

Ministry of Education

The Kindergarten Communication of Learning

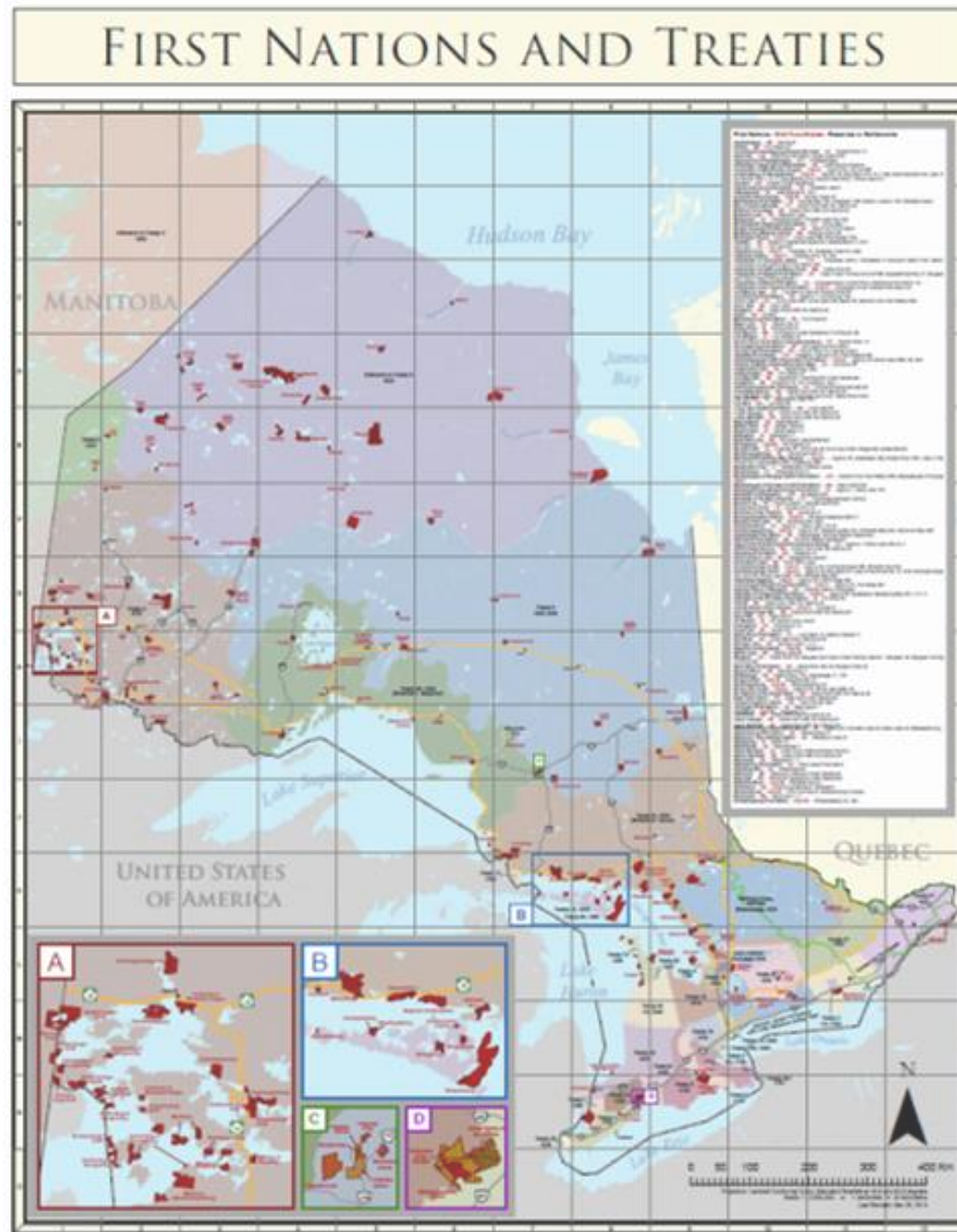
Professional Development Program for Teacher
Candidates 2023-24

Laura Christmann

Beth Brown

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Acknowledging Traditional Territories



Some of our team...



Laura Christmann
Curriculum, Assessment
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Today's Learning Goals

We are learning to increase our knowledge about the process of assessment, evaluation and reporting in kindergarten including:



- understanding how pedagogical documentation can be used to make children's thinking and learning visible and guide next steps
- considering a variety of ongoing informal communications with parents/guardians
- developing anecdotal comments for reporting that reflects the learning and growth in learning of the child over a reporting period

Success Criteria

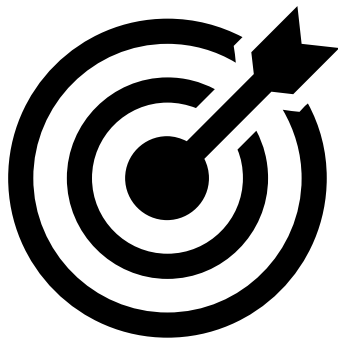
We will know we are reaching our goals when we can:

- describe how **pedagogical documentation** can be **used effectively** as a tool to make children's thinking and learning visible
- determine next steps in learning through **reflection on the documentation gathered**
- suggest a variety of ways, both formal and informal, to **establish strong partnerships** with parents and families
- understand how pedagogical documentation is used to **support communicating** the child's thinking and learning

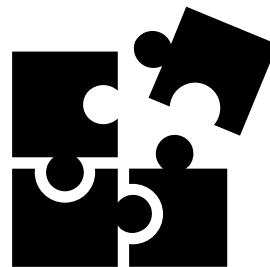
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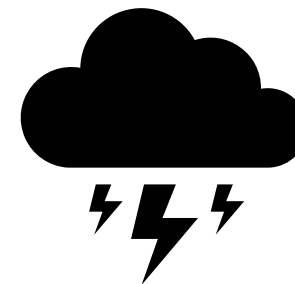
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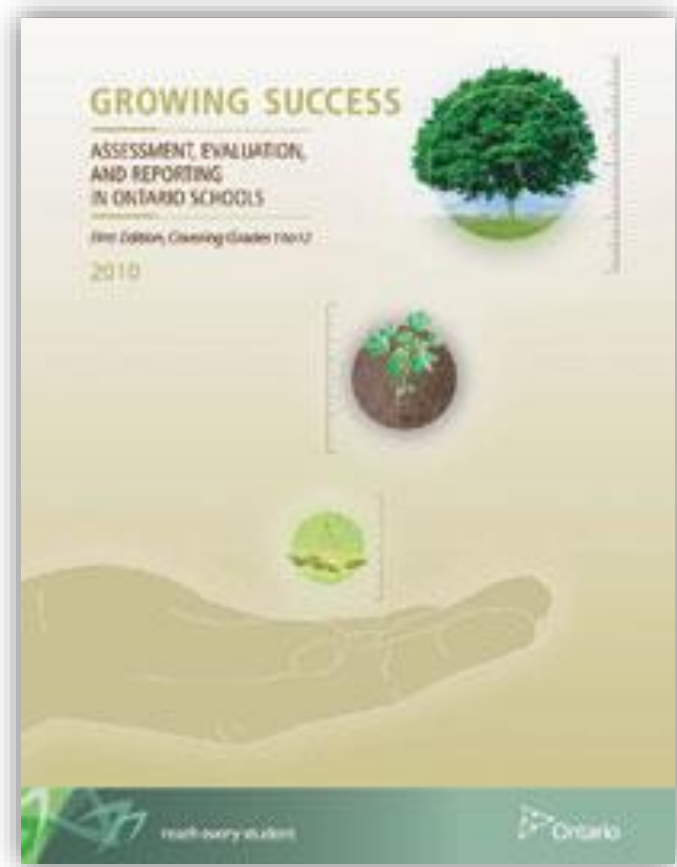


C



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Assessment Policy in Ontario



The Seven Fundamental Principles

Practices and procedures:

- ❖ Are fair, transparent, and equitable for all students
- ❖ Support all students
- ❖ Relate to the learning goals in the curriculum and to students' interests, experiences, and needs
- ❖ Are clearly communicated to students and parents
- ❖ Are ongoing, varied, and occur over time with multiple opportunities to demonstrate learning
- ❖ Provide ongoing descriptive feedback
- ❖ Develop students' self-assessment skills so that they become independent and autonomous learners

The Kindergarten Program



The Kindergarten program is a child-centered, developmentally appropriate, play- and inquiry-based integrated program of learning for four- and five-year-old children.

The View of the Child



All children are competent, capable of complex thinking, curious, and rich in potential and experience.

Integrated Learning



Understanding of All Children as Competent, Curious,
Capable of Complex Thinking, Rich in Potential and Experience

Child &
Family Programs

Child Care

Kindergarten

Elementary

Responsive Relationships

Learning through Exploration, Play, and Inquiry

Educators as Co-learners

Environment as Third Teacher

Pedagogical Documentation

Reflective Practice and Collaborative Inquiry

Belonging
and
Contributing

Self-
Regulation
and
Well-Being

Demonstrating
Literacy and
Mathematics
Behaviours

Problem
Solving and
Innovating

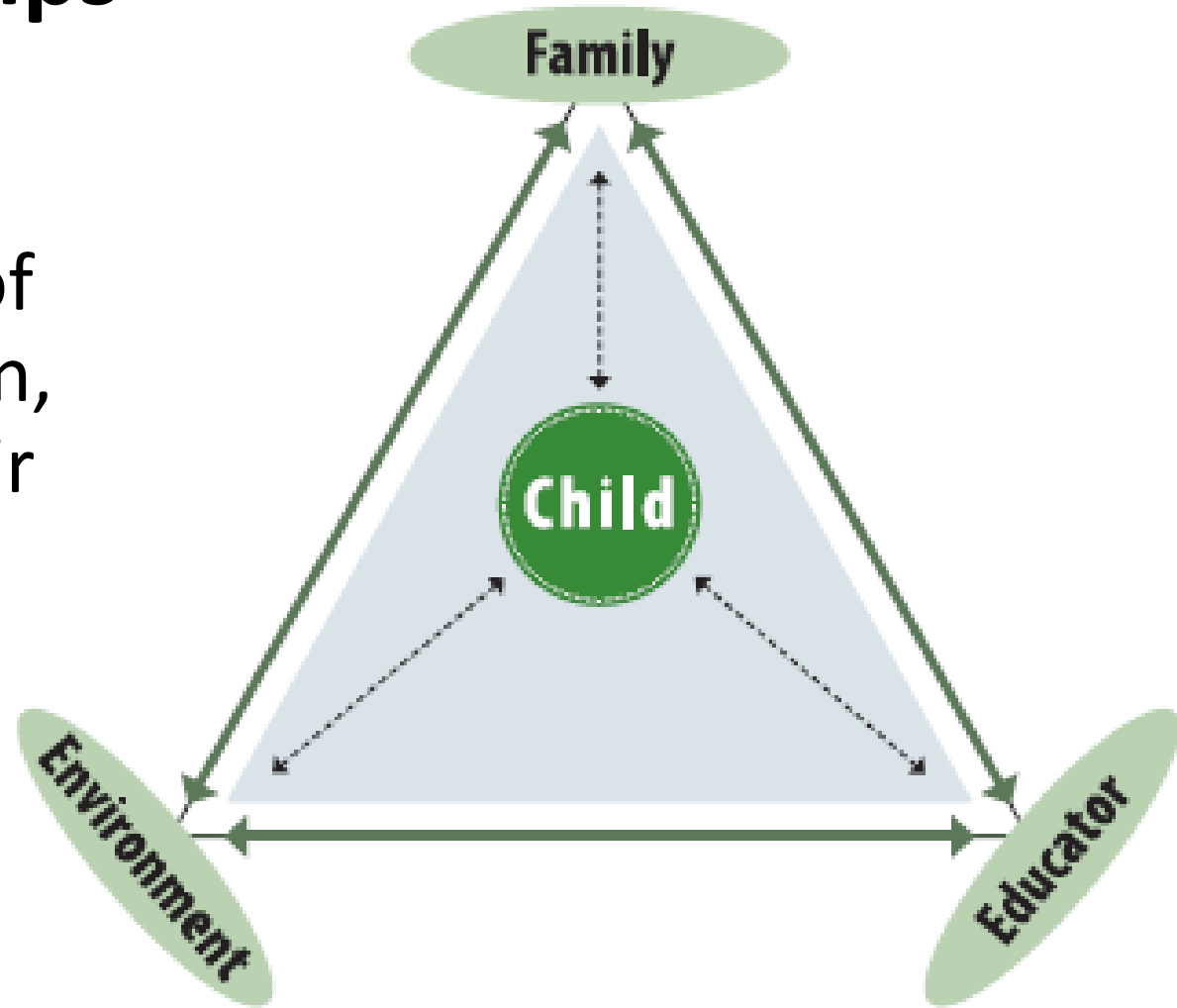
Four Frames of the Kindergarten Program

FUNDAMENTAL PRINCIPLES OF PLAY-BASED LEARNING

**Pedagogical
Approaches**

Responsive relationships

Learning and development happen within the context of relationships among children, families, educators, and their environments.



Assessment and Evaluation



In play- and inquiry-based learning programs, **pedagogical documentation** supports the child's learning and autonomy as a learner.

The **primary**
purpose of
assessment and
evaluation is...

... to improve
children's learning.

Focus on Learning

Educators engage in pedagogical documentation to study children's thinking and learning.

Through analysis, they determine the **key** learning and **growth** in learning and identify **next steps** in learning for each child.





Some definitions...

Key Learning: The most important or significant skills and/or understandings (knowledge) that the child has demonstrated during the reporting period, **in relation to the overall expectations.** It is appropriate for educators to include their perceptions about the child's interests and learning preferences in their descriptions of *key learning*.



Growth in Learning: Positive **developments in learning** that the child has demonstrated over the reporting period, **in relation to the overall expectations.**

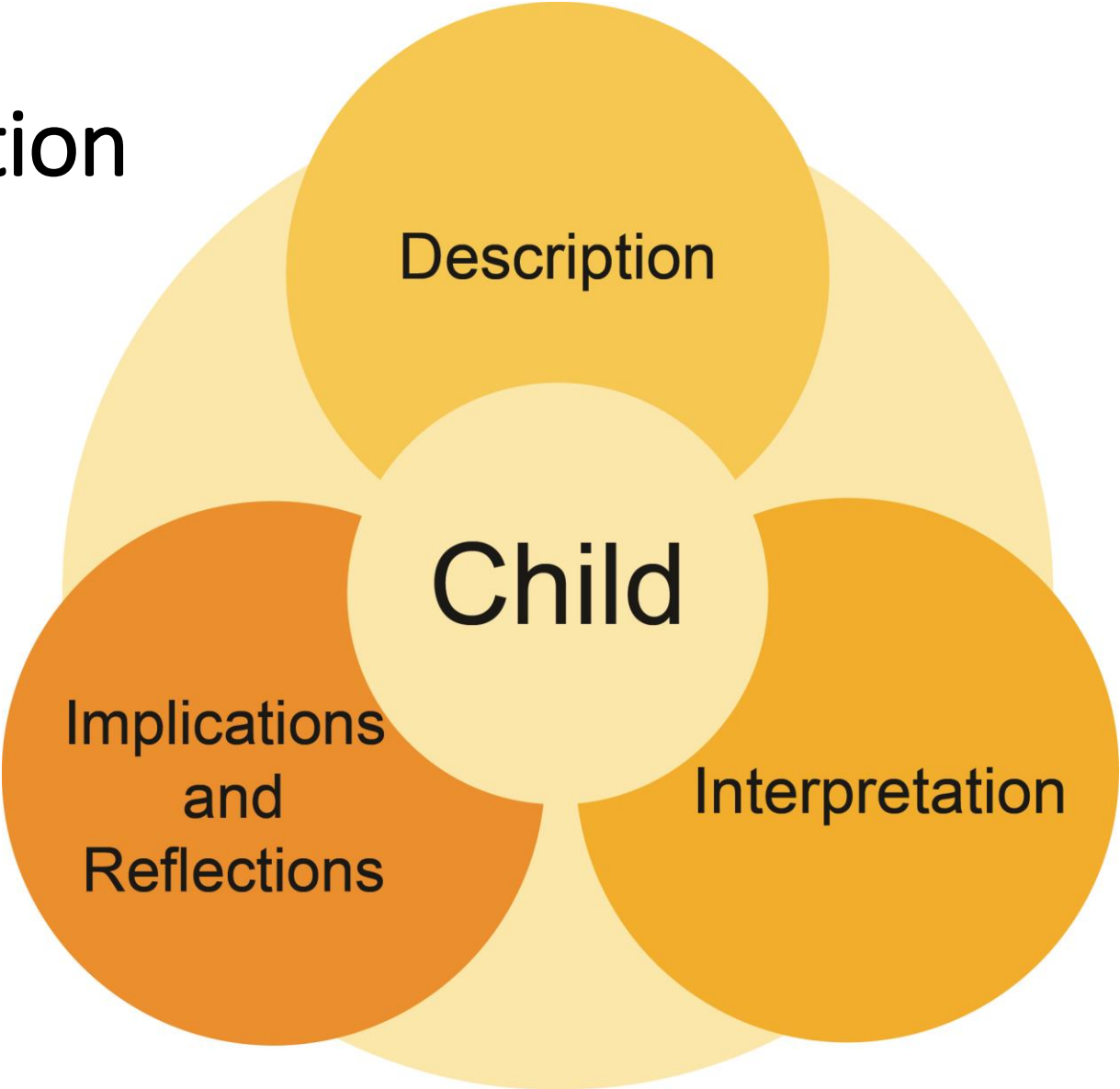
Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when evaluating and describing *growth in learning*.



Next Steps in Learning: Ways in which the **child can move forward in developing knowledge and skills**, in relation to the overall expectations, **both at school and at home**. Developmental stage, learning trajectory, and/or other individual processes of learning such as those outlined in IEPs for a few children should be taken into account when determining *next steps in learning*.



Pedagogical documentation

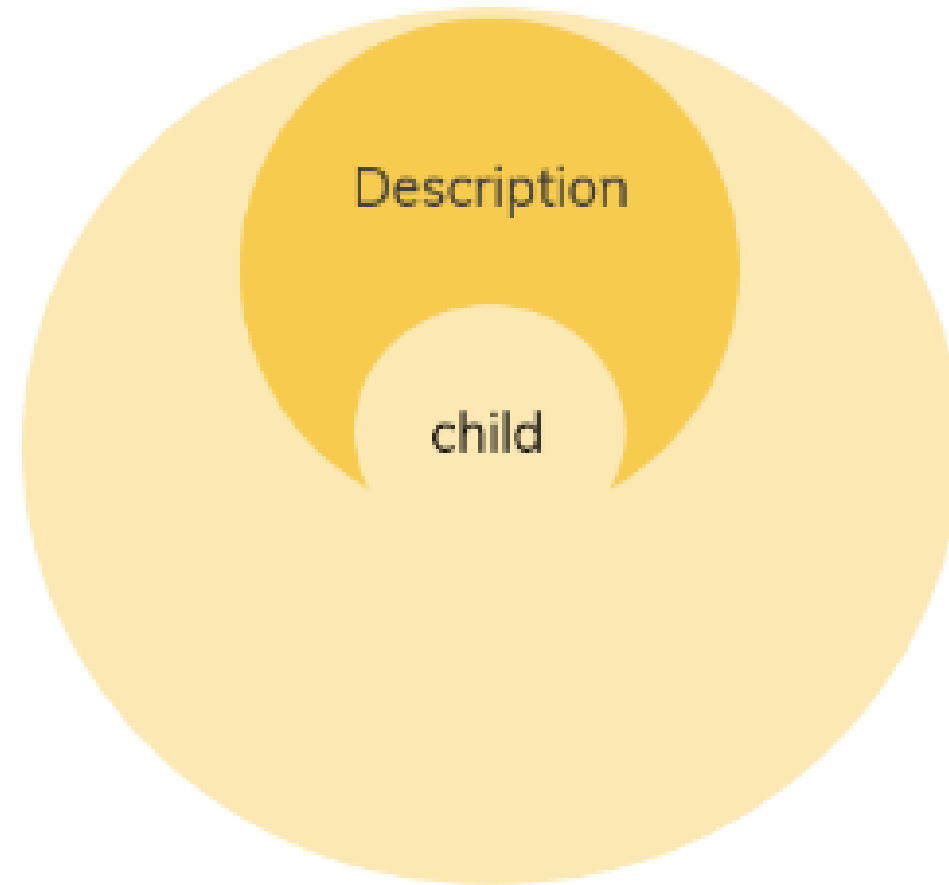


Process of pedagogical documentation

Describe:

What do you see?

What do you hear?





Process of pedagogical documentation

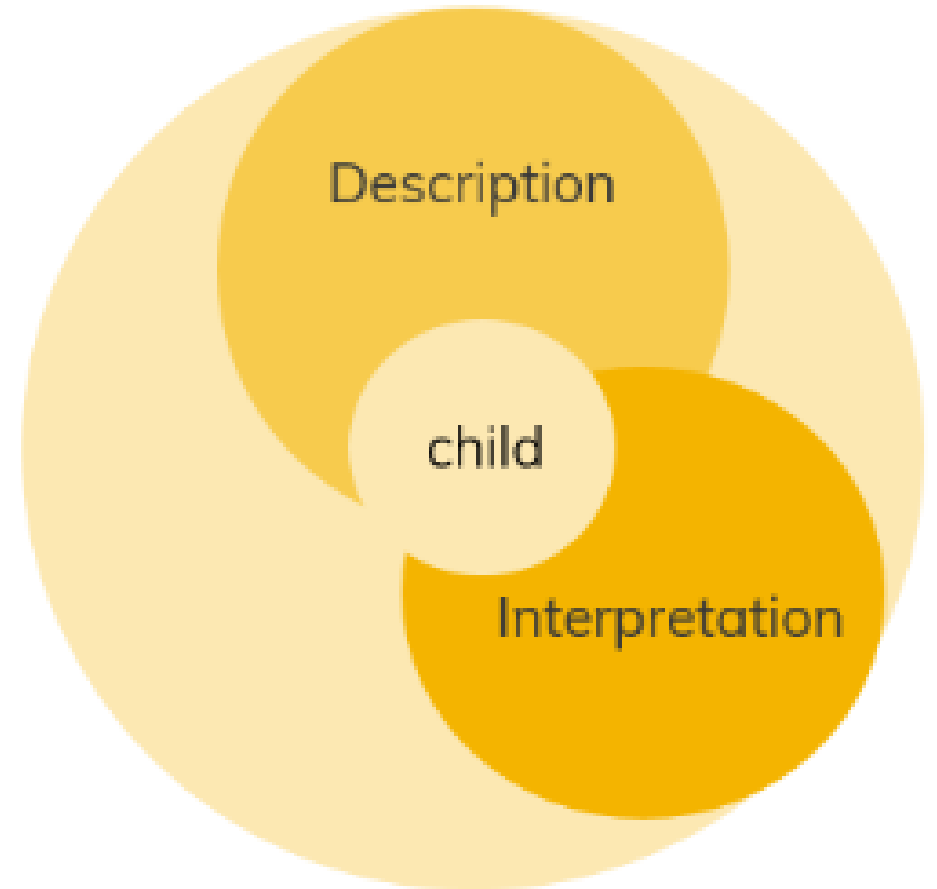
Interpret:

When you saw/heard ____, what do you think it might mean?

What / when / why / how / with whom might you notice and name what you saw and heard?

What / when / why / how / with whom might you revisit the documentation?

About what are you now curious?



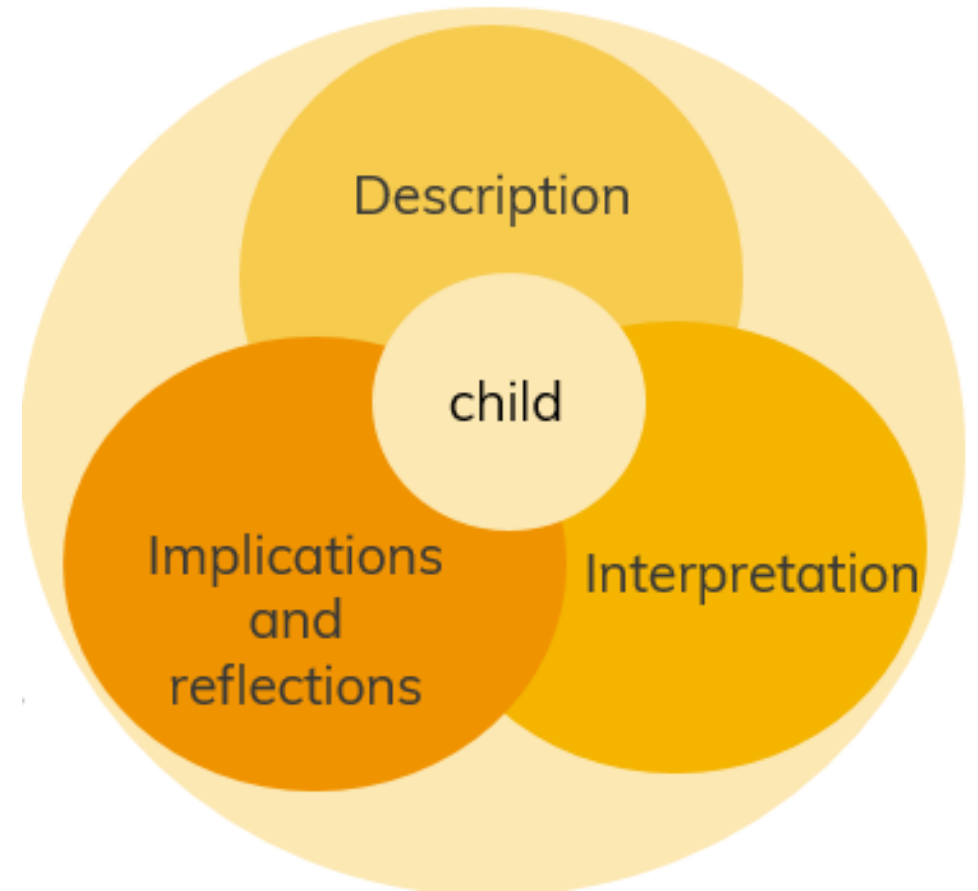
Process of pedagogical documentation

Implications and Reflections:

How might you respond, challenge and extend?

How do the overall expectations help to make meaning of what you saw and heard?

What might you want to learn more about regarding your professional practice?



Communication of Learning



- Communication with parents about a child's learning is ongoing and includes a variety of means.
- Three formal written reports are provided during the school year.
- Anecdotal comments provide parents with descriptions about their child's strengths and growth in learning and support next steps in learning.

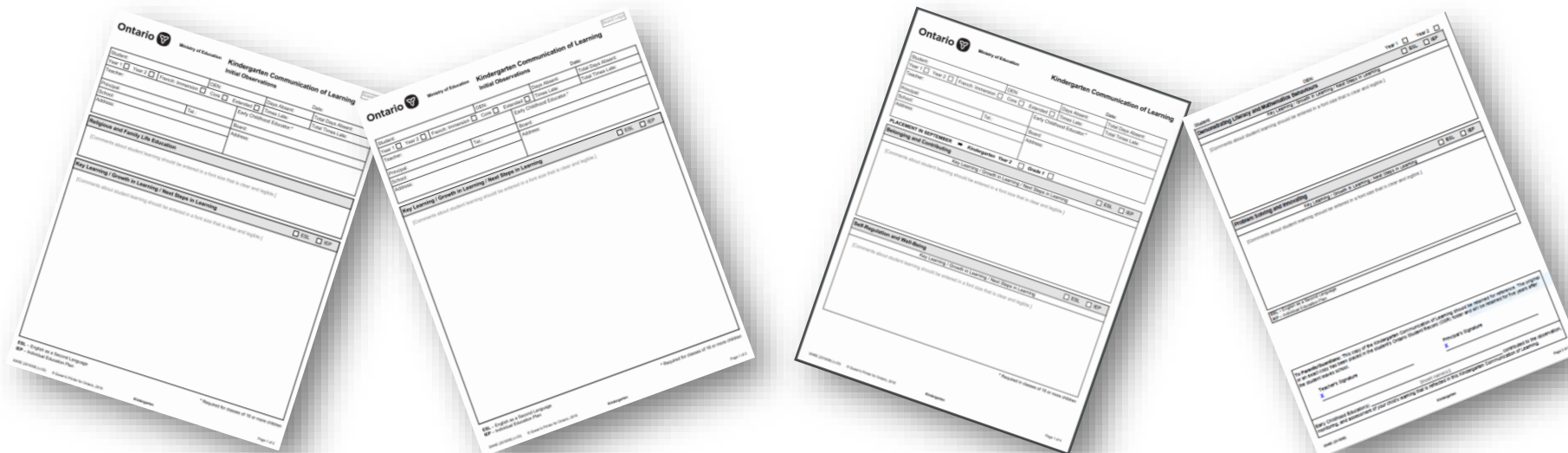
Kindergarten Communication of Learning

Kindergarten Communication of Learning: Initial Observation

Issued in the Fall, the Initial Observation provides an overview of the child's key learning and growth in learning along with information about next steps in learning.

Kindergarten Communication of Learning

Issued at the end of the second and third reporting periods, the Communication of Learning provides clear descriptions, including anecdotal comments about the child's learning and growth in each of the four frames of the Kindergarten program.



Communication of Learning / Report card cycle

Report card issued in:	Type of report:	Grades:
October/ November	Progress/ Initial Observations	K-8
January/February	First	K-8
June	Final	K-8



Moving From...

Towards

Commenting on:

- completion of activities
- if the child has learned routines
- the degree to which the child is following directions and how consistently they are complying with the routines and rules
- how the child is transitioning to school
- a summary of the child's finite skills - printing name, counting to X, using scissors, etc.
- if the child gets along with others

Commenting on:

- learning dispositions
- how the child approaches materials
- how the child engages in learning in different areas of the room
- what strategies they use to engage with their peers or adults
- what kinds of strategies support smoother transitions for this child
- how the child is starting to demonstrate their thinking and learning
- what their non-verbal communication is revealing

Moving from...



Zayed [year 1] is in the early stages of literacy. He currently recognizes 4 of 52 upper- and lowercase letters. He sometimes chooses to look at books independently. Most of his time is spent in the more active blocks, sand, and water centres. He rarely chooses to write yet. He does enjoy building large and detailed structures. We will continue to work with Zayed to help him learn his letters and make the connections to sounds. We are also encouraging him to print his name with all the letters.

...Towards...



Zayed is showing a greater interest in design and details, not only in the structures he likes to build, but also regarding words in print. He has noticed that the letters in his name can be found in signs and labels in the classroom and outdoors. When reading a book by himself or with an adult, Zayed points to the letters he knows, makes other connections to his world, and asks questions. His current favourite books at school are non-fiction, and he talks about his theories about how things work as he looks at the pictures. We will continue to strengthen Zayed's connections to print by supporting him in adding print to his daily activities (e.g., making a "Do not touch" sign for a block structure he has built and wants to come back to).

Moving from...



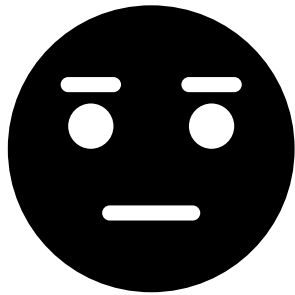
Sara is able to choose books and use them to calm herself. She is able to find a book and sit in the reading tent. We are encouraging her to do this during activity time instead of 'tidy up time'. She is more challenged by transitions and choosing activities each day. With support, she can put her things away and find her marked spot on the carpet. With reminders, Sara is beginning to stay in one spot to play instead of wandering around the room. When she settles, she enjoys building with Lego, and comes back to it every day. We have started to use the classroom schedule with Sara to remind her of what she is supposed to be doing in the classroom. Next steps for Sara include following simple directions and following the classroom schedule more independently.

...Towards...

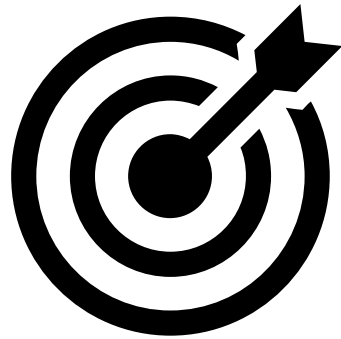


Sara has developed strategies that help her to plan her day and feel safe, calm, and part of the class. She moves through the room during the time for play and exploration. She stands along the edge of the area where children are playing and observes the children and/or the materials, or looks out the window. She is able to select a book to read and take it into the reading tent. We created a planning board with Sara to help her plan her day and select areas she would like to explore. As we begin play and exploration time, Sara plans two or three areas she would like to go in the classroom by putting picture representing these areas on her planning board. When Sara appears to be finished in an area, we revisit her planning board together to determine what she would like to do next. Sara continues to select the reading tent and has added the creative area and construction area to her plans. Together with Sara, we will continue to monitor how her strategies are working to determine when and how to include more types of transitions on her planning board.

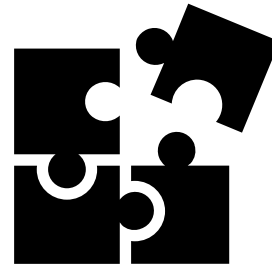
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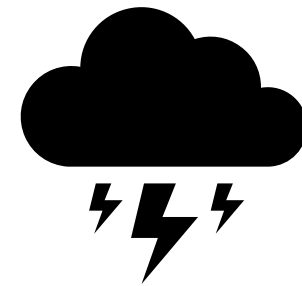
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“At the heart of most [educator’s] motivation is the desire to ignite learning in others, to kindle curiosity, creativity and to light up the potential of the human mind.”

Fullan & Langworthy (2014)



Feel free to reach out if you have further questions...

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