



## Play-based Learning

**In a play-based learning environment we view children as competent, capable of complex thinking, curious, and rich in potential and experience.**

In Kindergarten, children have the opportunity to learn by exploring ideas and language, manipulating objects, acting out roles, or experimenting with a variety of open ended materials.

These experiences expand each child's natural curiosity, creativity, inquiry, and imagination. They develop problem solving, abstract reasoning, collaboration, and communication skills.

As children and educators engage in play-based learning and teaching together, the foundations of early literacy and mathematics are built. Educators observe, listen, question and guide children to promote their growth as independent learners.

## Family Partnerships



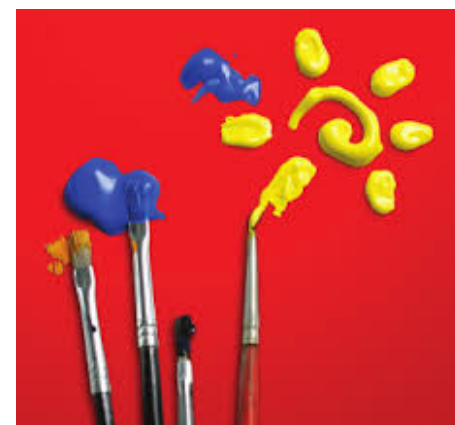
**You are an expert on your child and an important part of your child's education. Your participation in your child's learning in Kindergarten is welcome.**

### You may consider

- Sharing your child's unique strengths, interests, learning preferences and any other relevant information as your child changes and grows throughout the year.
- Exploring your child's classroom learning experiences through conversations at home.
- Participating in family classroom learning opportunities and sharing your reflections with your child's educators.
- Sharing learning from home with your child's educators (e.g., conversations, drawings, creations, games, play, photos, video clips, etc.).

**You can discuss with your child's educators additional ways to be an active partner in your child's learning throughout the year.**

## Understanding The Kindergarten Program



## for Families



## The Kindergarten Program

**In Kindergarten, the learning expectations are organized into four frames, or broad areas of learning.**

### Belonging and Contributing

Supporting children's ability to form relationships and make contributions as part of a group, a community and the natural world.

### Self Regulation and Well-Being

Developing children's ability to understand their own thoughts and feelings, understand and manage their emotions and impulses, and build awareness of their physical and emotional well-being.

### Demonstrating Literacy and Mathematics Behaviours

Developing children's ability to communicate their thoughts and feelings by engaging in literacy and mathematics behaviours, and fostering a love of learning.

### Problem Solving and Innovating

Developing children's ability to make meaning of their world by asking questions, testing their theories, solving problems, and using creative and analytical thinking.

**These frames are designed to support an approach that aligns with the way children's learning naturally occurs and that focuses on aspects of learning that are critical to young children's development (*The Kindergarten Program, 2016*).**

## How Your Child is Assessed

**The four frames in The Kindergarten Program are used to structure learning and assessment.**

Throughout the year, within the play-based learning environment, your child's learning and development will be documented by the classroom educators. The educators will gather evidence about your child's growth in learning in various situations across a period of time. These samples of learning may include photographs, video clips, transcripts of conversations, and your child's work (e.g., paintings, drawings, writing, etc.).

This ongoing collection of evidence provides a profile of your child's learning that will be shared with you over the course of the year.

Below is an example of what might be shared with you to highlight your child's learning.

### Understanding How Shapes Work Together in Our World

October 26

Sheri and her friends listened to each other's ideas as they problem-solved and worked together to create the 'rooms' in their house. Sheri is curious about shapes and is beginning to ask questions about them as she explores shapes in her play.

*"I used the yellow ones on the floor, just like at home. What are the yellow ones called?"*



Throughout our conversations together, Sheri learned that the yellow shapes have 6 sides and are called hexagons.

We are continuing to explore with Sheri how shapes are put together and have different properties.

**Kindergarten Program Connections** Problem Solving & Innovating, Demonstrating Literacy and Mathematics Behaviours.

## Formal Communication of Learning

### Initial Observations

The first formal opportunity to learn about your child's progress will take place in the fall. Written comments describing initial observations of your child's learning will be sent home for each Year 1 and Year 2 Kindergarten student in November.

For Year 1 families, after receiving the report:

- You will be invited to a classroom visit to see your child engaging with learning in the Kindergarten classroom and to have a brief conversation with your child's educator(s) (November/December)

For Year 2 families, after receiving the report:

- You will be invited to meet with your child's educator(s) to discuss your child's learning
- Interviews take place on the November PA Day and the evening prior

### Kindergarten Communication of Learning - Term 1 and 2

Families of children in both Year 1 and 2 will receive a Kindergarten Communication of Learning report in February and June. In this report, your child's learning will be summarized using the four frames of learning (Belonging and Contributing, Self-Regulation and Well Being, Demonstrating Literacy and Mathematics Behaviours, Problem Solving and Innovating). Within each frame your child's key learning and growth in learning will be described. Information about appropriate next steps to support your child's learning both at home and school will be included in each report. Grades or rating scales are not a part of the Kindergarten Communication of Learning.

**Key Learning** is the most important or significant learning that your child has demonstrated in relation to the curriculum.

**Growth in Learning** describes positive developments in learning that your child has demonstrated over time, in relation to the curriculum.

**Next Steps in Learning** describes how your child can move forward in their learning both at school and/or at home.