



The Kindergarten Program



Information for Families

EARLY YEARS STRATEGY
BIRTH TO GRADE THREE

Inspire Learning!



Welcome!



You are your child's first and most important teacher and we want to learn from you as we get to know your child.



Family Partnerships



- Participation in your child's learning is encouraged
- Please consider:
 - Sharing your child's unique strengths, interests, and learning preferences
 - Engaging your child in conversations about his/her classroom learning experiences
 - Sharing learning from home



Play-Based Learning



- Children come to school competent, curious and rich in experiences
- Children and their educators learn together by:
 - exploring
 - investigating
 - creating



Kindergarten is for *All Children*

Educators consider each child's:

- Background/experience
- Stage of development
- Special education needs
- Stage of second language acquisition



Families and educators work together to ensure that all children experience success!

The Four Frames of the Kindergarten Program



The Kindergarten Program, 2016, p. 14



Belonging and Contributing

As children play, educators focus on their...

- Sense of connectedness to others
- Ability to form relationships and make contributions as part of:
 - a group
 - a community
 - the natural world





Belonging and Contributing...

at the building and construction area



Learning might look and sound like:

- A group of children using blocks to create a replica of a building after talking and thinking about different kinds of buildings
- “Fatima helped me pick up the blocks.”
- “Can you help us find another way to make this?”



Self-Regulation and Well-Being

As children play, educators focus on their...

- Ability to understand their own thoughts and feelings
- Ability to understand and manage emotions and impulses
- Awareness of their physical and mental health and wellness





Self-Regulation and Well-Being...

at the dramatic play area



Learning might look and sound like...

- Two children are playing in the dramatic play area. One child is rubbing the doll's back saying, *"It's okay. Don't cry."* The other child says, *"I think she's nervous about getting her hair done."*



Demonstrating Literacy and Mathematics Behaviours

As children play, educators focus on their...

- “Literacy behaviours” - the various ways children respond to words and stories, begin to think critically, and begin to read and write





Demonstrating Literacy and Mathematics Behaviours...at the sand table



Learning might look and sound like...

- Children retelling the story of *The Tiny Seed*, a book they have just heard in a read aloud
- They use materials that have been intentionally placed at the sand table



Demonstrating Literacy and Mathematics Behaviours

As children play, educators focus on their...

- “Mathematics behaviours” - the various ways in which children learn more about mathematical relationships, concepts, skills, and processes





Demonstrating Literacy and Mathematics Behaviours...with building materials



Learning might look and sound like...

- A group of children use cubes or spools to measure their structures after reading *Short, Tall, Big or Small?*
- “My structure is 12 spools tall.”



Demonstrating Literacy and Mathematics Behaviours...in the snack area



Learning might look and sound like...

- Children create their own trail mix by adding one scoop of each ingredient to their bags.
- *"I know that says 1 scoop"*



Problem Solving and Innovating

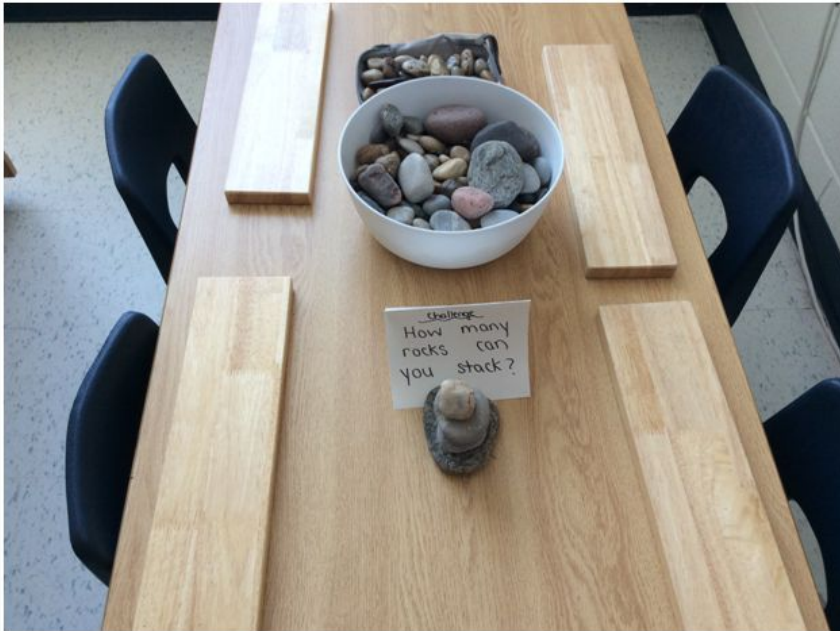
As children play, educators focus on their...



- Desire to make meaning of their world by asking questions, testing theories, solving problems, and using creative and analytical thinking
- Confidence to explore the innovative thoughts and activities that naturally arise with an active curiosity



Problem Solving and Innovating...with natural materials



Learning might look and sound like...

- “We made our stack wider at the bottom so that we could build it taller. Now it doesn’t fall down.”
- Children draw and label a picture of the finished tower to show their solution



How Your Child's Learning is Assessed



- The four frames are used to structure learning and assessment
- Your child's learning and development will be documented throughout the year
- Documentation may include photographs, video clips, conversations, and your child's work
- The ongoing collection of your child's learning will be shared with you over the course of the year



Pedagogical Documentation: Making Thinking Visible

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?"

In 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.

Program Connections: Problem Solving & Innovating, Demonstrating Literacy and Mathematics Behaviours



Kindergarten Communication of Learning: Initial Observations

Written comments describing initial observations of your child's learning will be sent home for each Year 1 and Year 2 student in November

For Year 1 Families, before 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 an educator (October/November)

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



Communication of Learning Report

Kindergarten Communication of Learning for Year 1 and Year 2 students

- Written comments shared in February (Term 1) and June (Term 2)
- Learning will be summarized using the four frames for learning
- Key learning, growth in learning and next steps in learning will be described within each frame



The Power of Play-Based Learning



“Play nourishes every aspect of children’s development ...Play develops the foundation of intellectual, social, physical, and emotional skills necessary for success in school and in life.”

(Canadian Council on Learning, 2006, as cited in The Kindergarten Program 2016, p. 18)