

Observing, Documenting and Communicating Learning in Kindergarten in our Catholic Community

in partnership with
ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION

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LORD, please help me to
STRENGTHEN their voices, bodies
and minds
To EXPRESS their feelings &
control them sometimes
To EXPLORE what is near &
venture afar but most important,
to LOVE WHO THEY ARE.

-Author Unknown

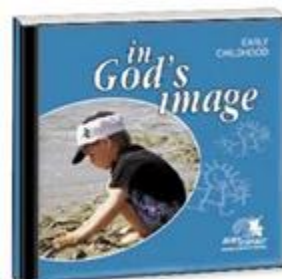
The purpose of this resource is to support educators with using an asset-based approach within the Communication of Learning for Kindergarten while linking the Ontario Catholic School Graduate Expectations (OCSGE), The Kindergarten Program, 2016 and Growing Success: Kindergarten Addendum.

As Catholic Educators, we have a wonderful privilege and obligation to present the Ontario Kindergarten Program through a Catholic lens.

At the time of this writing, *In God's Image* is the resource used in Catholic Schools. Many of the activities are still relevant and can easily be incorporated into inquiry-based learning.

"In God's Image is a celebration of the uniqueness of the four and five year old child who sees the world in a very personal way. It celebrates childhood and the wholeness of children's responses to life - the essence of spirituality". (In God's Image, Catechesis Manual)

"Through affirming the child in all aspects of growth, we celebrate the wonder of childhood as a trace of God." (Catechesis Manual, pg.10)



Observing, Documenting and Communicating Learning in Kindergarten in our Catholic Community

is available electronically via EOCCC's website.

We encourage members to access the electronic version in order to access live links to videos, websites and other resources referenced. **Visit** www.eoccc.org



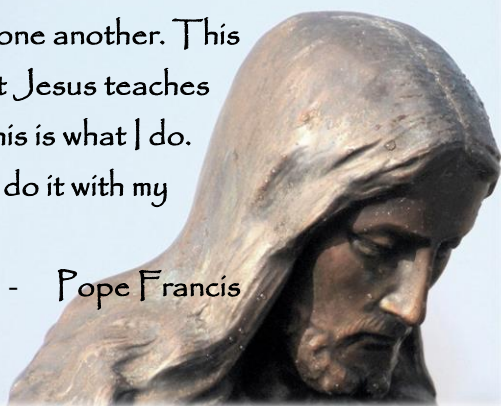
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Help one another. This
is what Jesus teaches
us. This is what I do.
And I do it with my
heart.

- Pope Francis



“Evaluation in Kindergarten is the summarizing of evidence of a child’s learning in relation to the overall expectations at a given point in time, in order to specify a child’s key learning, growth in learning, and next steps in learning. It is the culmination of the process of analyzing and interpreting collected evidence of learning, whereby educators regularly and systematically examine their anecdotal observations, notes and jottings, conversations and other documentation; photos and videos; samples of the child’s work; information shared by the family; and other types of evidence, and ask the questions: **“What is the**

most significant learning demonstrated by this child at this time? How does it link to the overall expectations within this frame? What does it tell me about the growth in learning of this child?”

[Growing Success: The Kindergarten Addendum, 2016 p.11](#)

“In the Kindergarten program, the learning expectations are connected within four “frames”, or broad areas of learning. The frames; Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating – 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 frames reflect the integrated way in which learning occurs during children’s play and inquiry in Kindergarten. [The Kindergarten Program, 2016 p.13](#)

In recognition that “...children enter Kindergarten at different stages of development and with diverse backgrounds and experiences, and that they will also leave Kindergarten demonstrating variations in growth and learning in relation to the expectations,” (Growing Success: The Kindergarten Addendum, 2016, p.3), the **Kindergarten Communication of Learning** tool does not include a traditional achievement scale. Instead, it provides parents with **written descriptions** about their **child’s strengths (key learning), growth and next step** in relation to the overall expectations within each frame of the kindergarten program. (Refer to *From Assessment of Learning - Documenting to Communicating the Learning*, Page 47 for more information in relation to the three elements of reporting.)

Catholic School Boards have a Religious and Family Life comment box on the Communication of Learning Template. This does not limit the educators to only commenting on Religious Education in this box. This resource will provide examples of how the Four Frames can be viewed through a Catholic lens.

“In the Kindergarten Communication of Learning templates, boxes are provided for comments. Educators use their professional judgement of communicate, clearly and fully, the child’s Key Learning, Growth in Learning and, where applicable, Next Steps. That goal may be accomplished without filling up the boxes completely - there is no requirement as to the length of the written comments.” (Communicating with Parents about Children’s Learning, Revised Draft, Sept. 2017, p.15)

Check out these
links!

[Growing Success: The
Kindergarten Addendum](#)

[Understanding Your
Child’s Report card](#)



Implications for French as a Second Language

School boards offer French programs, i.e. Immersion, Extended, and Core. In Kindergarten, all FSL programs maintain the philosophy of learning in an engaging, inquiry, play-based learning environment. Just as Math, Science, Religion, Language and all other areas are integrated in the child's play, it would be the same for French. Learning in all four frames is rich in diversity and these situations are ideal opportunities to develop French language skills in the context of the overall expectations. All areas of development from the four frames, French and Religion should be visible throughout the program and in all four frames of the Communication of Learning (COL) provided the learning is **key and significant** for that child, at that time.

It is important to remember that all educators involved with the students learning throughout the day are responsible for providing feedback on the child's learning and should have access to shared documentation in order to capture all educators' voices in the comments.

A member of the K-team (English) may notice a child asking a question in French or helping another child say something in French, which could be documented in order to provide feedback to the French K-team, just as the French educators would document key learning in other areas, including Religion. Literacy behaviours will be observed and documented in both languages. For example, a child that makes use of reading strategies such as, pictures, titles, familiar vocabulary and visual cues, may be using those strategies in both French and English. In this case the comment, in the **Demonstrating Literacy & Mathematics Behaviours** comment box, should reflect this. The collaboration of the kindergarten team is a rich component of the kindergarten program and key to providing parents with a complete picture of their child's learning journey.



Check out these links!

[French as a Second Language in Kindergarten](#) (Prologue, 2015)

[Une approche transdisciplinaire](#)



Ontario Catholic School Graduate Expectations



A discerning believer...

I AM A BELIEVER!

I believe that God is an awesome God
I believe and have faith in God
I believe that God is with us always
I believe that we can talk to God anytime and
anywhere, through prayer
I believe in the stories of the Bible
I believe in the stories of Jesus' life, death and
resurrection
I believe in the Church community, celebrating Mass,
and the seven Sacraments
I believe in forgiveness
Because I am a believer, I will live my life like Jesus.

A reflective, creative and holistic thinker...

I HAVE IDEAS!

I have thoughts and opinions that matter
I make good choices
I have hope for the future
I solve problems with knowledge, understanding and
prayer
I know we are all equal and special
Because I have ideas, I have a purpose, and I will live
my life like Jesus.

A collaborative contributor

I AM A TEAM PLAYER!

I co-operate with others in all that I do
I value everyone's work
I respect and listen to others
I think of others before myself
I follow rules of fair play
I work hard in school so that I can build my
community and make it a better place
Because I am a team player, I know that 'Together is
Better', and we will live our lives like Jesus.

*Adapted Wording for Elementary Students
Developed by Huron-Perth CDSB and St. Clair CDSB*

An effective communicator ...

I HAVE A VOICE!

I speak, write and listen as Jesus would want me to
I care about others and speak up for them
I am honest I think carefully before I react or speak
I respect all people and their languages
I listen to the Word of God
Because I have a voice, I will use it lovingly, and I
will live my life like Jesus.

A self-directed, responsible, lifelong learner...

I AM A LEARNER FOR LIFE!

I use my gifts and talents given to me by God
I always do my best
I build on my strengths and weaknesses
I set goals
I accept change
I am proud of the good things I do
I am thankful for the gifts of others
Because I am a learner for life, I can reach for my
dreams, by living my life like Jesus.

A caring family member ...

I CARE!

I love God, myself and my family
I care about and respect my 'family' at school, at
Church, in the community, and the world
I care about and respect God's creation and
everything in it
Because I care, I pray for all my families, and I will
live my life like Jesus.

A responsible citizen...

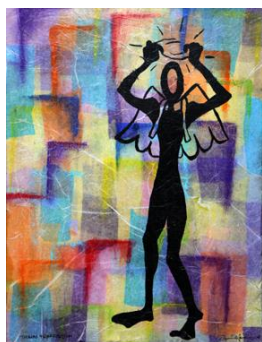
I HAVE RESPONSIBILITIES!

I am a peace-maker
I am fair I am forgiving
I follow rules and do my share
I help the poor and care for people in need
I stand up for what is right I know that all life is
precious
I respect and protect the world and all that is in it
Because I accept my responsibilities, I can make a
difference, and will live my life like Jesus.



The following are examples where French is visible in all four frames, as well as Religious Education and Family Life. These may serve as partial or full comments. Specific overall expectations were chosen to match the comment but there could be many more as there is significant overlap between the frames.

Religious Education and Family Life



Ava participates in our daily prayers and makes the sign of the cross in both French and English. She helps others to do the same. When asked why the Our Father is special, she said, “God who loves us, taught it to us”. Through her interactions with peers and educators she shows a way of living as Jesus did, by being compassionate, caring and understanding towards her friends, especially when they are sad or hurt.

I AM A BELIEVER!

Demonstrating Literacy and Mathematics Behaviour

When asked questions in French, Anna answers using learned vocabulary, gestures and her first language. While building the ark for her animals Anna started naming the colours of the 3D shapes in French, while stacking them. She demonstrates how to



make 10 by counting how many more she would need to make the ark 10 stories high: “un, deux, trois, quatre cubes. I have quatre and need six more, but it won’t work”. We will continue to model and support her use of French vocabulary in conversations, while at play.

I HAVE A VOICE!

Overall Expectations- DLMB

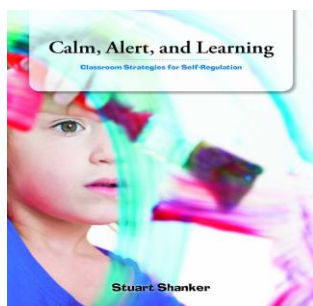
1 - communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

15- demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

17- describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation.



Self-Regulation and Well-Being



When listening to stories read in French, Jon uses the strategy of sitting closer to the educator to self-regulate. He explained that when he is closer, "I can hear better." Jon uses this strategy to enable him to be calm, alert, focused and ready to learn.

I AM A LEARNER FOR LIFE!



Calm, Alert and Learning

by Stuart Shanker (Self-Regulation)

"Train a child in the way he should go, and when he is old he will not depart from it." Proverbs 22:6

Belonging and Contributing



Tira used his personal strengths and interests when sharing and developing his idea of the restaurant "Tika, Tika Boum, Boum". While taking the lead in the restaurant's creation, he made his peers feel welcomed in the process by asking, "You're really good with French food words, could you please help me?"

We will continue to guide Tira to use his leadership skills in order to grow his

understanding that being a good leader means including, helping, listening and encouraging others.

I AM A TEAM PLAYER!



Photo with permission from St. Anne School - CDSBEO

Overall Expectation- SRWB

2- demonstrate independence, self-regulation and a willingness to take responsibility in learning and other endeavors.

Overall Expectations- BC

25- Demonstrate a sense of identity and a positive self-image.

26- develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute the groups and to group well being

Overall Expectations- DLMB

1 - Communicate with others in a variety of ways, for a variety of purposes and in a variety of



Problem Solving and Innovating

Following a discovery of various mushrooms during a nature walk, Chloe and a group of friends started investigating further. She asked questions such as "How do they grow?" and used a variety of sources such as books, Google sites, etc. to investigate and confirm her ideas. She created a chart entitled, "Les champignons que je mange et les champignons que je ne mange pas" to share her learning with others. We will continue to develop her understanding of, and participation in, the inquiry process using her natural curiosity about living things.



I HAVE IDEAS!



Photo of information gathered by students during mushroom inquiry- with permission from Our Lady of Wisdom School- OCSB

Check out these links!

Francais langue seconde

http://www.curriculum.org/fsl/fr/resources/?grades=0-3_fr

EOCCC [Shifting the Thinking K-2](#)

Overall Expectation- PSI

13 - Use the processes and skills of an inquiry stance (i.e. questioning, planning, predicting, observing and communicating)



Implications for Our Indigenous Students (First Nations, Métis & Inuit Peoples)

The seven Grandfather Teachings: **Courage, Wisdom, Respect, Love, Honesty, Truth, Humility** link to the beliefs of the Ontario Catholic School Graduate Expectations.

Grandfather Teachings	A Catholic Graduate is expected to be...
Wisdom - to cherish knowledge	A discerning believer ...
Love - to know love is to know peace	A caring family member ...
Respect - to honour all of creation	A collaborative contributor...
Bravery - to face life with courage.	A reflective, creative, and holistic thinker ...
Honesty - to be honest in action and character, faithful to fact and reality; to walk through life with integrity.	An effective communicator who speaks, writes, and listens honestly and sensitively...
Humility - to accept yourself as a sacred part of creation.	A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
Truth - to faithfully apply the teachings and to trust in the creator.	A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

(Chart developed by Marina Westbrook, Learning Partner for Indigenous Education, OCSB)

Check out these links!

LNS - Research Monograph #11

Integrating Aboriginal Teaching and Values into the Classroom

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research>

Policy Framework

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research>

Getting to Know Turtle Island

http://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/Turtle_Island.pdf



Belonging and Contributing

Developing a **sense of place** and an awareness of our role and responsibility in caring for the planet and understanding our impact on the places where we live, work, and play are consistent with the following fundamental principles of Indigenous education:

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
3. Learning involves recognizing the consequences of one's actions.

(First Nations Education Steering Committee, n.d.)

Educators who bring Indigenous peoples' environmental traditions into the classroom as contemporary ways of connecting with place, rather than as something from the past, enable children to develop relationships with the natural world that can enhance their sense of belonging and contributing.

Every child in Kindergarten is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all children see themselves reflected in the program, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. (Kindergarten program p.101)



It is essential for all Canadians to learn about First Nations, Métis and Inuit peoples. Keep in mind that not all families will self-identify, it is extremely important to develop a relationship of trust, sensitivity and respect with all parents. Once parents see that a classroom environment values and embraces all cultures and heritage, they may feel more comfortable in coming forward and sharing, either personally with the educator or with the entire classroom.

A visit from our friends at the Ottawa Inuit Center. Photo with permission from Our Lady of Wisdom School- OCSB

One of our students attends the Children's Inuit Center on weekends and was thrilled to have them come and meet her class.



English Language Learners

Much of the information referred to in the section about our students with Indigenous heritage also relates to English Language Learners. It is important for students' cultures to be respected and honoured.

*When a child's learning and growth in learning are based on expectations **modified** from the expectations in The Kindergarten Program to support English language learning needs, educators will check the "ESL" box for the frame.*

*Educators **will not** check the "ESL" box to indicate only:*

- *that the child is an English language learner; or*
- *that accommodations have been provided to support learning. (Growing Success – The Kindergarten Addendum, pg16)*

Romans 12:10

Be devoted to one another
in love. Honor one another
and yourselves.



Celebrating Chinese New Year with information provided by one of our student's parents. Student is seen here wearing his "changshan" in the bottom left corner. During this week of discovery and celebration, he was remarkably verbal and shared many personal experiences with us. Up until then he was typically very quiet and observant.

Photo with permission from Our Lady of Wisdom- OCSB

Check out these links!

Kindergarten Program Document pg. 100

[English Language Learners](#)

Supporting English Language Learners in
Kindergarten, A Guide for Ontario Educators

[http://www.edu.gov.on.ca/eng/document/kindeergarten/kindeergartenELL.pdf](http://www.edu.gov.on.ca/eng/document/kindergarten/kindeergartenELL.pdf)



The Four Frames through a Catholic Lens

Ontario introduced *Full Day Early Learning Kindergarten* in 2010. Since then, we have continued to grow in our understanding of child development, play-based learning, the inquiry stance and pedagogical documentation. After the release of the revised program expectations (2016) and re-organizing into the four frames, *Growing Success - The Kindergarten Addendum* (2016) was released to support assessment, evaluation and reporting, aligned with and the philosophy and approach of the Ministry Kindergarten Program. Experience during the implementation years has informed some common re-occurring inquiries. While all planning decisions are in response to what educators are seeing and hearing in their classrooms, this section will explore common inquiries and some resources that may help connect these inquiries to Religious Education. Knowing that these inquiries are authentic and often overlap and/or branch out of or into each other, this is NOT a program or unit of study, but a resource to provide ideas, links and insight into integrating Religious Education throughout the Four Frames of The Kindergarten Program (2016), the classroom environment, planning, documentation, assessment, teaching and learning.

The following common inquiries are organized as follows:

- ~ *Inquiry*
- ~ *Mentor Text(s)*
- ~ *Connections to In God's Image*
- ~ *Scripture/Parable Connections (you may prefer to use a Children's Bible)*
- ~ *Songs*
- ~ *Sample comments in key learning **or** growth **or** next steps*

It is a common misconception that a comment must be fully based on one observation i.e. key learning, growth and next steps all linked.

The comment will reflect the child's development in all areas. Key learning may reflect one area while growth reflects another. This provides an overall picture of the child.



Self-Regulation

Early childhood educators and teachers need to be equipped to help all children and their families learn self-reg and then be honoured for this service to society.”

- Dr. Stuart Shanker, <https://self-reg.ca/bundles/>

From Planning for Learning to Communicating Learning ~ Voices of the K-Team

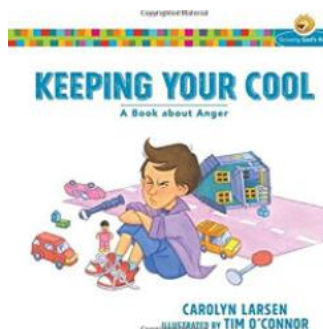
While we recognize that self-regulation is a lifelong process, taking the time and energy to intentionally focus on self-regulation from the start of the year, allows us to co-construct a common language and environment for children to articulate how they are feeling and their needs, in order to be ready to learn. Setting the children up for success right from the beginning of the year is key. This focus on self-regulation also makes us, as educators, aware of who we are in the environment: our word choice, tone of voice, our expectations during play, small and large group learning and our own need to self-regulate. For example, when feeling overwhelmed by too many demands for attention, we may say “I’m feeling overwhelmed right now and I need a second” and then take a few breaths and begin to address each child’s request.

As self-regulation unfolds throughout the year, we draw on a variety of resources to address the needs we have observed and documented. We then provide opportunities, using a gradual release of responsibility model, for the children to develop greater self-regulation.

For example, when noticing several children struggling to regain composure after transitions, conflict, or leading up to a non-preferred time, the K-Team might decide to co-create a classroom calming area (see text below) or safe place (©Conscious Discipline). Suggestions are to include typical sensory tools as well as a number of religious artefacts such as a rosary, pictures of Jesus and Mary, a children’s bible, religious music, and a crucifix. Sample documentation captured observations that a child who had been having difficulty transitioning into school each day began to independently use the area appropriately. (Self-Regulation and Well-Being Frame)



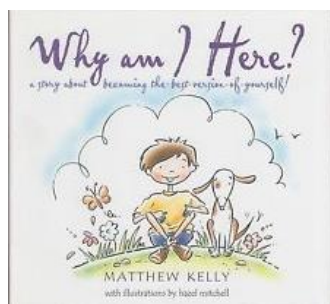
Mentor Texts for Self-Regulation Through a Catholic Lens



This book explores reasons children get angry and their responses to the emotion. It provides reflection questions for adults to explore, with children and bible quotes to extend the ideas within the book and connect them to Catholic teachings.

Using This Resource Within a Self-Regulation Inquiry

When developing self-regulation, children need help and guidance dealing with emotions. This book gives the classroom community the opportunity to look at different situations that may cause them to experience anger and frustration. When a child demonstrates anger or frustration, the educators can refer back to examples in the book and use them as a conversation starter. The book also helps children to recognize that God has given them all their emotions and everything that God has given is good. It is their responsibility to use these gifts appropriately. Self-regulation is an appropriate way to use these gifts. This resource could be used with the whole class when co-creating the calming area, in small groups to address a specific conflict or with individual children who need to develop strategies to deal with anger.



This book explores the uniqueness of each of us as a child of God and the importance of staying true to ourselves as we journey towards being the best version of ourselves. It helps children to see God's plan for them as unique and special.

Using This Resource within a Self-Regulation Inquiry

When developing self-regulation, children need help and guidance dealing with emotions and conflict, in their interactions with others. This book gives both the children and educators a common language during restorative practices. For example, when another child grabs a toy, breaks a tower that someone else has built, refuses to allow another classmate to join in on the play, refuses to share, refuses to comply, or physically hurts others, the educator can begin the discussion by asking "Is this helping you to be the best version of yourself?"

This resource also highlights the importance of recognizing our own uniqueness as a gift from God and the unique gifts and talents of others while creating an environment that is asset-based. For example: When one student says, "How come he gets to sit on a chair at circle and I don't?", an educator can respond, "That's what he needs to become the best version of himself".



Scripture Readings/Parables for Self-Regulation

These scripture readings, and/or parables give specific guidelines as to what God wants the best version of ourselves to be. You are encouraged to use a children's version of the Bible.

Check out these links!

<http://eoccc-csfcs.tk/themes/themes.html>

and access *Community and The Common Good*.

<http://www.carfleo.org/Kindergartensites.htm> - links to In God's Image

Luke 10: 25-35 - The Good Samaritan

Exodus 20: 2-26 - The Ten Commandments

Mark 12: 30-31 - Love your Neighbour as Yourself

Matthew 5: 1-12 - The Beatitudes

Songs that Support Self-Regulation

Jesus Loves Me

<https://www.youtube.com/watch?v=U-ryg9plBM4>

en Français

<https://www.youtube.com/watch?v=IACjJvOf3m4>

I've got the Joy, Joy, Joy, Joy

<https://www.youtube.com/watch?v=LylgwOEI7AY>

en Français

<https://www.youtube.com/watch?v=FBgwBUHgRro>

This Little Light of Mine

https://www.youtube.com/watch?v=i1_UzlOOZOo

en Français

<https://www.youtube.com/watch?v=Q5upLMvYC3I>

I Love You Jesus Deep Down in my Heart

<https://www.youtube.com/watch?v=w36YHTQpPJw>

God's Love is big

<https://www.youtube.com/watch?v=-IFSTnFMN0g>

Le savon lave mon visage

<https://www.youtube.com/watch?v=-RegucasuQ4>

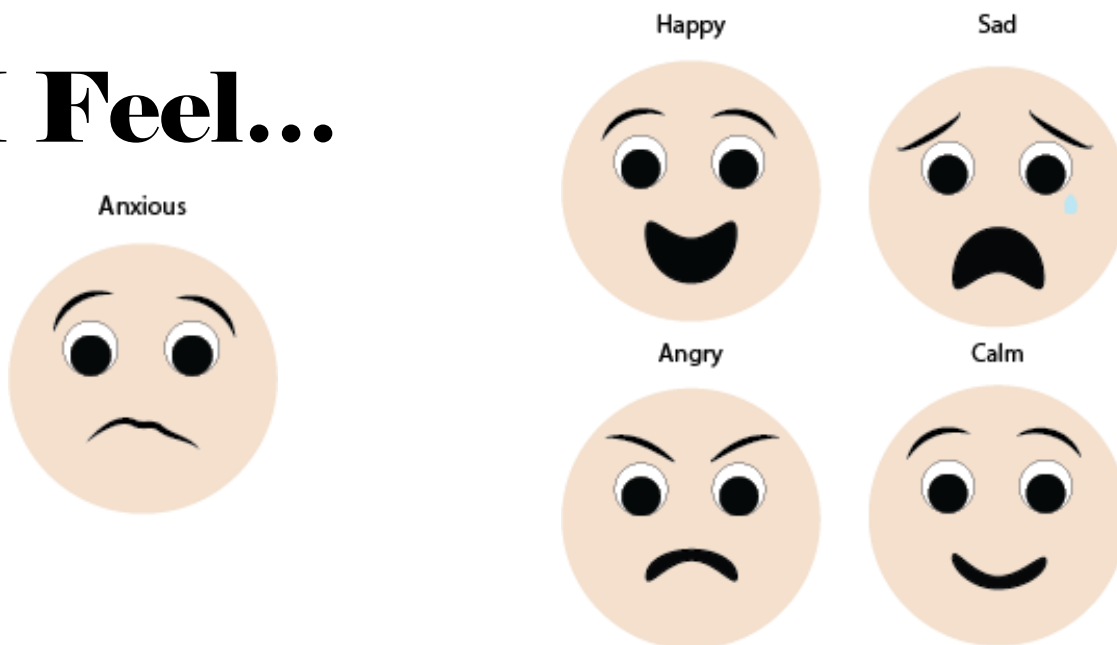


Connections to Religious Education Program Document: *In God's Image*

Although this resource is activity based, many of the concepts within the resource can be adjusted to be incorporated into a play-based environment.

'Me' explores ideas about "myself" as uniquely made God. Sections that may be relevant include: *What's in your name?* *Busy bodies*, *All my feelings* and *See what I can do!* Under the section titled, *Busy bodies*, you might take the activity titled, *Mirror, Mirror, On the Wall*, and change it to make it a provocation focusing on emotions. Consider placing a variety of art materials such as loose parts, cork boards, felt sheets, play dough, paint and brushes, paper, scissors, glue, googly eyes, etc. near the mirror(s) with a prompt such as: "How do you feel today?", or "What do you look like when you are _____?" (angry, happy, sad, etc.).

I Feel...



*Adapted from Loving Guidance,
Dr Becky Bailey,
I Choose Boards*

<https://shop.consciousdiscipline.com/products/i-choose-self-control-board>



Kindergarten Overall Program Expectations

- OE1: communicate with others in a variety of purposes, and in a variety of contexts
- OE2: demonstrate independence, self-regulation, and a willingness to take responsibilities
- OE3: identify and use social skills in play and other contexts
- OE4: demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- OE5: demonstrate an understanding of the diversity among individuals and families and within schools
- OE6: demonstrate an awareness of their own health and well-being
- OE11: demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
- OE22: communicate their thoughts and feelings, and their theories and ideas, through various art forms
- OE25: demonstrate a sense of identity and a positive self-image
- OE26: develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the *Upfront* section of this document)

OCSGE 1: I am a believer!

OCSGE 2: I have a voice!

OCSGE 3: I have ideas!

OCSGE 4: I am a learner for life!

OCSGE 5: I am a team player!

OCSGE 6: I care!

OCSGE 7: I have responsibilities!

Possible **Key Learning** **Comment for the Self-** **Regulation and Well-Being** **Frame**

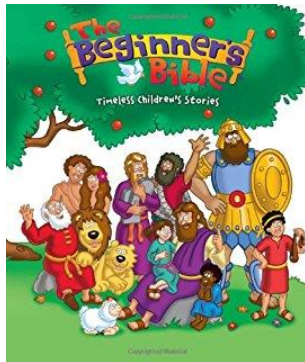
When Evelyn arrives at school, she uses strategies such as seeking out the Calm Corner and taking balloon breaths as she comes into the classroom, each day. After spending time in the Calm Corner, she identifies and communicates her feelings i.e. "I feel calm now. I can play now."



Living Things

From Planning for Learning to Communicating Learning ~ Voices of the K-Teams

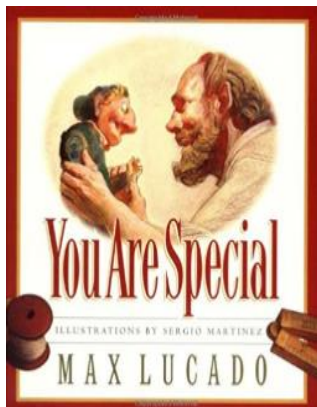
During lunch time, when the children were eating, one child asked, “What happens to food when we eat it?”. The K-Team brought the conversation back to a whole group discussion, and other questions emerged including; “Why is our body made the way it is?”. In response to this, you the educator read the Creation Story from the Children’s Bible as part of their Human Body Inquiry (student initiated). Through this Bible story, students recognized that God created them in his own image and at the end of each creation He said, “This is good.”, and because of that each of them is special and unique. One child began to appreciate the diversity of classmates as special gifts from God; “God gave you brown eyes and me green eyes.”. (Belonging and Contributing Frame and Self-Regulation and Well-Being Frame)



Mentor Text Addressing Living Things

The Creation Story in Genesis 1, explains that all living things come from God and can be used in inquiries focusing on living things such as the human body, insects, plants/seeds, worms, animals, etc.

[https://www.youtube.com/watch?v= PBpCA2nxG8](https://www.youtube.com/watch?v=PBpCA2nxG8)



This is a beautiful story that parallels the Creation Story. Eli is the puppet maker who makes each puppet unique. One little puppet, Punchinello, needs Eli’s loving affirmation.

Using This Resource Within a Living Things Inquiry

When the outdoor environment is a consistent part of the play-based learning environment, plants and/or seeds, insects, and worms often become an area of investigation and learning. The creation story can provide a vital link for children in understanding that plants, insects and animals are living creations of God just as they are. Educators can extend this story in several directions including: living versus nonliving, characteristics of plants, God-made versus constructed by human beings, stewardship, etc.



Scripture Readings/Parables Around Living Things

These scripture readings, and/or parables give concrete examples of the role of each living thing and also gives parallels to our lives. You are encouraged to utilize a children's version of the Bible.

<u>Human Body</u>	<u>Plants and Seeds</u>	<u>Animals and Insects</u>
1 Corinthians 6:19-20 - <i>Honour the Body God Gave You</i>	Matthew 13: 31-33 or Mark 40: 30-32 or Luke 13: 18-19 - <i>The Parable of the Mustard Seed</i>	Sirach 11:3 - <i>Bees</i>
Genesis 2: 4 - 3: 24 - <i>Adam and Eve</i>	Luke 8: 4-15 or Mark 4: 1-20 or Matthew 13: 1-23 - <i>Parable of the Farmer Scattering Seed</i>	Tobit 4:11 - <i>Dogs</i>
Romans 12: 1-2 - <i>Your Body as Holy</i>	John 15: 1-5 - <i>The Vine and the Branches</i>	Daniel, Song of the Three: 57-58 - <i>Water and Air Creatures</i>
1 Corinthians 10: 31 - <i>Treating Your Body Properly</i> -	Sirach 42: 15-43 - <i>The Works of God in Nature</i>	Daniel, Song of the Three: 59 - <i>Wild and Domestic Animals</i>
Matthew 6: 22-23 - <i>Good Habits</i> -	Matthew 6:28-29 - <i>Lilies of the Field</i>	Genesis 6: 14- 22 and Genesis 7 and Genesis 8 and Genesis 9: 1-17 - <i>Noah's Ark</i>
1 Corinthians 12: 27 - <i>Being a Part of the Body of Christ</i>		

Check out these links!

<http://eoccc-csfcs.tk/themes/themes.html> and access *Community and The Common Good*.

<http://www.carfleo.org/Kindergartensites.htm> links to In God's Image



Songs That Support Living Things:

He's Got the Whole World in His Hands

https://www.youtube.com/watch?v=hXrqncfW_Y8

en Français

https://www.youtube.com/watch?v=z_x3n1emIZI

God Made the Flowers

<https://www.youtube.com/watch?v=przPhh0C1Qk>

If I Were a Butterfly

<https://www.youtube.com/watch?v=xbJUynRN0js>

en Français

<https://www.youtube.com/watch?v=zTYuJXAaBgU>

Notre DIEU a fait

<https://www.youtube.com/watch?v=WnhdPCS2mS4>

Connections to Religious Education Program Document: *In God's Image*

Although this resource is activity based, many of the concepts within the resource can be adjusted to be incorporated into a play-based environment.

Plants and Animals: explore ideas about the world of plants and animals and celebrate God's creations. Sections that may be relevant include: *Trees are full of life!*, *Flowers make my world beautiful!*, *Bugs and crawly things*, *Pets*, *Water and air creatures*, and *Wild and domestic animals*. Under the section *Plants*, you can take the activity titled, *Trees are full of life!*, and change it to be more open ended by providing the children with opportunities to interact with the natural environment through community walks, at different times of the year, that encourage children observing and documenting nature.

Possible Key Learning Comment for the Belonging and Contributing Frame:

Fred understands that all people have value and are unique. After listening to the Creation Story read from the Bible, he began to notice how God makes us all unique and special by saying to a friend, "God gave you brown eyes and me green eyes."



Kindergarten Overall Program Expectations

- OE1: communicate with others in a variety of purposes, and in a variety of contexts
- OE3: identify and use social skills in play and other contexts
- OE4: Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- OE5: demonstrate an understanding of the diversity among individuals and families and within schools
- OE6: demonstrate an awareness of their own health and well-being
- OE8: develop movement skills and concepts as they use their growing to move in a variety of ways and in a variety of contexts
- OE10: demonstrate literacy behaviours that enable beginning writers to communicate with others
- OE11: demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
- OE13: use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
- OE14: demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representation of their findings
- OE25: demonstrate a sense of identity and a positive self-image
- OE26: develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being
- OE28: demonstrate an awareness of their surroundings
- OE29: demonstrate an understanding of the natural world and the need to care for and respect the environment

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the *Upfront* section of this document)

- OCSGE 1: I am a believer!
- OCSGE 2: I have a voice!
- OCSGE 3: I have ideas!
- OCSGE 4: I am a learner for life!
- OCSGE 5: I am a team player!
- OCSGE 6: I care!
- OCSGE 7: I have responsibilities!



Our Classroom Community: Love, Kindness and Peace

From Planning for Learning to Communicating Learning ~ The Voices of the K-Team

Building a community within your classroom does not happen over a few weeks. It builds throughout the year as we journey into knowing ourselves and each other. This requires times of exploration and reflection. As educators, we are intentionally responsive to what we see and hear when children are playing, interacting, listening and learning together. We often spend weeks co-constructing the physical classroom environment to ensure that it is welcoming to all who will share it. We should spend as much time or more alongside the children to create the spiritual, social and emotional environment. We have moved away from traditional teacher assigned rules to a Classroom Promise. This is more reflective of God's covenant with his people. Within the first few weeks, the K-Team took the time to observe and document how the children interacted with each other and the environment, introduced prayer and the idea that we are created in God's likeness, had spontaneous conversations with children and documented positive behaviours. This led to a whole group discussion around the importance of community rules that provide members with a sense of belonging and safety. The class also read about God's covenant (promise) to his chosen people. From this discussion, three key promises were established, posted and signed by each member of the classroom with their handprint (including the educators). These became a framework for documentation of learning in this area throughout the year. (Belonging and Contributing Frame and Self-Regulation and Well-Being Frame)

The following provides opportunities to explore ways of developing a sense of community within the classroom using three fruits of the Holy Spirit; love, kindness and peace. As a Catholic school community, educators have an added responsibility to nurture each child's sense of belonging within God's family and to ensure that each child sees their God given gifts and talents as a way to meaningfully contribute to the classroom community.

The Christian community is where the Holy Spirit teaches us to grow in love for one another and to welcome persons who seek a living experience of Christ's love. Community is thus a place where a common vision is celebrated and nurtured for the good of its members and the outside world.

(Anchor Concept: Community, <http://eoccc-csfcs.tk/concepts/acommunity.html>)



Mentor Text Addressing Love and Kindness



This book explores the many ways that children can show kindness towards others. It covers everything from being patient waiting in line, to picking up trash when you see it, celebrating the diversity among us, or giving someone a compliment.

Using This Resource Within a Classroom Community Inquiry

This resource is a great segway into creating a classroom where children can begin to feel a sense of belonging in a space where they can contribute. Every page provides an opportunity for individual, small and/or large group discussions about the value of kindness beyond common courtesy.

This can lead into an opportunity to co-construct the classroom community including, but not limited to:

- Classroom Promise - rather than set a list of educator initiated rules, have a classroom discussion about what everyone needs to feel safe.
- Routines - moving away from traditional classroom routines such as whole group snack, whole group bathroom break, the way children access materials, extended periods of whole group “carpet” time etc.
- Placement of materials and learning areas - who makes the decision about what materials are available and what centres are created within the classroom?
- Conflict resolution - how can we create an environment that allows children to learn to resolve conflicts, independent of the adults in the room? What structures can we intentionally teach or put in place to make this happen?



Conscious Discipline, Dr. Becky Bailey



Scripture Readings/Parables Around Love and Kindness

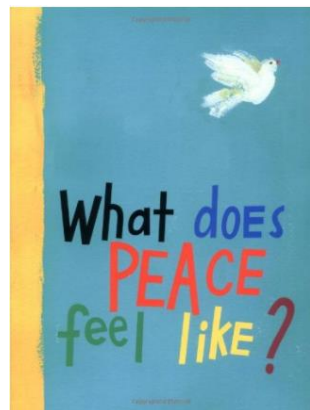
These scripture readings, and/or parables give concrete examples of building community and the importance of kindness. You are encouraged to use a children's version of the Bible.

Check out these links!

<http://eoccc-csfcs.tk/themes/themes.html>

<p>Matthew 5: 1-12</p> <ul style="list-style-type: none"> - <i>The Beatitudes</i> <p>1 Samuel: 17</p> <ul style="list-style-type: none"> - <i>David and Goliath</i> <p>Matthew 5: 38-48, Luke 6: 27-36 or 1 John 3: 16-18</p> <ul style="list-style-type: none"> - <i>Turn the Other Cheek, Love Your Enemies</i> <p>Matthew 22: 36-40</p> <ul style="list-style-type: none"> - <i>The Greatest Commandment</i> <p>John 13: 34-35</p> <ul style="list-style-type: none"> - <i>The New Commandment</i> <p>Genesis 37</p> <ul style="list-style-type: none"> - <i>Joseph and the Coat of Many Colours</i> 	<p>Luke 5: 17-26 or Matthew 6: 1-4</p> <ul style="list-style-type: none"> - <i>Jesus Heals the Paralyzed Man</i> <p>1 Samuel 25: 2-42</p> <ul style="list-style-type: none"> - <i>David Forgives Nabal</i> <p>Luke 10: 25-37</p> <ul style="list-style-type: none"> - <i>The Good Samaritan</i> <p>Acts 14:17, Ephesians 2: 7 and Titus 3: 4-7</p> <ul style="list-style-type: none"> - <i>God Shows His Kindness</i> <p>2 Samuel 9</p> <ul style="list-style-type: none"> - <i>David and Jonathan</i> <p>Mark 10:13-16</p> <ul style="list-style-type: none"> - <i>Jesus Welcomes the Little Children</i>
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Mentor Text Addressing Peace



This book explores the idea of peace through the 5 senses. Each page is a child's perspective of what peace feels like to them. The illustrations are simple, however; they allow for a deep discussion.

Using This Resource Within a Classroom Community Inquiry

This book can be used to start a conversation about the need for a place to restore our sense of inner peace, when in the classroom. Connecting a sense of peace to the feelings of being calm and safe allows the educators to have conversations around co-creating a classroom calming area/safe place. Since the book references the five senses as a means to discuss peace, then the



senses can also be used to uncover sensory tools that the children can use while in the calming area. You can also include items that are centered on God such as a prayer book, crucifix, angel, pictures of Mary, God, angels and Jesus, etc...

Scripture Readings/Parables Around Peace

These scripture readings, and/or parables give concrete examples of building community and the importance of peace. You are encouraged to use a children's version of the Bible.

<p>Matthew 5: 9 - <i>The Beatitudes</i></p> <p>John 14: 25-27 - <i>Peace</i></p> <p>2 Corinthians 13: 10-12 - <i>Living in Peace</i></p> <p>Ephesians 6: 20-24 - <i>Living in Peace</i></p> <p>1 Peter 5:14 - <i>Peace</i></p>	<p>John 16: 30-33 - <i>Jesus Speaking About Peace</i></p> <p>Luke 1: 71-80 - <i>Zechariah's Song</i></p> <p>Isaiah 11: 6 - <i>The Peaceful Kingdom</i></p> <p>Ecclesiastes 3: 1-8 - <i>For Everything There Is a Season</i></p>
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Songs That Support a Classroom Community Inquiry

<p><u>Love and Kindness</u></p> <p>Try Some Kindness https://www.youtube.com/watch?v=ZukLiEsIvOE</p> <p>Love One Another https://www.youtube.com/watch?v=LYlkcoAflU4</p> <p>Magic Penny https://www.youtube.com/watch?v=IclFQj4l3F0</p> <p>Jesus Hokie Pokie https://www.youtube.com/watch?v=VAdvwa78UGg</p>	<p>It is About LOVE https://www.youtube.com/watch?v=evqjVDPnDSU</p> <p>His Banner Over Me is Love https://www.youtube.com/watch?v=nSRWUdzrKxE</p> <p>Love Each Other https://www.youtube.com/watch?v=p6zNbxVOYqo</p> <p>La danse de l'amitié https://www.youtube.com/watch?v=5N0i1xsvJ-4</p> <p>L'amour de Dieu est grand comme ça https://www.youtube.com/watch?v=aJfNMlr8W0A</p>
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Peace

Peace in My fingers

<https://www.youtube.com/watch?v=5UhXG2Sk1l8>

Peace is Flowing Like a River

<https://www.youtube.com/watch?v=jru6WcpzZLU>

Imagine

<https://www.youtube.com/watch?v=vGYFgiqJv2E>

Peace Like a River

<https://www.youtube.com/watch?v=7it5W1FVtTs>

A Song of Peace

<https://www.youtube.com/watch?v=mxidrVmwznU>

Peace In My Heart

<https://www.youtube.com/watch?v=wlblC1hSCmE>

Enfant de paix

<https://www.youtube.com/watch?v=SiinCxpJxSU>

Fruits of the Spirit

Fruits of the Spirit Song

<https://www.youtube.com/watch?v=ymNuBZXCK20>

Fruits of the Spirit

<https://www.youtube.com/watch?v=X-hrxEjWxkE>

Connections to Religious Education Program Document: *In God's Image*

Although this resource is activity based, many of the concepts within the resource can be adjusted to be incorporated into a play-based environment.

*Community explores ideas about the child's belonging in the classroom community and the caring nature of the community as a trace of God. Sections that may be relevant include: *Meeting new friends* and *All hands!* Under the section *Meeting New Friends*, you can take the activity titled, *Acting up in school or Picture that*, and change it to be more open ended by changing the Church tour to a field visit where the children document using technology, clipboards, paper and pencil to record what they see and hear while moving around and through the Church.*



Kindergarten Overall Program Expectations

- OE1: communicate with others in a variety of purposes, and in a variety of contexts
- OE2: demonstrate independence, self-regulation, and a willingness to take responsibilities
- OE3: identify and use social skills in play and other contexts
- OE4: demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- OE5: demonstrate an understanding of the diversity among individuals and families and within schools
- OE10: demonstrate literacy behaviours that enable beginning writers to communicate with others
- OE11: demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
- OE25: demonstrate a sense of identity and a positive self-image
- OE26: develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being
- OE28: demonstrate an awareness of their surroundings
- OE29: demonstrate an understanding of the natural world and the need to care for and respect the environment

Possible **Growth in Learning** Comment for the Self-Regulation and Well-Being Frame:
Jenna now uses the classroom promise, “I can tell others what I need to feel happy and safe.”, to communicate her frustration or unease during play. When she finds the classroom too noisy, she can now tell an educator, “I do not feel happy right now because it is too noisy in here. Can you ask the class to be quieter please?”

Ontario Catholic Schools Graduate Expectations

(See I Can Statements in the *Upfront* section of this document)

- OCSGE 1: I am a believer!
- OCSGE 2: I have a voice!
- OCSGE 3: I have ideas!
- OCSGE 5: I am a team player!
- OCSGE 6: I care!
- OCSGE 7: I have responsibilities!



Weather / Seasons

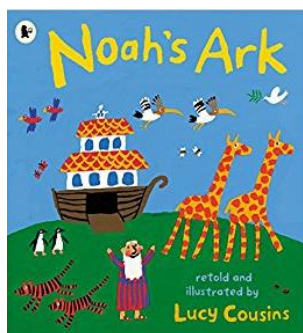
From Planning for Learning to Communicating Learning ~ The Voice of the K-Team

Having the opportunity to experience and witness the changes in the outdoor environment throughout the year can spark a child's natural curiosity into why and how these changes occur. The natural impact that rain and snow can have on a child's ability to play and learn outside often leads to inquiries into these weather-related topics.

During their outdoor learning, the children discovered a rainbow that had appeared in the sky once it began to rain. When returning to the classroom, the children moved into the learning areas, the K-Team noticed that many of the children in the art area were using a variety of art materials to create rainbows. While doing this, they were talking about how rainbows were made and if they had ever seen a real rainbow. The educator went over and joined the discussion as they continued to create. When asked if they knew the story of the very first rainbow and the children said no, the educator told them a simple oral version of the story. Later that day, during consolidation time, the children shared their learning. Other children asked to hear the story. This led to reading the story of Noah's Ark to the whole class. This extended to further and deeper investigations into rainbows. The K-Team documented the children's learning as they investigated how rainbows were made including their questions, their predictions, their plans for experiments, the experiments themselves, their observations during the experiments, and the various ways they communicated their thinking and learning was captured. (Problem Solving and Innovating Frame)

Mentor Text Addressing Weather/Seasons

This story explores the impact of flooding on humans and animals alike. It also touches on the responsibility that humankind has to take care of the natural world that God has created. Additionally, it provides a link between God and nature through the rainbow.



Using This Resource Within a Weather/Seasons Inquiry

There are many ways this story may surface: during a very rainy season, when a natural disaster strikes, while exploring rainbows and colours, discussing God's promises, through an interest in animals, when discovering the human relationship with wild animals, investigating ways of taking care of the earth, or when looking at the structure of boats or other means of transportation.



Scripture Readings/Parables Around Weather/Seasons

These scripture readings give concrete examples for weather and seasons. You are encouraged to use a children's version of the Bible.

<p>Matthew 8:23-27 or Mark 4:39-41 or Luke 8:24-25</p> <ul style="list-style-type: none"> - <i>Jesus Calms the Wind</i> <p>Job 5:9-10</p> <ul style="list-style-type: none"> - <i>The Wonders of God</i> <p>Job 37:1-18</p> <ul style="list-style-type: none"> - <i>The Wonders of God's Greatness</i> <p>Psalms 147</p> <ul style="list-style-type: none"> - <i>God as Creator of All</i> 	<p>Genesis</p> <ul style="list-style-type: none"> - <i>The Creation Story</i> <p>Proverbs 3: 19-20</p> <ul style="list-style-type: none"> - <i>God's Gifts and How They Helped Him Create the Earth</i> <p>Leviticus 26:3-5</p> <ul style="list-style-type: none"> - <i>God's Promise After Escape From Egypt</i> <p>Genesis 6: 14- 22 and Genesis 7 and Genesis 8 and Genesis 9: 1-17</p> <ul style="list-style-type: none"> - <i>Noah's Ark</i>
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Songs That Support Weather/Seasons Inquiry

<p>Arky, Arky https://www.youtube.com/watch?v=4r78BLBsZQO</p> <p>The Animals Went in Two by Two https://www.youtube.com/watch?v=IuOjR2lsYl0</p> <p>Who Built the Ark https://www.youtube.com/watch?v=C5uVhsXgyc0</p> <p>Thank You Lord for Making Me https://www.youtube.com/watch?v=pEYz4i2SL2k</p> <p>Who is the King of the Jungle? https://www.youtube.com/watch?v=EF5JtvoVSJ0</p>	<p>Who Put the Colours in the Rainbow? https://www.youtube.com/watch?v=Rzhe5Eu1ZJ0</p> <p>God of Wonders https://www.youtube.com/watch?v=jRRf7I58hfk</p> <p>The Wiseman Built His House https://www.youtube.com/watch?v=Eu5bBDRpzPM</p> <p>He's Got the Whole World in His Hand https://www.youtube.com/watch?v=hXrqnfcW_Y8</p> <p><i>en Français</i> Il tient le monde dans ses mains https://www.youtube.com/watch?v=z_x3n1emIZI</p> <p>Il y avait des crocodiles (L'arche de Noé) https://youtu.be/fk2stRHbcTs</p>
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Connections to Religious Education Program Document:

In God's Image

Although this resource is activity based, many of the concepts within the resource can be adjusted to be incorporated into a play-based environment.

Earth Times explores ideas about the beauty and uniqueness of the earth and its seasons, as well as, celebrates the wonders of Earth times as a trace of God. Sections that may be relevant include: *It's falling, It's snowing, It's growing, It's blooming, It's night!, It's day!, Celebrate the earth!*. Under the section *Celebrate the earth!*, you can take the activity titled, *Earthy hands*, and make it to more open ended by providing the children with magnifying glasses, technology, clipboards, and paper and pencil to document what they see, a scale and scoops to weigh the items, or other natural loose parts such as sticks and feathers in order to create visual art forms.

Ontario Catholic Schools Graduate Expectations

(See I Can Statements in the
Upfront section of this
document)

- OCSGE 1: I am a believer!
- OCSGE 2: I have a voice!
- OCSGE 3: I have ideas!
- OCSGE 4: I am a learner for life!
- OCSGE 5: I am a team player!

Kindergarten Overall Program Expectations

- OE1: communicate with others in a variety of purposes, and in a variety of contexts
- OE4: Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- OE7: Participate actively and regularly in a variety of activities that require the application of movement concepts
- OE13: Uses the processes and skills of an inquiry stance (i.e., Questioning, planning, predicting, observing, and communicating)
- OE14: Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions and representations of their findings
- OE16: Measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning
- OE29: Demonstrate an understanding of the natural world and the need to care for and respect the environment

Possible Growth in Learning Comment for the Problem Solving and Innovating Frame:

Charlie chooses various materials and ask questions when exploring rainbows. When trying to create a rainbow, Charlie chose a flashlight and a CD as his materials. He noticed a rainbow would appear on the CD when he flashed the light on it. During his experiment, he began to pose questions such as "What can we do to make the rainbow go on the paper?" in order to discover new information and question new theories.



Stewardship

And how can we remain indifferent to the prospect of an ecological crisis which is making vast areas of our planet uninhabitable and hostile to humanity? Or by the problems of peace, so often threatened by the spectre of catastrophic wars? Or by contempt for the fundamental human rights of so many people, especially children? Countless are the emergencies to which every Christian heart must be sensitive. (Novo millennio ineunte, At the Beginning of the New Millennium, Apostolic Letter of Pope John Paul II, January 6, 2001)

Stewardship entails caring for the sacred gifts God has entrusted to our care. This includes our bodies, talents, spiritual gifts, and the entire created order. Stewardship means acting as managers for God, according to God's plan and wishes, and respecting God's laws that we find embedded in reality. Stewardship is thus not just a social agenda, but rather, has an inherently moral character. (Anchor Concept: Stewardship, <http://eoccc-csfcs.tk/concepts/astewardship.html>)

From Planning for Learning to Communicating Learning ~ The Voice of the K-Team

Stewardship will be a thread throughout almost every inquiry in your Kindergarten classroom. After all, God calls us to be good stewards. Taking care of His Word, ourselves, each other, our family, our community, our natural environment and all living things is huge. Begin by noticing ways in which you can help your students become good stewards.

At the beginning of the year the K-Team noticed that the students are quite "hard" on the materials in the room. Some have gone home, some lost, broken, or simply left lying around. The decision was made to remove the materials from the room. When the children entered the room the next day, and gathered on the carpet we read Luke 12:48. The class discussed the idea that if someone is generous to you then you need to take that seriously and be respectful back. On the interactive whiteboard we pulled up pictures of some of the broken materials and asked the children, "Would you want to be generous with your toys if someone treated them like this?" We co-created a set of "jobs" that are needed in the classroom to help manage the materials and the children began to assume these jobs each day. One child took these jobs very seriously and if attention was needed in a certain area of the room, she would take on that job as well. The K-Team documented her learning in this area. (Belonging and Contributing Frame)

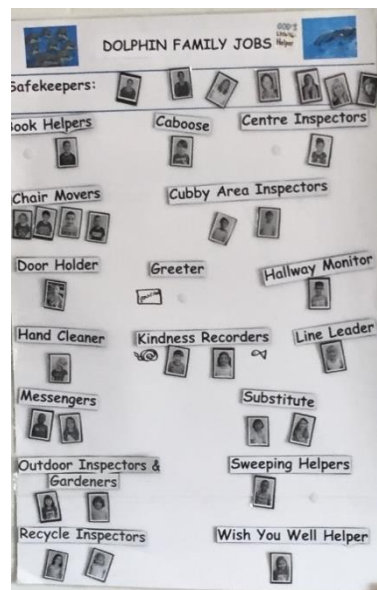


Photo courtesy of Our Lady of Wisdom

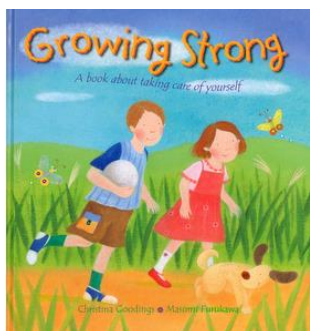
Check out these links!

Meaningful Jobs

<https://thecornerstoneforteachers.com/class-jobs/>

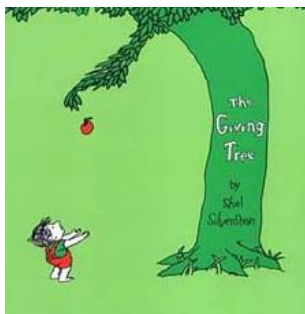


Mentor Texts Addressing Stewardship

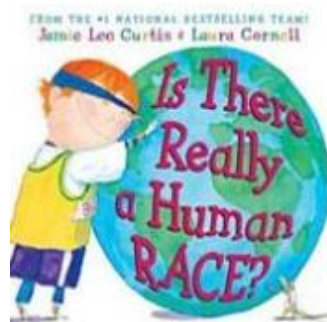


This book explores the following ideas from a Christian perspective:

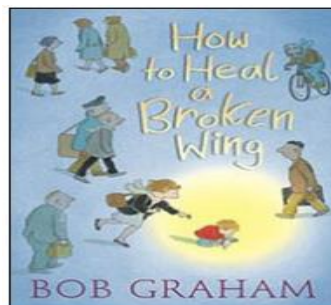
- choosing the right food
- staying active
- keeping clean
- getting a good night's sleep.



A classic book for teaching children of all ages about self-sacrifice and giving. This is a tender story of love and sacrifice.



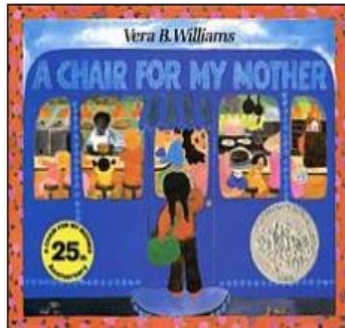
This book explores life's journey and making good choices along the way—because how we live and how we love is how we learn to make the world a better place, one small step at a time



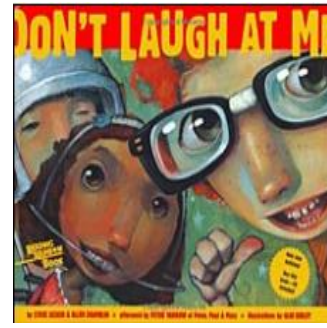
This story explores the concepts of helping the smaller and/or weaker of our society. It is a sweet and simple story that children can relate to.



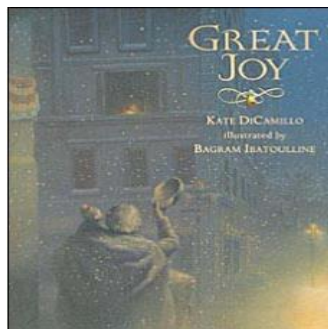
Observing, Documenting and Communicating Learning in Kindergarten in our Catholic Community



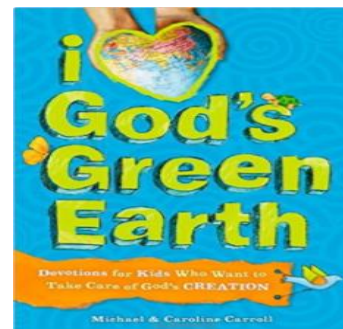
This story explores the idea of working together to achieve a goal. The family loses their home in a fire and work together to save money to buy a new chair for their mother.



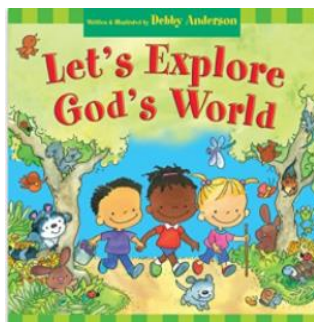
This book explores the concept of helping others who are less fortunate. A young girl helps a homeless person.



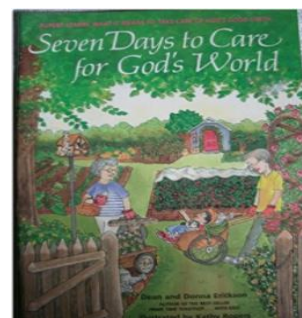
This book explores the idea that we are all unique and different and want to be loved with a focus on accepting differences.



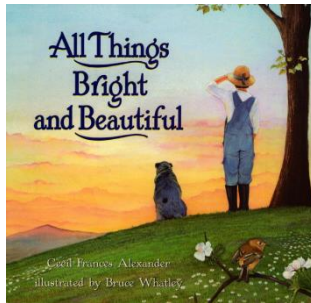
This book is a devotional book for children who want to take care of God's earth. It includes scripture readings and practical ideas/projects.



This book is interactive and explores the world through the lens of knowing and caring for God's world.



This story is about a young boy who during a visit to his grandparents' home learns about God's creations and taking care of the world.



To purchase Christian books, visit the following
Canadian website:

<https://booksforchrist.com/collections/kids-toys>

This story introduces us to the
importance of recognizing all the beauty
that God has created.
This is a true classic.

Scripture Readings/Parables Around Stewardship

These scripture readings, and/or parables give concrete examples of stewardship. You are encouraged to
use a children's version of the Bible.

<p>Genesis 1: 28 - 2: 3</p> <ul style="list-style-type: none"> - <i>Six Days of Creation and the Sabbath</i> <p>Luke 12:48</p> <ul style="list-style-type: none"> - <i>God's Demands</i> <p>Psalm 33: 6-9</p> <ul style="list-style-type: none"> - <i>The Lord Made the Heavens</i> <p>Psalm 65</p> <ul style="list-style-type: none"> - <i>Praise to the God of Creation</i> 	<p>Luke 13:6-9</p> <ul style="list-style-type: none"> - <i>Parable of the Barren Fig Tree</i> <p>Psalm 24:1</p> <ul style="list-style-type: none"> - <i>The Earth is the Lord's</i> <p>Psalm 104</p> <ul style="list-style-type: none"> - <i>Bless the Lord</i> <p>Wisdom 11: 24-26</p> <ul style="list-style-type: none"> - <i>The Lord Loves All That Exists</i> <p>Numbers 35:33-34</p> <ul style="list-style-type: none"> - <i>Caring for the earth</i>
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Songs That Support Stewardship

Kids for Saving the Earth Promise Song

<https://www.youtube.com/watch?v=UbnRANz4nT0>

We've Got the Whole World in Our Hands

<https://www.youtube.com/watch?v=eIQUOIyE7q0>

If I Were a Butterfly

<https://www.youtube.com/watch?v=v2dAKab3Wgw>

en Français

<https://www.youtube.com/watch?v=zTYuJXAaBgU>

All Things Bright and Beautiful

https://www.youtube.com/watch?v=FT_oDqOEGpc

Thank you Lord For This New Day

<https://www.youtube.com/watch?v=njsdfxK9FcQ>

From the Tiny Ant

<https://www.youtube.com/watch?v=0sUPK7LqAj8>

Every Move I Make

<https://www.youtube.com/watch?v=nEtq28x5EQ>

Praise Him When the Sun Goes Down

<https://www.youtube.com/watch?v=xYZZsoVzZ-k>

Je veux te louer à pleine voix

<https://www.youtube.com/watch?v=6FNIxF32ss0>

Je te louerai

<https://www.youtube.com/watch?v=b1RUDB2z200>

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the *Upfront* section of this document)

OCSGE 1: I am a believer!

OCSGE 2: I have a voice!

OCSGE 3: I have ideas!

OCSGE 4: I am a learner for life!

OCSGE 5: I am a team player!

OCSGE 6: I care!

OCSGE 7: I have responsibilities!

Possible **Next Step in Learning**
for the Belonging and
Contributing Frame:

We will guide Michelle in
sorting her lunch and/or snack
garbage by matching the
pictures on the recycling and
garbage bins.



Kindergarten Overall Program Expectations

- OE1: communicate with others in a variety of purposes, and in a variety of contexts
- OE2: demonstrate independence, self-regulation, and a willingness to take responsibilities
- OE3: identify and use social skills in play and other contexts
- OE4: Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
- OE5: demonstrate an understanding of the diversity among individuals and families and within schools
- OE6: demonstrate an awareness of their own health and well-being
- OE8: develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts
- OE11: demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
- OE13: use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
- OE25: demonstrate a sense of identity and a positive self-image
- OE26: develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being
- OE27: recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination
- OE28: demonstrate an awareness of their surroundings
- OE29: demonstrate an understanding of the natural world and the need to care for and respect the environment



Liturgical Year: Advent, Christmas, Lent, Easter and The Feast Days

Transformation is a key concept used by Christians to describe their role in the world. The Gospel uses images of salt, light and yeast to describe their transforming presence and call. Our ability to transform the world rests in allowing Christ himself to accomplish this task in and through us. Transformation thus has two dimensions: it requires conversion to the Gospel and seeing the world through eyes that recognize Christ in others.

(Anchor Concept: Transformation/Conversion,

<http://eoccc-csfcs.tk/concepts/atransformation.html>)

"The church calls us to have and promote an authentic liturgical life so that there can be harmony between what the liturgy celebrates and what we live out" with the aim of expressing in life what has been received in faith.

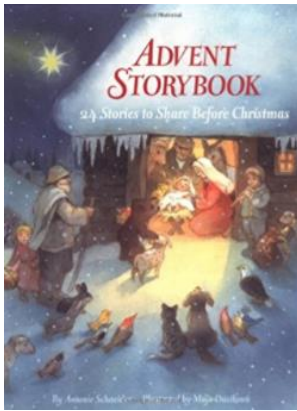
(Pope Francis, <https://www.ncronline.org/blogs/francis-chronicles/pope-francis-mass-vernacular-helps-people-understand-god-live-faith>)

Throughout the Liturgical Year, Catholics enter into special liturgical celebrations. These special times require all Catholics to think more deeply about their faith journey and enter into a time of reflection, growth and renewal.

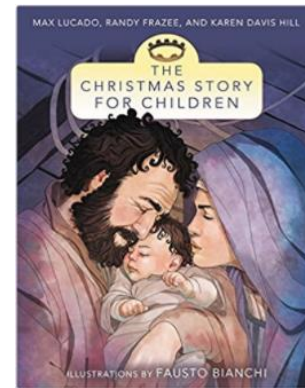
Advent/Christmas

From Planning for Learning to Communicating Learning ~ The Voice of the K-Team

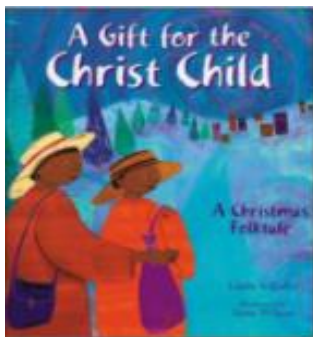
Advent marks the waiting time leading up to the birth of Jesus on Christmas Day. It is 24 days long. Catholic Educators must be cognizant not to rush this time and jump right into Christmas activities and gift making. We carefully consider how the inquiries in our classrooms can help us to incorporate the idea of "waiting". For example, a classroom had just begun an inquiry into the human body. The French teacher on the team just revealed to the children that she was going to have a baby. While it tied into their human body inquiry in many ways, it also tied beautifully into the Advent season. It gave the children a tangible way of marking the time while waiting for Jesus. The French teacher shared the ways that she was getting ready for the arrival of her baby: buying a crib, getting the baby's nursery ready, going to the hospital for check-ups, etc. The children chose different ways to show their learning around this idea: some talked about ways to mark their growth, others made linking chains of 24 links to mark Advent, and others began to use the word waiting in new ways such as when lining up, "I am waiting my turn to use the bathroom." (Belonging and Contributing and Self-Regulation)



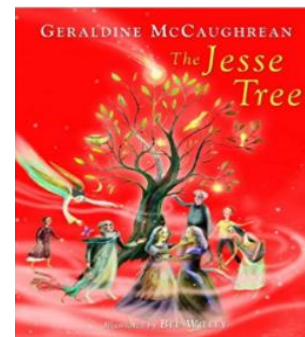
This book incorporates the tradition of the Advent Calendar into the story and is an easy way to live out Advent in your classroom. Each day of Advent is a different story. This book could be used alongside your Advent Wreath.



This book by Max Lucado beautifully depicts the story of the very first Christmas.



This book focuses on generosity during a season that is often submersed in commercialism and receiving.



The Jesse Tree is a wonderful way to mark the days in Advent. It tells the biblical history from Creation to the Birth of Jesus. A bible passage is read every day and a symbol associated with that passage is placed on a tree (see below in scripture passages). This is a great alternative to decorating a Christmas tree with secular commercial items.



Scripture Passages/Parables Related to Advent/Christmas

Luke 1:26 - 56 and Luke 2:1-24 OR Matthew 1:18-25 and Matthew 2:1-13 - The Birth of Jesus

Jesse Tree: These are daily bible quotes that mark the history of the bible from creation until Jesus' birth

<p>Nov. 30- Creation - Genesis 1:24-31 (symbol - globe)</p> <p>Dec. 1- Adam and Eve - Genesis 3:1-21 (symbol - apple)</p> <p>Dec. 2- Noah's Ark - Genesis 6:5-8 (symbol - rainbow)</p> <p>Dec. 3 -Abram - Genesis 12:1-7 (symbol - tent)</p> <p>Dec. 4 -The Birth of Isaac - Genesis 21:1-7 (symbol - cradle)</p> <p>Dec. 5-Abraham is Tested - Genesis 22:1-14 (symbol - ram)</p> <p>Dec. 6-Jacob's Dream - Genesis 28:10-22 (symbol - ladder)</p> <p>Dec. 7- Joseph - Genesis 37:31-33, 50: 15-20 (symbol - coats of many colours)</p> <p>Dec. 8-Moses - Deuteronomy 5:1-22 (symbol - tablet for 10 commandments)</p> <p>Dec. 9-Ruth - Ruth 1-4 & Matthew 1:5 (symbol - wheat)</p> <p>Dec. 10-Rahab - Joshua 2:1-21 (symbol - red robe)</p> <p>Dec. 11- David is Anointed - Samuel 16:1-13(symbol - horn of oil)</p>	<p>Dec. 12- King David - 2 Samuel 5:1-5 (symbol - Crown)</p> <p>Dec. 13-Isaiah's Prophecy - Isaiah 9:2-7 (symbol - sun)</p> <p>Dec. 14-Elijah - 1 Kings 18:17-39 (symbol - fire)</p> <p>Dec. 15-The Branch - Isaiah 11:1-9 (symbol - branch)</p> <p>Dec. 16-Jonah - Jonah 3 (symbol - whale)</p> <p>Dec. 17-Bethlehem - Micah 5:2-5 (symbol - city)</p> <p>Dec. 18-Esther - Esther 4 (symbol - scepter)</p> <p>Dec. 19-Daniel - Daniel 6:1-23 (symbol - lion)</p> <p>Dec. 20-Zechariah and Elizabeth - Luke 1:5-25 (symbol - people)</p> <p>Dec. 21-John the Baptist - Luke 5-25 (symbol - shell)</p> <p>Dec. 22-Mary - Luke 1:26-38 (symbol - heart)</p> <p>Dec. 23-Joseph - Matthew 1:18-25 (symbol - hammer)</p> <p>Dec. 24-The Shepherds - Luke 2:16-21(symbol - shepherd's staff)</p> <p>Dec. 25-Jesus -Luke 2:6-21(symbol - star)</p>
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Songs That Support Advent/Christmas:

<p><i>Light the Advent Candle</i> https://www.youtube.com/watch?v=5FQsnmZSjA</p> <p><i>Oh, What A Special Night</i> https://www.youtube.com/watch?v=duzZ-p6rYNI</p>	<p><i>Take a Walk to Christmas</i> https://www.youtube.com/watch?v=gFklu4JI86c</p> <p><i>Il est né le divin enfant</i> https://www.youtube.com/watch?v=dXUN7Yo98lw</p>
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Connections to Religious Education Program Document: *In God's Image*

Although this resource is activity based, many of the concepts within the resource can be adjusted to be incorporated into a play-based environment.

Church times explores both Advent and Christmas and celebrates the gift of God. The section that may be relevant is: *Walking in the light*. Under the section *Walking in the light*, you can take the activity titled, and change it to be more open ended by providing the children with magnifying glasses, technology, clipboards, paper and pencil to document what they see, a scale and scoops to weigh the items, or other natural loose parts such as sticks and feathers in order to create visual art forms.

Kindergarten Overall Program Expectations

OE1: communicate with others in a variety of purposes, and in a variety of contexts

OE3: identify and use social skills in play and other contexts

OE4: demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts

OE5: demonstrate an understanding of the diversity among individuals and families and within schools

OE11: demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators

OE15: demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

OE25: demonstrate a sense of identity and a positive self-image

OE26: develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the *Upfront* section of this document)

OCSGE 1: I am a believer!

OCSGE 2: I have a voice!

Lent/Holy Week/Easter

Lent is the period of 40 days which comes before Easter. It begins on Ash Wednesday. Lent is a season of reflection, repentance, fasting and sacrifice in preparation for the celebrations of Easter. By observing the 40 days of Lent, Catholics replicate Jesus Christ's sacrifice and withdrawal into the desert for 40 days.

From Planning for Learning to Communicating Learning ~ The Voice of the K-Team

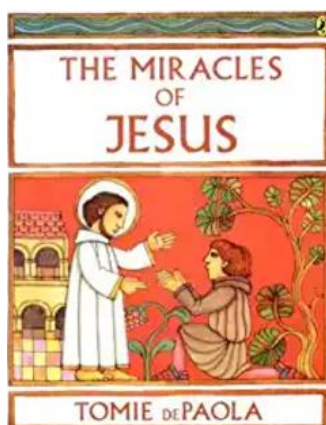
The K-Team noticed that it was difficult for the children to recognize when others helped them. They decided to create a kindness bucket where children could add the names of others who had shown acts of



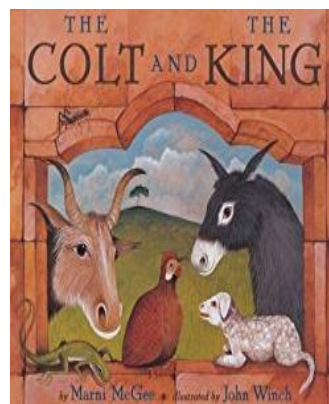
kindness. As Lent approached, we incorporated the Miracles of Jesus into this classroom routine. Every day, an educators read about and/or presented a video about one of Jesus' miracles. We documented the children's questions and comments during and after the reading/viewing. For example, after reading the miracles of the blind man being healed, a child said, "We can't make people see again like Jesus, but we can help someone who can't see by telling them what a flower looks like." (*Demonstrating Literacy and Mathematics Behaviours and Belonging and Contributing*)

Holy week is the most important week of the year in the life of a Catholic. It is important that we, as Catholic educators, take this week to observe the sacredness of this most holiest of weeks separate from the regular actions of the classroom. Some special ways educators may wish to highlight this sacred week may be for educators to bring in palms from our church's Palm Sunday celebration and re-enact the entrance of Jesus into Jerusalem. They can wait to read the full Easter story until this week. On Thursday, read and re-enact the last supper with the children and spend a sacred time reading about what will happen on Good Friday and then on Easter Sunday. On the Tuesday after Easter Sunday, hold a big Easter party. (*Belonging and Contributing, Demonstrating Literacy and Mathematics Behaviours*)

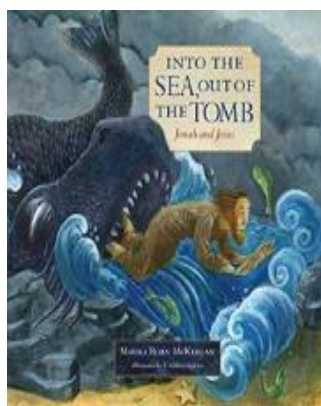
Mentor Texts Addressing Lent/Easter



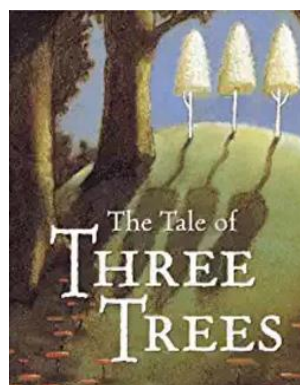
This book explores the key miracles of Jesus during his ministry. Tomie dePaola uses scripture as text alongside simple illustrations.



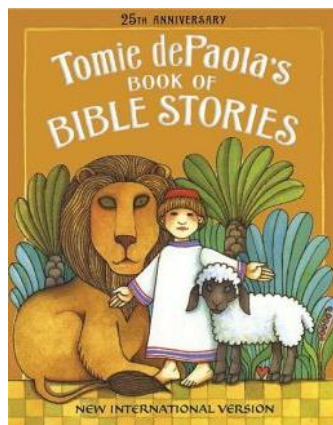
This book is great for Palm Sunday as the main character is the donkey who reluctantly leads Jesus in Jerusalem on Palm Sunday.



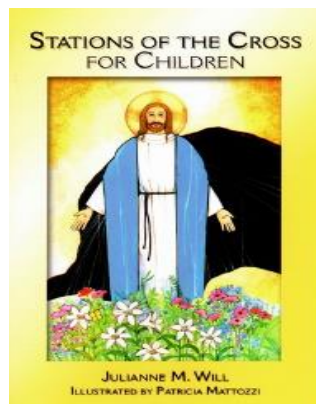
This book tells the stories of Jonah and Jesus side-by-side. Children can see how the Paschal events, signs, and symbols of Holy Week and Easter were prefigured in the Old Testament and fulfilled in the New.



This book tells the story of the 3 trees who become the manger, the fishing boat and the crucifix in Jesus' life story. It helps children see that sometimes what we dream for ourselves is small compared to what God plans for us.



Tomie dePaola's beautiful illustrations make this version of the Easter Story special.



A great resource to use during Holy Week to help the children journey through Jesus' last days from Palm Sunday to Easter Sunday.

Scripture Passages/Parables Related to Lent/Holy Week/Easter

Mark 11: 1-10 - Palm Sunday

Matthew 26: 17-30 - Last Supper (Holy Thursday)

John 18: 1-19:42 - The Crucifixion of Jesus (Good Friday)

Luke 24: 1-12 - The Resurrection of Jesus (Easter Sunday)



Songs That Support Lent/Holy Week/Easter

1,2,3 Jesus is Alive

<https://www.youtube.com/watch?v=MIf9jv4pVTM>

La vie a fleuri, Jésus est vivant

<https://www.youtube.com/watch?v=L-8biLBJtGs>

Check out these links!

<http://www.carfleo.org/Kindergartensites.htm> - links to In God's Image

Connections to Religious Education Program Document: *In God's image*

Although this resource is activity based, many of the concepts within the resource can be adjusted to be incorporated into a play-based environment.

Church Times explores Lent and Easter and celebrates the gift of life in Jesus as a trace of God. The sections that may be relevant include: *Lent – Easter 1* and *Lent - Easter 2*. In the section *Lent – Easter 1*, you can take the activity titled, *Hearts Growing Bigger With Love*, and make it more open ended by extending the activity to include a Kindness Wall where the children recognize kindness during indoor and outdoor play, circle time, lunch, etc. Take a photo of the individual doing the act and share it with friends before adding it to the wall.

During the Easter season as the life, death and resurrection of Jesus are discussed, children may need to explore these ideas more deeply. *In God's image* provides ideas for further discussion of death, loss and mourning in the section titled: *Changes*. This section also discusses changes children may experience in their lives such as a new baby, having classmates leave, or new classmates join the class community.

**Ontario Catholic Schools
Graduate Expectations**
(See I Can Statements in
the *Upfront* section of this
document)

OCSGE 1: I am a believer!

OCSGE 2: I have a voice!

OCSGE 3: I have ideas!



Kindergarten Overall Program Expectations

OE1: communicate with others in a variety of purposes, and in a variety of contexts

OE3: identify and use social skills in play and other contexts

OE11: demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators

OE12: demonstrate an understanding and critical awareness of media texts

OE22: communicate their thoughts and feelings, and their theories and ideas, through various art forms

OE30: demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagements in the arts.

Feast Days

Feast days are days in which the Catholic Church honours a particular saint. Each saint can be prayed to for the intercession of certain special intentions.

During inquiries try to include the study of the patron saint of that particular area of investigation. You can also pray to saints for various needs such as conflict, loss, sadness, etc. For example, St. Christopher is the patron saint of travellers that you could learn more about when doing an inquiry about transportation or when learning about professions that use vehicles regularly (firefighters, police officers or paramedics) or when welcoming newcomers to the class.

The following website is a Catholic website that provides information on the saints including videos.

<http://www.catholic.org/saints/>

Songs that support Saints

Oh, When the Saints Coming Marching In

<https://www.youtube.com/watch?v=McwYt2F-PAY>

Possible Growth in Learning Comment for Literacy and Mathematics Behaviours

Olivia is now able to identify feelings such as happiness, anger, sadness and fear after discussions and read-alouds. After reading, *My Many Coloured Days*, Olivia drew a picture of herself showing when she was happy and then sad.

For more sample comments, please refer to the section on comments for Religious Education.



From Assessment of Learning/Documenting to Communicating the Learning

Assessment is the process of gathering and interpreting information that accurately reflects the child's demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of The Kindergarten Program. The primary purpose of assessment is to improve learning and to help children become self-regulating, autonomous learners. (Growing Success – The Kindergarten Addendum, 2016, p. 6)

CONSIDERATIONS IN ASSESSMENT OF LEARNING: (*Kindergarten Program* 2016, p.43-44)

CHILDREN'S DEMONSTRATION OF LEARNING

Assessment of learning involves **summarizing a child's key learning and growth in learning in relation to the overall expectations at a given point in time, and outlining next steps in learning.**



"We need to see each child as a gift to be cherished, and protected."

-Pope Francis

God, grant me **Serenity** to appreciate the unique gifts of my students.

Courage to challenge them to do their best,

And **Wisdom** to help them become all that **You** created them to be

-Author Unknown



As educators assess children's learning, they must bear in mind that children enter the Kindergarten program at different stages of development and with diverse backgrounds and experiences – and that they will leave it at different stages and at different points in their growth in relation to the program expectations. Educators must also take into consideration that the period of adjustment to school is longer for some children than for others. Children should therefore be given ample time to demonstrate their learning through varied learning opportunities that are appropriate for their stage of development and within their zone of proximal development.

Planting Seeds p.17: [A Vision of Growth: How do we respect the unique giftedness of each individual child?](#)



DETERMINING INFLUENCES ON CHILDREN'S DEMONSTRATION OF LEARNING

Young children will demonstrate their learning in many different ways. Factors that influence whether and how children will demonstrate what they know and are able to do include the following: the time of day • the situation • the kinds of questions that are asked • the child's previous experience and familiarity with the content • the child's facility with the language of instruction • differences in cultural norms, values, and practices regarding learning and ways of demonstrating learning • the child's capacity for social interaction. To allow for and come to understand the range of influences that may affect a child's learning at any given time, educators should observe and document the child's learning on an ongoing basis in the context of everyday experiences, using a variety of strategies and tools.

Considerations;

Whose perspectives on and interpretations of our documentation of the child's learning have we considered (e.g., those of parents and other family members, other children, school staff)? How did our words or actions influence the child's experience? What other factors may have influenced the child's thinking and learning or the child's demonstration of learning (e.g., environmental or cultural factors, time of day, previous experiences, particular types of accommodations) Kindergarten Program Document, 2016, 1.4 Assessment and Learning in Kindergarten

One of the greatest predictors of new learning is prior knowledge and understanding. William (2011) outlines how educators can harness this predictive power by eliciting and interpreting evidence of students' thinking. He suggests that assessing student learning [to support] instruction has proven to have "unprecedented power to increase student engagement and to improve learning outcomes" [p. 13]. Other researchers support this claim. Earl and Hannay (2011) suggest that through the rigorous use of evidence of student learning ... educators are becoming "knowledge leaders", pushing our understanding of teaching and learning to the frontiers of innovation [p. 191]. (Ontario Ministry of Education, 2012, p. 1)

Check out these links!

[Edugain videos on "Observation and Documentation".](#)

"Pedagogical documentation supports educators in both including child development in their view, but also looking beyond development to capture broader aspects of experience for reflection."

How Does Learning Happen? Ontario's Pedagogy for the Early Years, page 21



- ✚ What do you see the child doing? What do you hear them saying? How is the child showing what they know?
- ✚ How can that documentation help you create a comment for the Communication of Learning?
- ✚ How are you noticing and naming the learning? (Growing Success p.7)
- ✚ What is the **most significant learning** (most significant knowledge or understanding) for that child at that time? (No need to document everything. Is it significant? Is it worth documenting?)
- ✚ How does it link to the overall expectations?
- ✚ What do you see that shows growth in the overall expectations?
- ✚ What does the growth tell us about the child's learning?
- ✚ Are you looking at key learning, growth and next steps based on the whole child and keeping in mind his personality, culture, background?
- ✚ Is there evidence of the child's learning?
- ✚ What do you plan on observing in a day? Frame? Child? Learning area?
 - ~ What did this child learn? In what context? How did they show me?
- ✚ What children do you need more evidence for? (e.g., shy, quiet, students that always do the same thing)
- ✚ Are you observing students at various times of the day and in various settings?
 - ~ Snack, Quiet Time, Gross Motor play, Reading Buddies, etc.
- ✚ How can you track who has been observed?
- ✚ How is your documentation accessible to all team members?
- ✚ Where are you seeing the OCSGE's?
- ✚ Where are you seeing the 6 Global Competencies?
 - ~ Collaboration, Creativity, Critical Thinking, Communication, Citizenship, Character

Documentation drives where we see the key learning and growth in learning for our students. Things to keep in mind.

- ✚ Behaviours
- ✚ Interactions/reactions
- ✚ Interests/passion/surprises
- ✚ Capabilities
- ✚ Thinking
- ✚ What they create
- ✚ Questions/wonderings
- ✚ What they say/do/represent

What is worth documenting?



What is...

Key Learning: The most important skills or knowledge (understanding) demonstrated by the child. Educators perception of the child and judgment can be included in the key learning. Information could be contributed by parents.

*i.e. Paul has a personal interest in nonfiction books and more specifically about animals. In October, he started making a collection of mini books about various animals. Using single words and illustrations, he represents important facts about each animal in his mini book. He gathers the information by looking at pictures, **watching videos at home** and listening as the educators read to him.*

What is...

Growth in Learning: successful and positive developments in learning (Educators analyze their documentation that has been taken over the period of time and are able to note the growth in the learning.)

i.e. Paul has expanded his interests and is starting to use phrases and labels when creating books. He shares his books with others and responds to their questions. This allows Paul to appreciate and enjoy working with peers and sharing his love of animals. He has started creating a new collection entitled, "Bugs", with 2 of his peers.

Next Steps in Learning: Ways in which the child can move forward in developing his or her knowledge and skills. The next step should be something that can also be supported at home should the parents wish to do so. It should be phrased as an action instead of an activity.

i.e. After reading, point to the pictures to help Carole retell the stories read to her.

What is?



The next step can be based on a completely different overall expectation in that same frame and does not need to be in relation to the key learning in that same frame. Although next steps should be present in **every Communication of Learning**, they do **not** need to be included in every frame.

i.e. When interacting with others during play, Paul will use his words to let others know that they are not respecting his ideas. For example, How about we try my idea?

1. Educator documentation- What the children say, do and show (represent).
2. Reflection of the documentation
 - a. link to overall and specific expectations
 - b. link to OCSGE
 - c. link to conceptual understandings
3. Based on your knowledge of the child, interests, culture, and your professional judgement of the evidence of learning, formulate your comment always keeping it asset based

**Steps from
documentation to
comment.**

Resources:

[Observation, Documentation, Interpretation](#)

Capacity Building series: [Pedagogical Documentation Revised](#)

What works? [Pedagogical Documentation](#)

[Shifting the Thinking K-2](#) see p. 38 Chapter 4. Pedagogical Documentation as a Means to Assess for, as, of, Learning

Growing Success, Addendum for Kindergarten, page 14

OECA's Lifting Learning Pedagogical Documentation

(<http://www.catholicteachers.ca/For-Your-Classroom>)

- ✚ personalized comments (showing who the child is- and what their interests are)
- ✚ clear, precise, and meaningful language that parents can understand?
- ✚ examples that clarify broad statements
- ✚ provide essential information that enables parents to be partners in their child's learning?

**Do the comments
have...**



- ✚ focus on key learning: growth in learning; and possible next steps in learning.
- ✚ asset based key learning and growth
- ✚ positive tone
- ✚ comments related to the overalls and OCSGE
- ✚ possible connections to the 6 C's (Global Competencies)

Do second term and third term Communication of Learning look different?

-Growth in learning for the June reporting period could reflect the next steps from the January/February Communication of Learning.

Consider taking note of your next steps in all 4 frames and professionally judge if the child has experienced growth in this area and more importantly if it is **significant** learning and worthy of mentioning in the June report card. It could very well be that the Next Step from the previous report is not so significant and has already been discussed with parents during a phone conversation or brief meeting.

Misconception: Many think that the next step in the last report is a suggestion for parents to work with students over the summer. The next step in June should be formulated as an action to be done by the child that would be beneficial in his growth of knowledge or skills. When formulated this way, parents can choose to support it or share with summer caregivers.

Implications for Our Indigenous Students: (First Nations, Métis & Inuit Peoples)

When it comes to assessment, it would be beneficial to have some knowledge about cultural background in order to better understand our students when observing and documenting. For example, many Indigenous cultures carry their young ones in a front or back carrier where the child can see what is going on around him or her. Many Canadians do the same, but it is in order for us to have our hands free or a different way of carrying a child from one place to another. For many Indigenous cultures, it is a way of teaching. As the child spends their early years with the parent, the parent talks to the child about what he or she is doing and the child listens. Children are taught to observe, listen, look and to learn before touching. **What is the impact on learning?** In the classroom, a student may observe for some time instead of getting his hands in right away or engaging, as this is part of his or

Our image of the child is
rich in potential, strong,
powerful, competent and,
most of all, connected to
adults and other children
- Loris Malaguzzi

Something to remember



her culture. **It is important to consider this when documenting for reporting** as this is not a student who is hesitant or lacks confidence in order to explore but rather observing and assessing before engaging, as taught and practiced by his family and community. Please refer to the ELL section of this document if a student is an English Language Learner.



“It is also important for all students be allowed various platforms in which to answer questions or complete the activity at hand. Students often choose an alternative or unconventional method in which to respond. Many of these learners differentiate how they present what they know. They may do so visually with various media, orally with a range of manipulatives, in the form of a story, through song, or creative journaling. Teachers need to be patient and allow for the desired end product or process to originate from the question or activity.” (*Aboriginal Teaching Strategies in the Classroom*, Pamela Rose Toulouse, pg 20)

Aboriginal Teaching Strategies in the Classroom, Pamela Rose Toulouse, This quote has a very close correlation to Loris Malaguzzi’s thoughts on The 100 Languages of Children.

Check out these links!

Edugain videos about, Key Features of Growing Success and Kindergarten Assessment - [link](#)
[The Learning Exchange](#) How do we know learning is happening? What is the evidence? How do we communicate learning?

Using Pedagogical Documentation to Deepen Understanding of Student Thinking. [link](#)
EOCCC [Planting Seeds for Success](#) in K p.26-46



Sample Communication of Learning Comments

Religious Education and Family Life

Sue makes connections to many of the Gospel values (**e.g.....**) leading up to Lent. Using the class developed timeline of events that led up to the resurrection of Jesus and class discussions, she demonstrated understanding of Jesus' command to love one another as He has loved us, by helping others in the class and inviting others to play.

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the
Upfront section of this
document)

OCSGE 1: I am a believer!
OCSGE 2: I have a voice!
OCSGE 4: I am a learner for life!
OCSGE 6: I care!

Neil is caring and helps others by assisting them with labelling their work and building structures in the block area. He takes pride in his accomplishments, for example when he was able to tie his own shoes, he then started showing others how to do it too.

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the
Upfront section of this
document)

OCSGE 2: I have a voice!
OCSGE 7: I have
responsibilities!

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the
Upfront section of this
document)

OCSGE 1: I am a believer!
OCSGE 2: I have a voice!
OCSGE 5: I am a team player!
OCSGE 6: I care!

During the Advent season, Hailey dramatized the Nativity story in the house area that was transformed into a stable. She often took on the role of Mary and held Jesus tenderly.

Ontario Catholic Schools Graduate Expectations

(See I Can Statement s in the
Upfront section of this document)

OCSGE 2: I have a voice!
OCSGE 4: I am a learner for life!
OCSGE 5: I am a team player!
OCSGE 6: I care!

As an emerging responsible citizen, Tuan participated in our anti-bully campaign in various ways. When decorating our door with anti-bullying slogans, Tuan took a great interest and volunteered to use his footprints for our slogan "Stand up so that others will not get stepped on."



As a discerning believer, Cai understands that God is everywhere and that he can talk to God at any time or anywhere through prayer. When we were on our nature walk we discussed how all around us is God's creation. After the children suggested that it would be a good idea to give thanks to God, Cai said, "You can say thank you to God."

**Ontario Catholic Schools
Graduate Expectations**

(See I Can Statement s in the
Upfront section of this
document)

OCSGE 1: I am a believer!

OCSGE 6: I care!

**Ontario Catholic Schools
Graduate Expectations**

(See I Can Statement s in the *Upfront*
section of this document)

OCSGE 1: I am a believer!

OCSGE 2: I have a voice!

OCSGE 3: I have ideas!

As a reflective thinker, Nick is able to reflect on Gospel stories he hears. During our Lenten Season we created a timeline of events leading to the resurrection of Jesus. He asked questions about the events and wondered why Jesus washed the feet of his disciples. Through discussions he understood that not only was Jesus cleaning their feet, but He was showing love.

The following samples of Communication of Learning Comments, in each of the four frames are simply that, examples. The purpose of sharing these authentic samples is to demonstrate how our Catholic Faith can be captured in each of the four frames, as well as Religious Education. Each sample provides **Observations-** the context, **Reflections of Documentation -** educator, links to the Kindergarten Document, Overalls and Conceptual Understandings, links to OCSGEs -, and a possible **Sample Comment** (not necessarily complete with all three elements)



Belonging and Contributing

Sam's Communication of Learning

Observations:

Sam watched another child put a snack wrapper in the recycling bin and then watched others place a plastic container in the blue bin and a granola wrapper in the garbage. At tidy up, an educator asked children to pick up 6 pieces of paper. He put it in the proper recycling bin.

Reflections of Documentation:

Overall Expectations 29 -demonstrate an understanding of the natural world and the need to care for and respect the environment

Conceptual Understandings:

- We are learning that our actions and choices can affect nature and the environment
- We have a responsibility to understand and care for the natural world
- Our actions can make a difference in the world

Ontario Catholic School Graduate Education:

OCSGE 7 - **I HAVE RESPONSIBILITIES!**

Possible Communication of Learning Comment:

Sam is learning that his actions can make a difference in the world. After watching another child use each recycling bin to dispose of their snack wrappers, Sam was able to make use of the black bin. At tidy up time, the educator asked for the children to pick up 6 pieces of paper. Sam independently put the papers in the black bin and said, "This doesn't go in the garbage because we can use it again."

Aaron's Communication of Learning

Observations:

(Context - The educator read aloud the story, "Why Am I Here?" by Matthew Kelly previous to this documentation.)

Aaron is building a tower with wooden blocks in the block area. J. comes overs and kicks the tower and the tower falls. Aaron walks over to J. and says, "That is not being the best version of yourself. You need to fix the tower. We can do it together." After they completely rebuilt the tower he says to J, "See, you fixing the tower is the best version of yourself. God wants you to build things not break them."



Reflection of Documentation:

Overall expectation 3 – Identify and use social skills in play and other contexts

Conceptual understanding:

- My words and actions can affect others.
- I am responsible for my choices and actions.
- People develop skills to help negotiate social relationships in a variety of contexts.

Overall Expectation 4 – Demonstrates an ability to use problem-solving skills in a variety of contexts, including social contexts.

Conceptual Understandings:

- We can use our problem- solving skills in social situations.
- They are many ways to solve a problem.
- We make choices and decisions when solving problems.

Ontario Catholic School Graduate Expectations:

OCSGE 2 – **I HAVE A VOICE!**

OCSGE 3 – **I HAVE IDEAS!**

Possible Communication of Learning Comment:

Aaron solves social problems independently. When Aaron's block tower was knocked down, he went over to his classmate and said, "You need to fix my tower. We can do it together." After they rebuilt the tower, he turned to his classmate and explained, "Fixing my tower helps you to be the best version of yourself because God wants us to help each other fix things and not break them."

John's Communication of Learning

Observations:

During centre time John and Gemma are playing in the Dramatic Play area with dolls. John gives the educator a bowl and asks if he can have water in it. The educator asks why does he needs water. He replies, "I need to Baptize my baby!" The educator responds: "Why do you need to baptize the baby." John answers: "because I just need to, like my baby brother...because God says so!" Once the educator gives John the bowl of water, she observes him taking turns with Gemma pouring water on the baby's head. John says to Gemma: "You need to say Amen after you pour the water. That's what The Father says!"

Reflection of Documentation:

Overall Expectations 5- demonstrates an understanding of the diversity among individuals and families and within schools.



Conceptual understandings:

- talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others.

Ontario Catholic School Graduate Expectation:

OCSGE 1 - **I AM A BELIEVER!**

Possible Communication of Learning Comment:

John demonstrates an understanding of the sacrament of Baptism as he and another child played in the dramatic play area. John asked for water to baptize the dolls. He said, "This is what the priest did when my brother was baptized. I was baptized too!"

"The learning encompassed in this frame also relates to the child's early development of the attributes and attitudes that inform citizenship, through his or her sense of personal connectedness to various communities."

(The Kindergarten Program, 2016, Belonging and Contributing)

Self-Regulation and Well-Being

May's Communication of Learning

Observations:

May comes in from outdoors crying and unable to talk. Educator does breathing techniques with May (e.g., "Smell flower, blow candle."). May stops crying and breathing returns to normal. May then explains, "April hurt my feelings. She said she was going to play with June."

Reflections of documentation:

Overall expectations 2 - demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours

Conceptual understanding

- Everyone wants to be calm, focused, and alert.
- We each need different strategies, environments and supports, to be calm, focused and alert.
- We need to learn about strategies and environments that can help us self-regulate



Ontario Catholic School Graduate Expectation:

OCSGE 2 - I HAVE A VOICE!

Possible Communication of Learning Comment:

May uses calming techniques such as deep breathing. She now willingly accepts guidance from an educator to help calm her, such as, taking a deep breath in by pretending to smell a flower and then releasing her breath by pretending to blow out a candle. May will continue to practice breathing techniques when she is calm so that she can apply them when she is upset.

Tim's Communication of Learning

Observations:

Tim is playing in the block area with George. Declan runs into the classroom, and directly through Tim and George's newly built structure. George is upset and starts to cry. Tim puts his hand on George's shoulder and says: "It's okay George, we can rebuild a new battleship. A better battleship!" Tim turns to Declan and says; "That was not nice Declan. You made George cry! That's Bucket Dipping!"

Reflections of documentation:

Overall expectations 4 - demonstrate the ability to use problem-solving skills in a variety of contexts, including social contexts

Conceptual understanding

- We use our problem-solving skills in social situations.
- We can make choices and decisions when problem-solving
- There are many kinds of relationships.

Ontario Catholic School Graduate Expectations

OCSGE 2 - I HAVE A VOICE!

OCSGE 5 - I AM A TEAM PLAYER!

OCSGE 6 - I CARE!

Possible Communication of Learning Comment:

Tim effectively communicates feelings by using his words. He is sympathetic towards the needs of his peers. When he sees that they are sad, he will often try to find ways to help them. When Tim and his

"What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others."
(*The Kindergarten Program, 2016, Self-Regulation and Well-Being*)



friend were building a battleship, it was knocked over. Tim was quick to console his friend and suggested that they could build another structure. He said, “It’s okay, we can build it again. I will help you.”

Literacy and Mathematics Behaviours

Mark’s Communication of Learning

Observations:

(Art Area) Mark was rolling marbles in a box. He noticed 4 dots, 4 dots and 1 dot. He said, “There are 9 dots.” Educator asks, “How do you know that?” “Because I know 4 and 4 makes 8 and one more makes 9.”

Reflections of documentation:

Overall expectations 15-demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

Conceptual understanding:

- Numbers can be taken apart (decomposed) and put together (recomposed).
- The ability to decompose and recompose is a useful strategy in all aspects of mathematical thinking.
- We can use objects, pictures, symbols, and/or words to represent number and quantity. -There are many ways to count. Each way to count has a proper sequence.
- Numbers represent a common organizational structure that we use in our lives and in our world to communicate/ representative value.

Ontario Catholic School Graduate Expectations

OCSGE 4 - I AM A LEARNER FOR LIFE!

Possible Communication of Learning Comment:

Mark is able to recognize groups of dots without counting and add small quantities together. When in the art area Mark was rolling a marble in a box that had dot patterns. He quickly noticed that there were two groups of four dots and one extra. He said, “There are 9 dots.” The educator asked, “How do you know that?” He responded, “Because I know 4 and 4 makes 8 and 1 more makes 9.” Mark’s further learning will include ways to represent numbers beyond 10.

Sally’s Communication of Learning

Observations:

Sally is at the prayer table counting the various items collected by the class for the food bank. She counts 1 to 1. When she is done, she says: “There are 14 things here on the table! Fourteen people will be happy!” The educator asks Sally why does she think 14 people will be happy? Sally responds: “Because 14 people will get something!”



Reflections of documentation:

Overall expectations 15- demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

- communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

Conceptual understanding

-Numbers represent a common organizational structure that we use in our lives and in our world to communicate/represent value.

-We can use objects, pictures, symbols, and/or words to represent number and quantity. -There are many ways to count- each way to count has a proper sequence.

Ontario Catholic School Graduate Expectations

OCSGE 2 - I HAVE IDEAS!

Possible Communication of Learning Comment:

Sally can count groups of objects to determine quantities accurately. She knows that the last number she counts in a set is the total number for the group. When counting the non-perishable food items collected by the students for the food bank, she was able to identify that 14 people will be helped because she counted 14 items going to the food bank.

Abigail's Communication of Learning

Observations:

Day 1 Documentation: Abigail takes the crèche and figures from the prayer table and places them on the floor. She walks over to the bookshelf and gets the book titled: *The Christmas Story* (same book the teacher read at circle the day before). She brings the book to the floor area where the figurines and crèche are. She turns to the first page of the book, looks at book, puts it down and picks up the figurines and places Mary and the angel beside each other and says, "Hi Mary. Don't be afraid. I am an angel. God wants you to know that you will have a baby." She continues to turn pages and rearrange figurines and crèche.

One Week later: Abigail sits beside the teacher during an Advent assembly in the gym. A slide show is playing with various pictures of the Holy family accompanied by the song, "Mary Did You Know?" A slide with a picture of the holy family appears on the screen. Abigail says, "That is Mary and Baby Jesus and Joseph, right? It is the same as the story you read in our classroom, right? It is about Jesus' birthday on Christmas, right? I played with that in class, right?"



Reflections of documentation:

Overall Expectation 11 – demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators.

Conceptual Understanding:

- Being literate enables people to think about and make sense of the world.
- There are different types of text

Overall Expectation 1 - communicate with others in a variety of ways, for a variety of purposes, and in a variety of context.

Conceptual Understanding

- Oral language is the bias for literacy, thinking, and relating in all languages
- We learn about the world, others, ourselves through listening

Ontario Catholic School Graduate Expectations:

OCSGE 1 – **I AM A BELIEVER!**

OCSGE 2 – **I HAVE IDEAS!**

“What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.”

(The Kindergarten Program, 2016, Demonstrating Literacy and Mathematics Behaviours)

Possible Communication of Learning Comment:

Abigail listens to stories read to her by the teacher and retells the story with classroom materials such as figurines. After hearing the Christmas story, Abigail would use the book and figurines to retell the story saying, “Mary don’t be afraid! I am an angel and God wants you to know that you are going to have a baby.” During a school Advent celebration, Abigail made a text to text connection. When the Holy Family came up on the large screen, she shouted out, “There is Mary, Joseph and Baby Jesus just like we have in our book and on our prayer table.”

Problem Solving and Innovating

Ava’s Communication of Learning

Observations:

(Eagle inquiry) Ava asked many wondering questions: “What do they eat? Do they have any predators? How long do they stay in their eggs?” Ava stated: mommies sit on the eggs. With the live Eagle Cam, Ava saw both mom and dad sitting on eggs. Ava shares her findings during large group. Throughout the



inquiry, she participates in small groups reading books on eagles and searching eagle websites.

Reflections of Documentation:

Overall Expectations 1 - communicate with others in a variety of ways, for a variety of purposes, and a variety of contexts

Conceptual Understandings:

- sustain interactions in different contexts
- use language (verbal and nonverbal communication) to communicate their thinking, to reflect and to problem solve.
- ask questions for a variety of purposes and in different contexts
- use specialized vocabulary for a variety of purposes

Overall Expectations 13 -use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)

Conceptual Understandings:

- people have a capacity to feel a sense of wonder about the world
- curiosity is part of an inquiry stance
- wonderings, questions, ideas and theories can be created through inquiry
- the inquiry process helps us to discover new information and to confirm our question our theories about the world

Ontario Catholic School Graduate Education:

OCSGE 2 - **I HAVE A VOICE!**

OCSGE 6 - **I CARE!**

Possible Communication of Learning Comment:

Ava uses new information to confirm her wonderings and theories about eagles and shares this learning with others. When asked, "What do you wonder about eagles?" Ava was able to think critically and formulate many wonderings such as, "Do they have any predators?" "How long do they stay in their eggs?" and "What do they eat?" She stated that she knew that the mommy bird sat on the eggs. After watching a live camera on eagles, Ava found answers to her questions and discovered that both parents sit on the eggs.

Andrea's Communication of Learning

Observations:

Andrea is playing with the red solo cups in the block area. She leaves the block area, with the cups to go into the circle area, where there is no one. She proceeds to arrange the cups on the carpet face down in a scattered pattern. She invites Jason, Catherine and Tina to join her in a race to see who can pick up the most cups and how big their stacks will be at the end. She says, "Do you guys want to race? Who's going to pick up the most red cups and then we will measure our cup towers!" She asks the educator to help out by saying "go" when it's time to start. Once the educator says "go", the 4 students pick up the solo cups as fast as they can until there are none left on the floor. Andrea suggests to Jason that he



should pick them up by stacking them on top of one another while they are still on the ground. (“If you stack the cups this way Jason, you will be able to get more on your tower faster!”) Andrea invites her peers to place their stacks on the table so she is able to see which stack is the highest. Andrea says to the teacher, “I think Tina was the fastest because her stack is the tallest, she was able to get lots more than me!”

Reflections of Documentation:

Overall Expectations 1 - communicate with others in a variety of ways, for a variety of purposes, and a variety of contexts

Conceptual Understandings:

- sustain interactions in different contexts
- use language (verbal and nonverbal communication) to communicate their thinking, to reflect and to problem solve.
- ask questions for a variety of purposes and in different contexts
- use specialized vocabulary for a variety of purposes

Overall Expectations 20 -apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play based learning and in context.

Conceptual Understandings:

- we use mathematical processes embedded in many different contexts to make sense of or experiences and communicate our thinking.
- **Problem solving:** Problems can be solved collaboratively. There are many ways to solve a problem. Solving problems helps us learn how to think like mathematicians.
- **Reasoning and proving:** Observing mathematical strategies and talking about them help make us aware of our mathematical thinking. When we explain our thinking and reasoning, we all learn more.
- **Reflecting:** Reflective statements and questions deepen our understanding by helping us think critically about our answers/solutions.
- **Selecting tools and strategies:** The processes of thinking about and choosing tools and strategies help us to understand ideas and solve problems.
- **Connecting:** Connections can be made between the mathematics in play-based learning and questions related to our interests and daily experiences.
- **Representing:** There are many ways to represent our ideas and thinking. We can show our thinking by using concrete materials, pictures, numbers, and gestures, or by using physical actions, such as hopping, tapping, or clapping, or in various other ways.
- **Communicating:** Mathematical thinking can be communicated in many ways, including oral, visual, and concrete means.

Overall Expectations 13 - uses the processes and skills of an inquiry stance (i.e. questioning, planning, predicting, observing, and communicating)

Conceptual Understandings:

- **People have the capacity to feel a sense of wonder about the world**
- **Curiosity is part of an inquiry stance**
- **Wonderings, questions, ideas and theories can be created through inquiry**
- **The inquiry process helps us to discover new information and to confirm or question our theories about the world**
- **The inquiry process is organized and systematic but not necessarily linear**



Ontario Catholic School Graduate Education:

OSCGE 3 - I HAVE IDEAS!

OCSGE 4 - I AM A LEARNER FOR LIFE!

OCSGE 5 - I AM A TEAM PLAYER!

Possible Communication of Learning Comment:

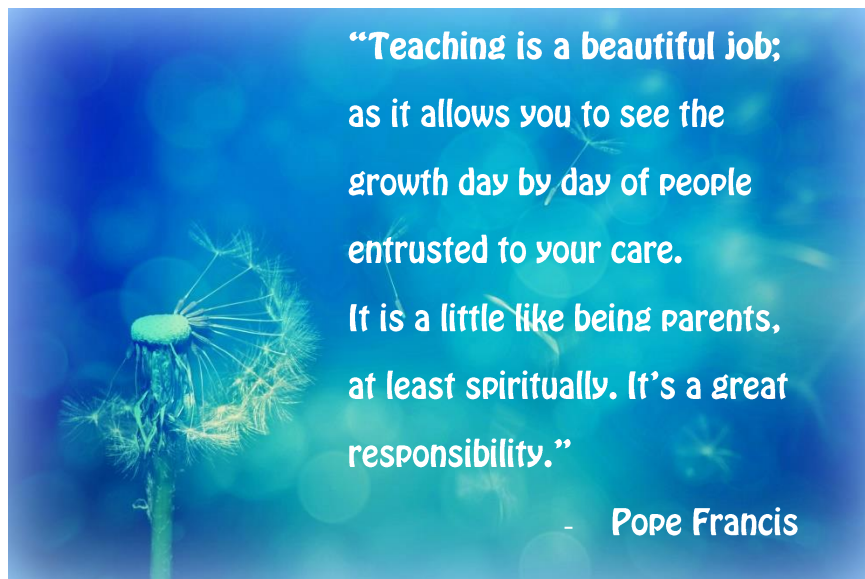
Andrea selects and uses materials to carry out her own explorations.

She collaborated with others to set up a game involving cups, and contributed her ideas about the rules of the game. While playing she said, "If you stack the cups this way you will be able to get more in your tower faster!". This ability to think creatively and take risks allows Andrea to solve problems in different ways. We will support Andrea by introducing various ways that she can use to document her own learning and share with her peers.

"The learning encompassed by this frame supports collaborative problem solving and bringing innovative ideas to relationships with others.

In connection with this frame, it is important for educators to consider the importance of problem solving in all contexts - not only in the context of mathematics - so that children will develop the habit of applying creative, analytical, and critical-thinking skills in all aspects of their lives."

(The Kindergarten Program, 2016, Problem Solving and Innovating)



"Teaching is a beautiful job;
as it allows you to see the
growth day by day of people
entrusted to your care.
It is a little like being parents,
at least spiritually. It's a great
responsibility."

- Pope Francis



The Ontario Catholic Schools Graduate Expectations Within the Four Frames

<p>Belonging and Contributing</p> <p>I AM A BELIEVER! I believe in the Church community, celebrating Mass, and the seven Sacraments I believe in forgiveness I HAVE A VOICE! I speak, write, and listen as Jesus would want me to I care about others and speak up for them I am honest I think carefully before I react or speak I respect all people and their languages I AM A LEARNER FOR LIFE! I use my gifts and talents given to me by God I am proud of the good things I do I am thankful for the gifts of others I AM A TEAM PLAYER! I co-operate with others in all that I do I value everyone's work I respect and listen to others I think of others before myself I follow rules of fair play work hard in school so that I can build my community and make it a better place I HAVE IDEAS! I have thoughts and opinions that matter I make good choices I have hope for the future I solve problems with knowledge, understanding and prayer I know we are all equal and special I CARE! I love God, myself, and my family I care about and respect my 'family' at school, at Church, in the community, and the world I care about and respect God's creation and everything in it I HAVE RESPONSIBILITIES! I am a peace-maker I am fair I am forgiving I follow rules and do my share I help the poor and care for people in need I stand up for what is right I know that all life is precious I respect and protect the world and all that is in it</p>	<p>Self Regulation and Well-Being</p> <p>I AM A BELIEVER! I believe in forgiveness I HAVE A VOICE! I speak, write and listen as Jesus would want me to I care about others and speak up for them I am honest I think carefully before I react or speak I HAVE IDEAS! I have thoughts and opinions that matter I make good choices I have hope for the future I solve problems with knowledge, understanding and prayer I know we are all equal and special I AM A LEARNER FOR LIFE! I use my gifts and talents given to me by God I always do my best I build on my strengths and weaknesses I set goals I accept change I am proud of the good things I do I am thankful for the gifts of others I AM A TEAM PLAYER! I co-operate with others in all that I do I value everyone's work I respect and listen to others I think of others before myself I follow rules of fair play I CARE! I love God, myself and my family I care about and respect my 'family' at school, at Church, in the community, and the world I HAVE RESPONSIBILITIES! I am a peace-maker I am fair I am forgiving I follow rules and do my share I help the poor and care for people in need I stand up for what is right I know that all life is precious I respect and protect the world and all that is in it</p>
<p>Demonstrating Math and Literacy Behaviours</p> <p>I AM A BELIEVER! I believe that we can talk to God anytime and anywhere, through prayer I believe in the stories of the Bible I believe in the stories of Jesus' life, death and resurrection I HAVE A VOICE! I speak, write and listen as Jesus would want me to I care about others and speak up for them I think carefully before I react or speak I listen to the Word of God I AM A LEARNER FOR LIFE! I use my gifts and talents given to me by God I always do my best I build on my strengths and weaknesses I set goals I accept change I am proud of the good things I do I AM A TEAM PLAYER! I respect and listen to others I follow rules of fair play I work hard in school so that I can build my community and make it a better place I HAVE IDEAS! I have thoughts and opinions that matter I solve problems with knowledge, understanding and prayer</p>	<p>Problem Solving and Innovating</p> <p>I AM A BELIEVER! I believe that we can talk to God anytime and anywhere, through prayer I believe in the stories of the Bible I believe in the stories of Jesus' life, death and resurrection I believe in the Church community, celebrating Mass, and the seven Sacraments I believe in forgiveness I HAVE A VOICE! I speak, write, and listen as Jesus would want me to I care about others and speak up for them I listen to the Word of God I HAVE IDEAS! I have thoughts and opinions that matter I make good choices I have hope for the future I solve problems with knowledge, understanding and prayer I AM A LEARNER FOR LIFE! I use my gifts and talents given to me by God I always do my best I build on my strengths and weaknesses I set goals I accept change I am proud of the good things I do I am thankful for the gifts of others I AM A TEAM PLAYER! I cooperate with others in all that I do I value everyone's work I respect and listen to others I think of others before myself I follow rules of fair play I work hard in school so that I can build my community and make it a better place I CARE! I love God, myself and my family I care about and respect my 'family' at school, at Church, in the community, and the world I HAVE RESPONSIBILITIES! I am a peace-maker I am fair I am forgiving I follow rules and do my share</p>



Resources

CCCB. (1993), *In God's image: early childhood catechetical resource*. Canadian Conference of Catholic Bishops. Publications Service: Ottawa.

Catholic Curriculum Corporation Central and Western Region, A FRAMEWORK FOR KINDERGARTEN IN CATHOLIC SCHOOLS IN GOD'S IMAGE - A PRIMARY FOUNDATION

National Office of Religious Education of the Canadian Conference of Catholic Bishops. *in God's image: Catechist's Manual*, Ottawa, Canada, Publications Service, Canadian Conference of Catholic Bishops, 1993.

OCSB. (2011). Kindergarten Developmentally Appropriate Planning Resource. Ottawa Catholic School Board: Nepean, Ontario

Ontario Ministry of Education. How Does Learning Happen Ontario's Pedagogy for the Early Years, 2014

Ontario Ministry of Education. *The Kindergarten Program*, 2016.

Ontario Ministry of Education. *Think, Feel, Act: Lessons from Research about Young Children*, 2013.



Web Resources

Catholic Association of Religious and Family Life Educators of Ontario. <http://www.carfleo.org/ree.html>

Eastern Ontario Catholic Curriculum Corporation. www.eoccc.org.

EduGains, <http://www.edugains.ca/newsite/Kindergarten/index.html>

EOCCC, Kindergarten Resources, <http://www.eoccc.org/kindergarten.html>

EOCCC [Shifting the Thinking K-2](#)

Francais langue seconde http://www.curriculum.org/fsl/fr/resources/?grades=0-3_fr

[French as a Second Language in Kindergarten](#) (Prologue, 2015)
[une approche transdisciplinaire](#)

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Institute for Catholic Education (ICE), <http://iceont.ca/>

Loving Guidance, Conscious Discipline, <https://consciousdiscipline.com/>

Ontario Ministry of Education, Kindergarten, Interactive Document

https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf

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