI ...

• Working towards having Pediatricians, Psychologists, Optometrists...
Assessment, Measurement, Monitoring... ALL DOMAINS

• **Stork’s Nest™** - BCT-pre-school screener individually administered to all children in all FN schools in Oct/Nov of K4 year

• **EYE-DA** – individually administered direct measure of dev. outcomes of children ages 3-6 in FN in Feb/March of K4 year

• **Stork’s Nest™**- TBP (post) pre-school screener individually administered in April/May K4 year
### Intervention (All Domains) Bumblebees™

<table>
<thead>
<tr>
<th>Domain</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>1. Language &amp; communication</td>
<td>1. Teacher, parent &amp; SLP, Audiologist</td>
</tr>
<tr>
<td>2. Awareness of Self &amp; Environment</td>
<td>2. Teacher, parent, Guidance, Psychologist</td>
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EYE-DA, EYE-TA

EYE-DA  4 Domains
1. Language and Communication
2. Awareness of Self and Environment
3. Cognitive Skills
4. Gross and Fine Motor Development

EYE-TA  (also includes a Social Skills and Approaches to Learning Domain)
Social and Emotional

• Critical to FN success...
  Cultural considerations
  Oral Language Development
  Play...self regulation/executive function “Tools of the Mind”
  Positive Learning Environment
  Outdoor Education
Opportunities Challenges for FN Use of EYE-DA

1. Teachers, Administrators, Site Coordinators
2. Children
3. Parents
4. Schools
5. Community
1. Teachers, Administrators, Site Coordinators

- PD must be done very slowly - scaffolding
- PD must be done with FN teachers alone
- PD must be hands-on
- PD must be modeled/demo - explicit/direct instruction
2. Children

- Come from diverse backgrounds
- Sometimes 3 languages are spoken at home
- Levels of vocabulary development must be taken into consideration when administering
- Culturally appropriate
- High incidence of hearing difficulties in FN children (fluctuating, permanent)
- Comprehension difficulties not always ability related but rather experiences, background, hearing
- Health related difficulties that have never been detected before assessing with EYE-DA
3. Parents

• School has not been a positive experience for some
• Some parents do not see the need for regular attendance
• Literacy rates among many parents at low level
• Some parents feel children are unable to learn
• Some parents have difficulty with parenting skills
• Need to understand ages and stages of Child Development
4. Receiving Schools

- Awareness of children’s needs upon school entry
- Data from Transition Reports and Transfer of Info from Stork’s Nest™ and EYE-DA a positive factor
- Intervention in spring and summer provided to help with transition
- Appreciation for cultural diversity and FN learning styles
5. Community

- More involvement from community
- Elders as part of K transition and programming
- Outside agencies, disciplines, Gov. Dept. (provincial and federal) are becoming more involved
- Working with communities to raise awareness of children’s learning
What Effects has EYE-DA had for Education in N.B.?

• Has forced a common language among educational communities in regards to school readiness & Early Child/ Human Development that had not been in existence before EYE

• Has enhanced and encouraged interest and the need for education in areas of Child Development by all stakeholders
• Has been and still is one measure that has paved way for the breakdown of silos- Early Childhood Educators and Schools
• Has helped to have resources allocated to K4
• Has provided data that cannot be ignored and demands we collectively do something
• Has forced school districts to provide early intervention to children requiring help to transition to Kindergarten
Catching Future Dreams

Dreams are...

- A cherished desire or wish for the future
- A strong aspiration or goal
- A sense of meaning that fills your mind, makes your feet dance, and stirs your soul to soar
We hope that all of our children’s future dreams are realized and that the negatives vanish with these first rays of the sun.