



# Planting Seeds for Success:

*Personal and Social Development through the  
Early Years from a Catholic Perspective*



*A Resource for  
Kindergarten  
Educators*

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## **Planting Seeds for Success** (Resource for Kindergarten Educators)

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Thank you to Hélène Coulombe and the writing team of "Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective (Revised: Grades 1 to 12)".

This resource supplements "Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective (Revised: Grades 1 to 12)". Its purpose is to provide educators in the Early Years with support in assessing and evaluating the **Personal and Social Development** learning area from the Kindergarten Program and to provide links for the transition to **Learning Skills and Work Habits** from Grade 1 through to graduation.

Catholic Educators are encouraged to use the revised *Planting Seeds for Success* as it includes resources with the Catholic context, samples of tracking sheets for documentation, and support for the transition to *Learning Skills and Work Habits Grades 1 to 12*.

At the time of publication, releases of Growing Success, K to 12; a Provincial Kindergarten Report Card; the final version of the Full-Day Early Learning-Kindergarten Program, and the Early Childhood Catechetical Resource by the Canadian Conference of Catholic Bishops are pending. As an interim support, educators need to keep in mind their individual board policy with regard to reporting to parent processes and documentation for Kindergarten Programs.

### **Conversations That Encourage New Thinking and Reflection**

The conversations suggested throughout this document are meant to provide springboards for personal reflection and professional dialogue between colleagues. Educators are asked to take an inquiry stance, to be open to change and willing to discuss differing perspectives. Where appropriate, a literature reference is provided to further support the conversation and/or to be shared with the children.



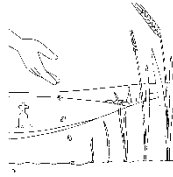
# Planting Seeds for Success

(Resource for Kindergarten Educators)

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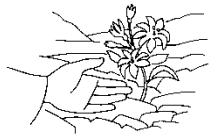
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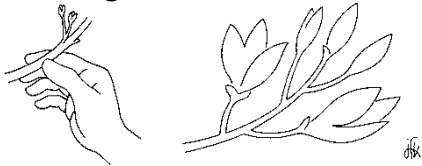
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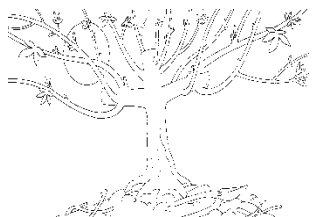
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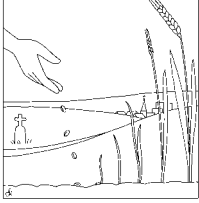
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## **Planting Seeds for Success** (Resource for Kindergarten Educators)



### **We begin with prayer**

#### **A Prayer for the Adult Gardeners**

Let us be reminded in the words of *Archbishop Oscar Romero of El Salvador* (1917-1980) that the seeds we sow today will bear fruit in a time and place we may not have planned or expected.

*Let us pray...*

It helps, now and then, to step back and take a long view.

The Kingdom is not only beyond our efforts, it is even beyond our vision.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise  
that is God's work.

Nothing we do is complete, which is a way of saying that the Kingdom always lies beyond us.

No statement says all that could be said. No prayer fully expresses our faith.

No confession brings perfection. No pastoral visit brings wholeness.

No program accomplishes the church's mission.

No set of goals and objectives includes everything.

It may be incomplete, but it is a beginning, a step along the way,  
an opportunity for the Lord's grace to enter and do the rest.

We may never see the end results, but that is the difference between the master builder  
and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.

This is what we are about.

We plant the seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces far beyond our capabilities.

We cannot do everything, and there is a sense of liberation in realizing that.

This enables us to do something, and to do it very well.

*Amen.*



## Planting Seeds for Success (Resource for Kindergarten Educators)

### How can we, as Catholic Educators, nurture personal and social development?

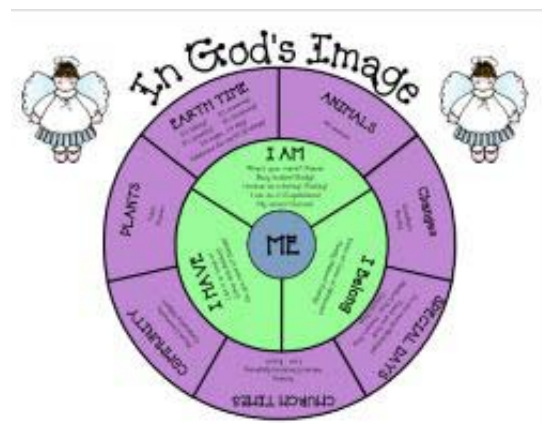
As Catholic educators, we have been called to nurture the relationship that each of our students has with God. The personal and social development of young children is intimately connected to the spiritual development of our Catholic faith. Each child is created uniquely by God, and brings a special set of skills and talents with them when they enter school. The skills that children bring with them to the classroom each day provide a rich, diverse group of learners. It is the humbling task of every Catholic educator to create opportunities that allow children to discover their strengths, interests and God-given talents in a way which fosters their personal and social development.

### How, then, does an educator nurture the personal and social development of young children so strong roots in our Catholic faith are created?

As outlined in the religious education program *'In God's Image'* we begin by celebrating the uniqueness of the four- and five-year old child *and* the wholeness of their responses to life, which is the essence of spirituality. We also need to acknowledge, as outlined in the *'Full-Day Early Learning-Kindergarten Program'* (FDELKP), that programming should be based on the understanding that the child is the **centre** of an interrelated system that includes the family, the school, the broader community, and the world. Linking the personal and social development of children to both the Catholic Graduate Expectations and the liturgical calendar will also help nurture the relationships that children have with God.



*The Full-Day Early-Learning-Kindergarten Program, Draft Version, 2010-11, MOE.*



*In God's Image: Early Childhood Catechetical Resource, 1993, Canadian Conference of Catholic Bishops.*



## **Planting Seeds for Success** (Resource for Kindergarten Educators)

### **The Catholic Graduate Expectations for Kindergarten**

*(adapted from Huron-Perth CDSB and St. Clair CDSB)*

The Catholic Graduate Expectations ([www.iceont.ca](http://www.iceont.ca)) support the work of a teacher in nurturing the personal and social development of children, and may be evident amongst young children in the following ways:

#### **1. A discerning believer formed in the Catholic faith community.**

- “I believe in God!”
- “I believe that God is always with me.”
- “I believe I 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, celebrating Mass, and the Sacraments.”
- “I believe in forgiveness.”

#### **2. An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.**

- “I speak and listen as Jesus would want me to.”
- “I care about others and I speak up for them.”
- “I tell the truth.”
- “I think before I talk.”
- “I respect people when they do not speak the same way I do.”
- “I listen to God’s word.”

#### **3. A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.”**

- “My ideas and feelings matter.”
- “I make good choices.”
- “I have hope for the future.”
- “I can solve problems by thinking about them and praying about them.”
- “I know we are all equal and special.”

#### **4. A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.**

- “I use my gifts and talents given to me by God.”
- “I always do my best!”
- “I build on my strengths and work on my weaknesses.”
- “I set goals.”
- “I accept change.”
- “I am proud of the good things I do!”
- “I thank God for my family and friends.”





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**5. *A collaborative contributor who finds meaning, dignity and vocation in work that respects the rights of all and contributes to the common good.***

- “I get along with others.”
- “I think everyone’s work is special.”
- “I listen to others and think their ideas are important.”
- “I think of others before myself.”
- “I follow rules and I play fair.”
- “I work hard in school so I can make the world a better place.”

**6. *A caring family member who attends to family, school, parish, and the wider community.***

- “I love God, myself, and my family.”
- “I care about everyone in my classroom.”
- “I care about my school, my community, and the world!”
- “I care about God’s creation and I will take care of everything in it.”

**7. *A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.***

- “I am a peace maker.”
- “I am fair and I forgive.”
- “I follow rules and I do my share of work.”
- “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 the world and all living things.”



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**Planting Seeds for Success**  
**Opportunity for Professional Conversation #1**



**Mrs. Spitzer's Garden** by Edith Pattou  
ISBN 978-0152019785  
Harcourt, 2001

*"In God's Image nurtures four- and five-year-olds as they discover who they are in the manifold traces of God's presence in and around them."  
(In God's Image, page 9)*

*"Four- and five-year-old children arrive at school as unique individuals shaped by their particular cultural and social backgrounds and day-to-day experiences, and at different stages of development. Children will thrive within classrooms that meet their developmental needs and that provide a secure, respectful, and nurturing environment."*

*(The Full-Day Early Learning-Kindergarten Program, page 3)*

Consider the quotes from *In God's Image* and the FDELK Program.

What connections can you make between them?

How does the Kindergarten Program support our goal as Catholic educators to nurture the relationship that each child has with God?

What role does the development of personal and social skills play in the development of this relationship?

How can we best foster this in our classrooms?





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### **The Gardeners: How will we nurture personal and social development in the early years?**

The Kindergarten Program is a child-centred, developmentally-appropriate, integrated two-year program. The purpose of the program is to establish a strong foundation for learning in a safe and caring play-based environment. This environment promotes the physical, social, emotional, cognitive and spiritual development of all children.

Four- and five-year old children who are in the process of creating a space for themselves in the world, display observable god-like qualities. As they are engaged in play, we observe their endless curiosity, desire to explore and inquire, all within a sense of wonderment. These are all traces of God. Traces of God are most evident when we encounter one another, face to face. When children are engaged in play and acknowledge another's feelings as well as recognizing their own, as they express curiosity and sensitivity towards others and demonstrate empathy, a thread of God's being is seen in their feelings as well as their faces. (*In God's Image, Born of the Spirit English Canadian Catechetical Series, Canadian Conference of Catholic Bishops*)

Developmentally, child-centred programs honour the sense of wonder that young children bring to the world. They are eager to touch, taste, smell and feel. They are often drawn to things that we as adults may miss – the beautiful patterns of colour on a monarch butterfly, the tiny veins in a leaf, the delicate petals of a flower or the amazing patterns on a snowflake. Armed with a magnifying glass, they are on a mission to discover and explore these traces of God. The role of the educator is to share in these experiences with the children and discover alongside them. Educators need to be keen observers and take time to listen to the children.

In order for children to be successful in their experiences, they must have a strong foundation in personal and social development. The skills developed will enable them to interact with their peers, adults and the environment in a positive way. The Ontario Ministry of Education's Kindergarten Program provides an environment where children are affirmed as individuals and as members of a community of learners. The program is organized into five key learning areas: Personal & Social Development, Language, Mathematics, Science and Technology, Health and Physical Activity and The Arts. All areas are of equal importance. It is important to note that the Personal & Social Development area has been placed first in the program document. *"The personal and social development of young children lays the social and cognitive groundwork that fosters a love for school, engages children in the process of learning, and supports future success in school and life."* (FDELKP, page 50) Within this section, the expectations are organized under the subheadings of Social Development and



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Emotional Development. The development in these expectations is key to laying the groundwork for the learning skills and work habits needed for academic achievement in later grades.

Assessment and evaluation of personal and social development involves ongoing observation, monitoring and documentation of the child's growth and achievement. Educators in the Early Years need to have an understanding of the developmentally-appropriate skills in order to plan for further teaching and to encourage and nurture progressively more complex learning.

Communication with children and their parents or guardians throughout the planning, assessment and evaluation process is critical. Educators should gather information from parents and guardians as well as other professionals when appropriate (FDELKP p.31).

The Personal and Social Development Area in the Kindergarten Program is organized under two subheadings – Social Development and Emotional Development.

<b>Personal and Social Development</b> Children learn about themselves and as well, they learn about themselves in relationship to others and the world.  <b>CGE's</b> - Discerning Believer, Reflective & Creative Thinker, Responsible Lifelong Learner, Caring Family Member, Responsible Citizen  <b>Big Ideas:</b> Children are connected to others and contribute to their world. Children have a strong sense of identity and well-being.	
<b>Social Development</b>	<b>Emotional Development</b>
Children grow in their ability to empathize and get along with others. They work and learn with others. Skills and habits to be developed: equality, fairness, tolerance, justice.	Children develop a sense of self-concept, self-reliance, and self-regulation (social, emotional and cognitive* see below). Skills and habits to be developed: uniqueness, independence, responsibility.

Central to the development of personal and social skills is the ability to self-regulate. Self-regulation skills lead to physical, social, emotional, behavioral and cognitive competence.

***“It [self-regulation] is a cornerstone of development and a central building block of early learning.”***

*(Charles Pascal, Every Child, Every Opportunity, p. 4)*



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### Elements of Self-Regulation

Educators need to be open to opportunities as they are presented in the play-based environment to foster the elements of self-regulation. Through observing and listening to the child, the educator can use experiences to encourage and nurture these skills. These skills can be grounded in our faith through daily intercessory prayer, the Golden Rule, the Greatest Commandment, and other age-appropriate models and lessons.

**Self-regulation** involves attention skills, working memory and cognitive flexibility – qualities that provide the underpinning of essential skills throughout life, such as planning and problem-solving. The ability to self-regulate, or to set limits for oneself, allows a child to develop the emotional well-being and the habits of mind, such as persistence and curiosity that are essential for early learning and set the stage for life-long learning. (FDELKP pg.7)

**Social Self-Regulation:** Children are able to regulate their behavior. They can focus their attention, follow instructions, cooperate with the teacher and other children, and remember things they need to know and do. (Ex. Playing structured games, cooperating, turn taking, dramatic play.) (FDELKP pg.7)

**Emotional Self-Regulation:** Children are able to control aggression and when they are aware of and able to, respond to the feelings of others. (Ex. Recognizing that their “outside voice” may disturb others and using their “inside voice” instead.) (FDELKP pg.7)

**Cognitive Self-Regulation:** Children are able to control the quality, sequence and persistence of task-related behavior. It is the ability to sit and focus on a given task. (Ex. Flexible problem-solving, holding information in mind to stay with and complete a task, planning, organizing information and making transitions.)

(Matthews, Sharron.  
*The Relationship among self-regulation, socio-dramatic play,  
and preschoolers' readiness for kindergarten*)



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### Nurturing the Personal and Social Development of Young Children within a Catholic Environment

The development of personal and social skills in the Early Years can be linked to Religious Education as well as the Learning Skills and Work Habits in Grades 1 to 12.

Personal and Social Development Expectations (Overall) FDELK Program	Related Learning Skills and Work Habits (Growing Success)	Related Catholic Graduate Expectations (CGEs)	Related Catholic Virtues/Values	Catholic Liturgical Calendar
<p><b><u>Social Development</u></b></p> <p>Children will:</p> <p>1. identify and use social skills in play and other contexts.</p>	<p>Self-Regulation; Collaboration</p>	<p>A discerning believer formed in the Catholic Faith who celebrates God's presence through <b>words</b>, sacrament, prayer, <b>forgiveness, reflection, and moral living</b>.</p> <p>An effective communicator who <b>speaks</b> and <b>listens</b> honestly and sensitively.</p> <p>A collaborative contributor who finds meaning, dignity, and vocation in work (<b>play</b>) that respects the rights of all.</p>	<p><b>Love-</b> being considerate, respectful, and courteous.</p> <p><b>Justice-</b> acknowledging the dignity of each person.</p>	<p><b>Advent</b></p> <p>Facilitate a discussion about the Advent wreath, and place it in the Prayer Corner/Area.</p> <p>Discuss the big ideas of hope, peace, joy, and love.</p> <p>Decorate a Jesse Tree (named after King David's father) with ornaments made by the children that represent stories from the Old Testament and place in the prayer corner.</p> <p>Provide a variety of materials in the Art/Creative Area for the children, and encourage them to make ornaments.</p>



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Personal and Social Development Expectations (Overall) FDELK Program	Related Learning Skills and Work Habits (Growing Success)	Related Catholic Graduate Expectations (CGEs)	Related Catholic Virtues/Values	Catholic Liturgical Calendar
2. demonstrate an ability to use problem-solving skills in a variety of social contexts.	Responsibility; Self-Regulation; Collaboration	<p>A discerning believer formed in the Catholic Faith who celebrates God's presence through <b>words</b>, sacrament, prayer, <b>forgiveness</b>, <b>reflection</b>, and <b>moral living</b>.</p> <p>An effective communicator who <b>speaks</b> and <b>listens</b> honestly and sensitively.</p> <p>A reflective, creative, and holistic thinker who <b>solves problems</b> and <b>makes responsible decisions</b> with an informed moral conscience.</p>	<p><b>Community-</b> being a peacemaker who is involved in resolving conflict.</p> <p><b>Hope-</b> taking responsibility for ourselves and for others.</p> <p><b>Forgiveness-</b> being accepting of ourselves and others.</p>	<p><b>The Christmas Season</b> Encourage the children to work collaboratively to create a Nativity Scene or place a commercial Nativity Scene in the Prayer Corner/Area. The children may also be interested in building a manger.</p> <p>Read Jesus' birth story to the children. Provide simple materials that will encourage them to role play the event in the dramatic play area.</p>



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Personal and Social Development Expectations (Overall) FDELK Program	Related Learning Skills and Work Habits (Growing Success)	Related Catholic Graduate Expectations (CGEs)	Related Catholic Virtues/Values	Catholic Liturgical Calendar
3. demonstrate a beginning understanding of the diversity in individuals, schools, and the wider community	Responsibility; Collaboration; Initiative	<p>A caring family member who attends to family, school, parish and the <b>wider community</b>.</p> <p>A collaborative contributor who finds meaning, dignity, and vocation in work that <b>respects the rights of all</b> and contributes to the common good.</p>	<p><b>Dignity of Persons-</b> respecting all humans regardless of their gender, disability, poverty, age, race, etc.</p> <p><b>Faith-</b> showing a greater love for all, and loving neighbours as the path to fully human existence.</p> <p><b>Stewardship-</b> caring for the school community.</p> <p><b>Compassion-</b> showing empathy to those in greater need, and responding to the suffering of others.</p>	Facilitate a discussion about the Holy Family, and invite children to talk about their own families. What does it mean to be part of a family?





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Personal and Social Development Expectations (Overall) FDELK Program	Related Learning Skills and Work Habits (Growing Success)	Related Catholic Graduate Expectations (CGEs)	Related Catholic Virtues/Values	Catholic Liturgical Calendar
<b><u>Emotional Development:</u></b>  Children will: 1. demonstrate a sense of identity and a positive self-image.	Initiative; Self-Regulation	A self-directed, responsible, lifelong learner who <b>develops and demonstrates their God-given potential</b> .	<b>Excellence-</b> bringing one's gifts to fruition whether it is emotionally, intellectually or ethically.  <b>Forgiveness-</b> being accepting of ourselves by recognizing our brokenness and working with our gifts and talents.	<b>Ordinary Time</b> Ordinary time can include many special celebrations and feast days that celebrate Saints. Ordinary Time is an opportunity to reinforce the Catholic Graduate Expectations, as the lives of Saints beautifully exemplify the characteristics that support Catholic Faith formation. Ordinary Time happens again following Easter.
2. demonstrate independence, Self-Regulation, and a willingness to take responsibility in learning and other activities.	Responsibility; Organization; Independent Work; Self-Regulation; Initiative	A self-directed, responsible, lifelong learner who <b>develops and demonstrates their God-given potential</b> . A reflective, creative, and holistic thinker who <b>solves problems and makes decisions</b> with an informed moral conscience for the common good. A collaborative contributor who finds <b>meaning, dignity, and vocation in work</b> that respects the rights of all and contributes to the common good.	<b>Excellence-</b> showing good character that is developed through practice, thus forming virtues, good habits, talents, gifts, and skills to be used to the fullest.  <b>Hope-</b> taking responsibility for ourselves and persevering despite all else.	<b>Lent</b> Have the children plant a garden in the classroom, the dry seeds symbolizing the death of Jesus and sprouting seeds symbolizing Jesus' rebirth.  Pray for the less fortunate in the world, and discuss ways in which we can live with less.



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Personal and Social Development Expectations (Overall) FDELK Program	Related Learning Skills and Work Habits (Growing Success)	Related Catholic Graduate Expectations (CGEs)	Related Catholic Virtues/Values	Catholic Liturgical Calendar
3. demonstrate an awareness of their surroundings.	Responsibility; Organization; Self-Regulation; Initiative	<p>A caring family member who <b>attends to family, school, parish, and the wider community.</b></p> <p>A responsible citizen who gives witness to Catholic social teaching by <b>promoting peace and justice</b>, and the sacredness of human life.</p>	<p><b>Dignity of Persons-</b> respecting all humans.</p> <p><b>Faith-</b> loving God and our neighbours.</p> <p><b>Love-</b> being considerate, respectful, empathetic, and courteous, and giving ourselves to serve others.</p> <p><b>Stewardship-</b> caring for the school community and environment.</p>	<p><b>(Lent cont'd...)</b> Facilitate a food drive for the local food bank, and facilitate a discussion about more ways to love one another.</p> <p>Share the story of Psalm Sunday with the children, and encourage them to re-enact the 'parade' (Dramatic Play Area) and retell the events of Palm Sunday (Reading Area).</p> <p>Collect and create symbols or pictures that represent the Stations of the Cross, and place them in the Prayer Corner/Area.</p> <p><b>Easter</b> Share the story of Jesus' death and resurrection. Discuss the meaning of the word, 'Alleluia,' and sing songs as a class!</p>

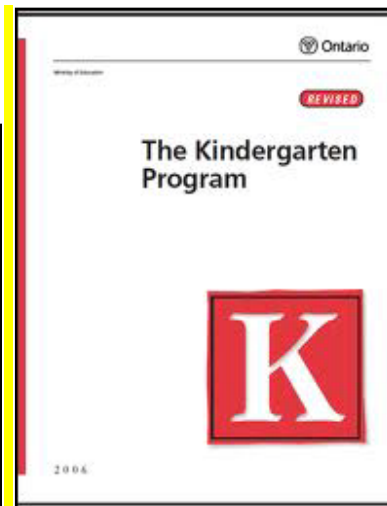


## Planting Seeds for Success (Resource for Kindergarten Educators)



### A Vision of Growth: How do we respect the unique giftedness of each individual child?

Our kindergarten classrooms must provide programs that celebrate the uniqueness of the three, four- and five-year old. Each child brings specific strengths and abilities to the classroom. The educator must take the time to form a relationship of trust with each child, getting to know them, identifying their stage on the developmental continuum, enabling the educator to plan for appropriate learning experiences that may move the child along the continuum. The following pages provide a developmental continuum for Personal & Social Development. It is intended as a support for educators in understanding the typical stages through which a young child will move. It is important to keep in mind that **every child is whole, that every child is exactly as God intended.** *(The following Developmental Continuum for Personal and Social Development has been shared by the Ottawa Catholic School Board. It can be used by Educators in the Early Years for on-going assessment as well as planning for next steps and reporting to parents.)*



*“All things have their season, and in their times all things pass under Heaven.  
A time to be born and a time to die.  
A time to plant, and a time to pluck that which is planted.”*

*Ecclesiastes 3: 1*



# Planting Seeds for Success (Resource for Kindergarten Educators)



## Kindergarten – Developmentally Appropriate Planning Resource



Learning Area: <u>PERSONAL and SOCIAL DEVELOPMENT</u> The Full-Day Learning –Kindergarten Program Draft 2010-2011	Ages 3-4	Ages 4-5	Ages 4-5	Ages 5-6
<u>SOCIAL DEVELOPMENT</u>	Initially <span style="display: inline-block; width: 600px; border-bottom: 1px solid black; position: relative; top: -5px;"><span style="position: absolute; right: -10px; top: -5px;">→</span></span> Eventually			
<u>Overall Expectation 1:</u> Identify and use social skills in play and other contexts.	Indicators	Indicators	Indicators	Indicators
<p>1.1 act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism)</p> <p>1.2 demonstrate the ability to take turns in activities and discussions (e.g., engage in play activities with others, listen to peers and adults)</p> <p>1.3 demonstrate an awareness of ways of making and keeping friends (e.g., sharing, listening, talking, helping; entering into play or joining a group with guidance for the EL-K team)</p>	<ul style="list-style-type: none"> <li>◦ May seek out others to play with, but prefers parallel play</li> <li>◦ Interacts tentatively with both familiar and less familiar adults in the classroom</li> <li>◦ Takes turns with support (e.g., first in line)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Begins to transition from parallel to cooperative play</li> <li>◦ Interacts easily with familiar and less familiar adults in the classroom (e.g., saying hello, responding to comments...)</li> <li>◦ Takes turns in activities (large and small group) and discussions (e.g., language circle)</li> <li>◦ Begins to offer play material and roles to peers</li> </ul>	<ul style="list-style-type: none"> <li>◦ Plays cooperatively, identifying some classmates as friends</li> <li>◦ Interacts easily with adults in and beyond the classroom (e.g., volunteers, custodians, other teachers)</li> <li>◦ Offers objects or ideas that are relevant to play</li> </ul>	<ul style="list-style-type: none"> <li>◦ Interacts with classmates experimenting with strategies taught for making friends (e.g., joining into play, problem-solving, taking turns with resources and roles and making up rules)</li> <li>◦ Enters into play by assuming available roles and asks to be included</li> </ul>



## Planting Seeds for Success (Resource for Kindergarten Educators)

<p><u>Learning Area: PERSONAL and SOCIAL DEVELOPMENT</u>  <u>The Full-Day Learning -Kindergarten Program</u>  <u>Draft 2010-2011</u>  cont'd...</p>	Ages 3-4	Ages 4-5	Ages 4-5	Ages 5-6
SOCIAL DEVELOPMENT cont'd...	Initially <span style="display: inline-block; width: 500px; border-bottom: 1px solid black; position: relative; top: -5px;"><span style="position: absolute; right: -10px; top: -5px;">→</span></span> Eventually			
<u>Overall Expectation 2:</u> Demonstrate an ability to use problem-solving skills in a variety of social contexts.	Indicators	Indicators	Indicators	Indicators
2.1 use a variety of simple strategies to solve social problems	<ul style="list-style-type: none"> <li>◦ May respond physically, be emotional verbally and/or withdraw in the face of social problems</li> <li>◦ Seeks adult help to solve conflict</li> <li>◦ Begins to demonstrate a sense of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>◦ Begins to learn alternatives to physical or emotional responses in problem social situations (using words to express needs and feelings; listening actively to peers; brainstorming solutions etc.)</li> <li>◦ Demonstrates a sense of right and wrong in some conflicts</li> </ul>	<ul style="list-style-type: none"> <li>◦ Uses alternatives to physical or emotional response to social problems</li> <li>◦ Considers solution to social problems with support</li> <li>◦ Begins to identify consequences of actions</li> <li>◦ Demonstrates a sense of right and wrong in most contexts</li> </ul>	<ul style="list-style-type: none"> <li>◦ Makes choices in and decisions about solutions to social problems</li> <li>◦ Makes logical connections between actions and consequences</li> <li>◦ Demonstrates a strong sense of right and wrong, may be judgemental toward others</li> </ul>



## Planting Seeds for Success (Resource for Kindergarten Educators)

<p>Learning Area: <u>PERSONAL and SOCIAL DEVELOPMENT</u></p> <p>The Full-Day Learning –Kindergarten Program</p> <p>Draft 2010-2011</p> <p>cont'd...</p>	Ages 3-4	Ages 4-5	Ages 4-5	Ages 5-6
<p><b>SOCIAL DEVELOPMENT</b></p> <p>cont'd...</p>	<p>Initially <span style="display: inline-block; width: 600px; border-bottom: 1px solid black; position: relative; top: -5px;"><span style="position: absolute; right: -10px; top: -5px;">→</span></span> Eventually</p>			
<p><u>Overall Expectation 3:</u></p> <p>Demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.</p>	Indicators	Indicators	Indicators	Indicators
<p><b>3.1</b> develop empathy for others, and acknowledge and respond to each other's feelings</p> <p><b>3.2</b> demonstrates respect and consideration for individual differences and alternative points of view</p> <p><b>3.3</b> talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others</p>	<ul style="list-style-type: none"> <li>° Demonstrates a variety of emotions (e.g., happiness, sadness, anger, fear...)</li> <li>° Expresses curiosity and sensitivity towards others</li> </ul>	<ul style="list-style-type: none"> <li>° Identifies and shares own emotions with peers and adults (e.g., "I am mad.")</li> <li>° Works and plays with peers who have differing abilities, characteristics and backgrounds</li> <li>° Understands culture in concrete daily living within own family through language, family stories...</li> </ul>	<ul style="list-style-type: none"> <li>° Identifies emotions experienced by peers (e.g., "He is mad.")</li> <li>° Shows concern for welfare of others</li> <li>° Begins to understand other's point of view and to adjust own behaviour accordingly</li> </ul>	<ul style="list-style-type: none"> <li>° Responds appropriately to the feelings of others</li> <li>° Begins to take another's point of view</li> <li>° Becomes aware of stereotypes (e.g., gender)</li> <li>° Engages in sharing ideas and points of view with others</li> </ul>





## Planting Seeds for Success (Resource for Kindergarten Educators)

<p>Learning Area: <u>PERSONAL</u> and <u>SOCIAL</u> <u>DEVELOPMENT</u></p> <p>The Full-Day Learning-Kindergarten Program</p> <p>Draft 2010-2011</p>	Ages 3-4	Ages 4-5	Ages 4-5	Ages 5-6
EMOTIONAL DEVELOPMENT	Initially <span style="display: inline-block; width: 600px; border-bottom: 1px solid black; position: relative; top: -5px;"><span style="position: absolute; right: -10px; top: -5px;">→</span></span> Eventually			
<p><u>Overall Expectation 1:</u></p> <p>Demonstrate a sense of identity and a positive-self image.</p>	Indicators	Indicators	Indicators	Indicators
<p>1.1 recognize personal interests, strengths, and accomplishments</p> <p>1.2 identify and talk about their own interests and preferences</p> <p>1.3 express their thoughts (e.g., on a science discovery, on something they have made) and share experiences (e.g., experiences at home, cultural experiences)</p>	<ul style="list-style-type: none"> <li>◦ Begin to identify what can and cannot do</li> <li>◦ Participates in activities tentatively, sometimes preferring to observe</li> </ul>	<ul style="list-style-type: none"> <li>◦ Remarks on own ability (e.g., "I can ride a bike.")</li> <li>◦ Expresses personal needs</li> <li>◦ Participates in most classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>◦ Sees self as competent (e.g., "I can ride a bike without training wheels.")</li> <li>◦ Sees self as a valued member of the class group</li> </ul>	<ul style="list-style-type: none"> <li>◦ Sets goals for self and works toward them (e.g., "I'm still learning to use small letters.")</li> <li>◦ Takes responsibility for self</li> <li>◦ Talks about personal and social identity (e.g., "I have a brother and I am the oldest.")</li> </ul>



## Planting Seeds for Success (Resource for Kindergarten Educators)

EMOTIONAL DEVELOPMENT cont'd...	Initially <span style="float: right;">→ Eventually</span>			
<b>Overall Expectation 2:</b> Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities.	Indicators	Indicators	Indicators	Indicators
2.1 demonstrate self-reliance and a sense of responsibility 2.2 demonstrate a willingness to try new activities and to adapt to new situations 2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks 2.4 begin to demonstrate self-control and adapt behaviour to different contexts within the school environment 2.5 interact cooperatively with others in classroom events and activities	<ul style="list-style-type: none"> <li>◦ Shows some independence in self-help skills (e.g., dressing)</li> <li>◦ Makes choices in familiar activities, tries new activities with support</li> <li>◦ Begins to express emotions verbally rather than non-verbally</li> <li>◦ Focuses attention for brief periods (e.g., 5-10 minutes), especially when making own choices</li> <li>◦ Begins to follow simple classroom rules and routines</li> <li>◦ Manages transitions with support</li> </ul>	<ul style="list-style-type: none"> <li>◦ Demonstrates increasing independence in self-help skills/life skills (e.g., dressing, managing snacks)</li> <li>◦ Tries new activities independently</li> <li>◦ Increasingly, expresses emotions appropriately</li> <li>◦ Focuses attention for longer periods of time (e.g., 10-20 minutes)</li> <li>◦ Follows classroom routines independently</li> <li>◦ Manages familiar transitions independently</li> <li>◦ Begins to exchange ideas and materials during classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>◦ Shows self-direction and initiative, demonstrates mastery of appropriate self-help/life skills</li> <li>◦ Chooses activities independently</li> <li>◦ Uses language to communicate needs and regulate emotions</li> <li>◦ Focuses attention for longer periods of time (e.g., 10-20 minutes)</li> <li>◦ Takes part in setting and following rules/ routines</li> <li>◦ Manages transitions independently</li> <li>◦ Exchanges ideas, materials and points of view during classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>◦ Demonstrates proficiency and pride in managing hygiene, belongings, routines, materials and work</li> <li>◦ Chooses and completes activities independently</li> <li>◦ Demonstrates control of own emotions and behaviour on a regular basis</li> <li>◦ Sustains attention to tasks, persisting despite distractions or problems</li> <li>◦ Manages transitions and changes to routines independently</li> <li>◦ Helps peers with activities</li> </ul>



## Planting Seeds for Success (Resource for Kindergarten Educators)

EMOTIONAL DEVELOPMENT cont'd...	Initially			Eventually
<u>Overall Expectation 3:</u> Demonstrates an awareness of their surroundings.	Indicators	Indicators	Indicators	Indicators
<p><b>3.1</b> recognize people in their community and talk about what they do</p> <p><b>3.2</b> recognize places and buildings within their community, both natural and human-made, and talk about their functions</p> <p><b>3.3</b> develop an awareness of ways in which people adapt to the places in which they live</p>	<ul style="list-style-type: none"> <li>◦ Becomes aware of people, places, and buildings in the community</li> <li>◦ Identifies a variety of environments (e.g., city and country)</li> <li>◦ Notices different kinds of weather</li> </ul>	<ul style="list-style-type: none"> <li>◦ Becomes aware of the purpose and function of the people and places in the community</li> <li>◦ Relates self and others to the environment (e.g., “Children in the country take the bus to school because it is too far to walk”)</li> <li>◦ Shares own adaptations to the weather (e.g., “I wore my boots.” or “I didn’t need a coat today.”)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Recognizes special places and buildings in the community</li> <li>◦ Identifies a couple of ways people adapt to the environment (e.g., different types of houses)</li> <li>◦ Identifies adaptations that others may make to the weather (e.g., asks friend, “Why did you wear your shorts today?”)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Recognizes special places and buildings in the community and their purposes</li> <li>◦ Identifies many ways people adapt to the environment (e.g., people in different climates live in different houses)</li> <li>◦ Identifies various kinds of weather and possible adaptations (e.g., “It’s getting cold. I need to find my mittens and hat.”)</li> </ul>



## Planting Seeds for Success

(Resource for Kindergarten Educators)

### Key Area:

### Goal Directed Behaviour/Play

Goal Directed Behaviour	Goal Directed Play
1. Form goals and objectives.	1. Decide what you want to do or play.
2. Devise plans of action required to attain these goals.	2. Decide how you will play this and with whom.
3. Select the cognitive skills required to implement the plans.	3. What do you know that applies to this? Figure out what you'll need and what you'll have to do to it or with it, and what the people will do.
4. Coordinate these skills.	4. Start to organize and set it up.
5. Apply the skills.	5. Play in a way that supports or fits with the theme or game.
6. Evaluate your actions as success or failure relative to your intentions.	6. Sustain the play in accord with the intent OR, Have it end early due to it not coming together as intended.

1) Source: Goldberg, Elkhonon. *The Executive Brain: Frontal Lobes and the Civilized Mind*. New York: Oxford University Press, 2001

2) Appreciation is extended to the Ottawa Catholic School Board for permission to use this chart for the EOCCC resource "Planting Seeds for Success: Personal and Social Development Through the Early Years (2012)"



**Planting Seeds for Success**  
(Resource for Kindergarten Educators)

**A Vision of Growth**  
**Opportunity for Professional Conversation #2**



**the OK book**  
by Amy Krouse Rosenthal & Tom Lichtenheld  
ISBN 978-0061152559  
Harper Collins, 2007.

**My Declaration of Self Esteem**

I am Me. In all the world, there is no one else exactly like me. Everything that comes out of me is authentically mine, because I alone chose it - I own everything about me: my body, my feelings, my mouth, my voice, all my actions, whether they be to others or myself.

I own my fantasies, my dreams, my hopes, my fears. I own my triumphs and successes, all my failures and mistakes. Because I own all of me, I can become intimately acquainted with me. By so doing, I can love me and be friendly with all my parts. I know there are aspects about myself that puzzle me, and other aspects that I do not know - but as long as I am friendly and loving to myself, I can courageously and hopefully look for solutions to the puzzles and ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is authentically me. If later some parts of how I looked, sounded, thought, and felt turn out to be unfitting, I can discard that which is unfitting, keep the rest, and invent something new for that which I discarded. I can see, hear, feel, think, say, and do.

I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me. I own me, and therefore, I can engineer me.

I am me, and I am Okay.

By Virginia Satir

Each child is at a different place on the social and emotional developmental continuums.

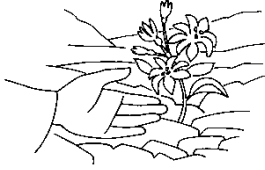
How we respond as educators to the words and behaviours of a child depends on where he/she is on these continuums. Read Virginia's declaration.

How will you, as the educators, use the developmental continuums to support the development of all the children while respecting each child's self-esteem?

How can any challenges in programming be overcome?



## Planting Seeds for Success (Resource for Kindergarten Educators)



### Developing Strong Roots: How Can We Make Thinking Visible?

In Kindergarten, student learning is observed, monitored, and documented on an on-going basis and assessment is used to continually inform the instructional decisions of the educators. Knowing where a child is in his/her stage of development is a critical component of the Kindergarten Program.

#### Planning for Assessment in Kindergarten

Assessment does not occur by chance. It is not a singular event. Assessment in Kindergarten occurs throughout the day, both indoors and outdoors, as well as in individual, small group and large group situations. ***It must be planned and it must be purposeful.***

*Assessment is the key to effective teaching. Its primary purpose is to improve children's learning, and it is the starting point for instruction in the Full-Day Early Learning-Kindergarten Program.*

*~Full-Day Early Learning-Kindergarten Program, Draft 2010, pg. 29*

#### Assessment of student learning begins on the very first day of school.

As the children enter the classroom, the educators wonder:



*Assessment strategies should encourage children to show what they know and can do, rather than focus on what they do not know or cannot do. An assessment that focuses on what children can do takes into account the child's developmental stage.*

*~ Full-Day Early Learning-Kindergarten-Program, Draft 2010, pg. 30*



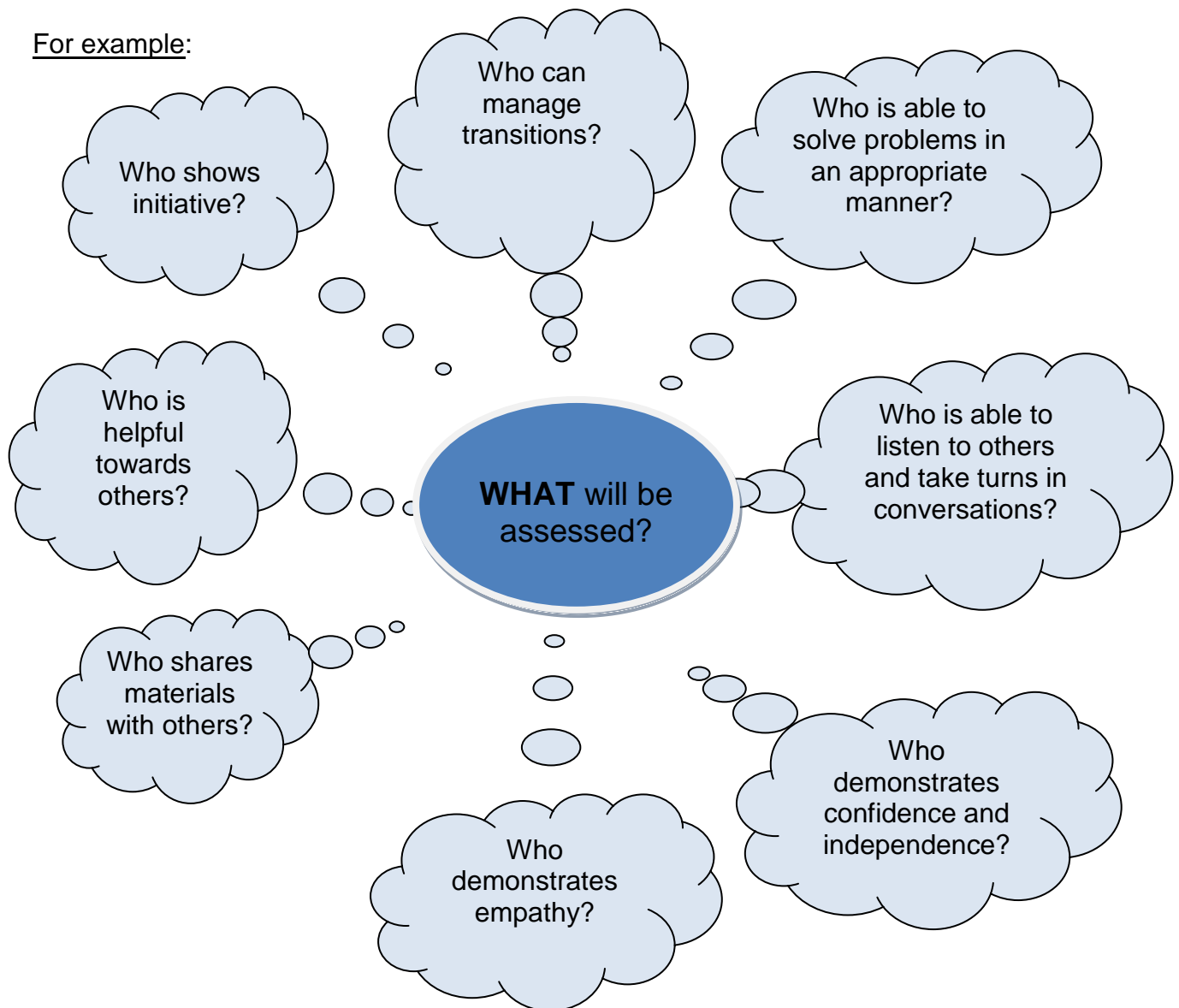


## Planting Seeds for Success (Resource for Kindergarten Educators)

### Setting up the Environment for Intentional Play:

Educators decide on how to set up the classroom to create an optimal learning environment for all students. They carefully select which learning materials will be set out to allow the children to demonstrate their learning in authentic ways. Before school even begins, educators decide on the most important information they need to know about the students who will be entering their classroom.

For example:





## Planting Seeds for Success

(Resource for Kindergarten Educators)

### Assessment for learning:

Information gathered will inform further assessment and learning opportunities. Once the decision of **WHAT** will be assessed has been made, educators must reflect on:

<b>WHO</b> am I going to assess?	<ul style="list-style-type: none"> <li>• Specific children?</li> <li>• An individual child?</li> <li>• A small group of children?</li> <li>• A large group of children?</li> </ul>
<b>WHEN</b> am I going to assess?	<ul style="list-style-type: none"> <li>• During a transition time?</li> <li>• During large group activities?</li> <li>• During small group activities?</li> <li>• Throughout a large block of play?</li> </ul>
<b>WHERE</b> am I going to assess?	<ul style="list-style-type: none"> <li>• Outside?</li> <li>• In the classroom?</li> <li>• In a particular learning area?</li> </ul>
<b>How</b> am I going to assess?	<ul style="list-style-type: none"> <li>• Use a checklist?</li> <li>• Record anecdotal notes?</li> <li>• Take video and/or photographs?</li> <li>• Collect student work samples?</li> </ul>

Educators observe, monitor and document student learning throughout the day. Factors such as time of day, location in the classroom, materials used, interactions with peers or other adults in the room, interruptions, etc. must be taken into consideration when planning for and analyzing assessments.

In a play-based learning environment in Kindergarten, one of the primary methods of assessment is **observation**. Observation allows the educator to **watch** and **listen** to the discovery, exploration and learning that is occurring. Through observation, the educator can **see** which materials the child is using, how the child is using the materials, where the child chooses to play and with whom the child is playing. The educator can **hear** the language and vocabulary the child uses to explain his/her thinking, the questions he/she is asking, and how the child engages with others and shares his/her learning with his/her peers.

All the pieces of information gathered through observation allow the educators to see the *whole* child so to nurture personal and social development, and to respect the uniqueness of each of God's children. Observation can and should occur during authentic learning opportunities where the children can demonstrate their abilities through every day experiences. It is crucial that children have several opportunities to demonstrate their learning in a variety of ways and in different situations.



## Planting Seeds for Success

(Resource for Kindergarten Educators)

**In the play-based environment, how might the educator respond to learning in order to nurture personal and social development?**

Learning Area	What do we observe?	Why does it matter in terms of <i>Personal &amp; Social Development</i> ?	Reflective Questions to Ask	How might we respond? Large Group? Small Group? Individually?
Prayer  (CGE 1h, CGE2b, CGE4a, CGE5e, CGE7i)	The children are not engaging appropriately or at all with the materials and resources in the prayer area. (Ex. Advent)	<ul style="list-style-type: none"> <li>- identify and use social skills in play and other contexts (OE 1, Social Development)</li> <li>- demonstrate the ability to take turns in activities and discussions (SE 1.2, Social Development)</li> <li>- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community (OE 3, Social Development)</li> <li>- talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural background of others (SE 3.3. Social Development)</li> </ul>	<p>Is the table at an appropriate height?</p> <p>Is it accessible?</p> <p>Are there too many materials?</p> <p>Are there too few materials?</p> <p>Have the children contributed to the materials?</p> <p>Do the children see themselves represented?</p> <p>Are the materials being changed often enough/Have the children lost interest in the materials?</p>	<p><u>Large Group</u> Discuss with the children what materials would be appropriate in this area, and what they would like to see there.</p> <p>Discuss the purpose of materials (ex., the Nativity Scene during Advent).</p> <p>Read texts that relate to the materials.</p> <p><u>Small Group</u> Educators engage with children in the exploration of the materials.</p> <p>Model turn taking and retelling stories.</p>



## Planting Seeds for Success

(Resource for Kindergarten Educators)

Learning Area	What do we observe?	Why does it matter in terms of <i>Personal &amp; Social Development</i> ?	Reflective Questions to Ask	How might we respond? Large Group? Small Group? Individually?
Dramatic Play Area  (CGE3c, CGE4a,e, CGE5a,c,d,e, f, CGE 7b,)	The children are not managing the materials in the Dramatic Play Area. (Ex., not cleaning up, putting things back where they do not belong, materials missing).	- demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities (OE 2, Emotional Development)  - demonstrate self-reliance and a sense of responsibility (SE 2.1, Emotional Development)	Are there too many materials?  Are the materials appropriate for the area?  How can I foster children's respect for materials?  Have the children had input in the material choices and the organization of the materials?  Have the materials been there for too long?  Are the materials being mismanaged by a majority of the children or only a small group of children?	<u>Large Group</u> Facilitate a discussion to identify the problem or issues.  Brainstorm ways to solve the problem (ex. labeling bins, shelves, etc.).  Co-create a list of materials that the children feel need to be included.  <u>Small Group</u> Involve the children in reorganizing the materials (ex., labeling).



## Planting Seeds for Success

(Resource for Kindergarten Educators)

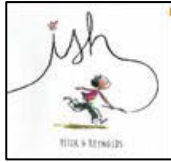
Learning Area	What do we observe?	Why does it matter in terms of <i>Personal &amp; Social Development</i> ?	Reflective Questions to Ask	How might we respond? Large Group? Small Group? Individually?
Gross Motor/Outdoor Play  (CGE3c,d, CGE4a,d,f,g, CGE5e, CGE7a,b)	During outdoor play, a small group of children are name-calling, teasing, etc. on a more frequent basis.	<ul style="list-style-type: none"> <li>- identify and use social skills in play and other contexts (OE 1, Social Development)</li> <li>- demonstrate an awareness of ways of making and keeping friends (SE 1.3, Social Development)</li> <li>- demonstrate an ability to use problem-solving skills in a variety of social contexts (OE 2, Social Development)</li> </ul>	<p>Do the children know acceptable ways to express their feelings?</p> <p>Is there a pattern to the frequency, time, and/or location of the occurrences?</p> <p>Are there specific children involved?</p>	<p><u>Small Group</u> Facilitate a discussion to identify the problem and name the emotions involved.</p> <p>Role-play positive interactions, and brainstorm possible strategies.</p> <p>Educators engage in play to support positive choices.</p>

**In the play-based environment, the educator uses opportunities in a variety of learning settings and groupings to support personal and social development. These examples illustrate how the Kindergarten Program can be used to develop a community of faith and how faith can infuse every aspect of the school day.**



**Planting Seeds for Success**  
(Resource for Kindergarten Educators)

**The Educators' Response**  
**Opportunity for Professional Conversation #3**



Ish by Peter H. Reynolds  
ISBN 978-0763623449  
Candlewick Press, 2004

"Yes, a child is a great builder,  
with blocks, mud and sand,  
blankets or just a space within  
reach. We only have to be there  
to allow it to happen."  
In God's Image, p. 14

"Effective programs for young children begin with an informed understanding of how children learn in order to set specific goals for learning and development. Children have opportunities for sustained interactions with other children, guided by Early Learning-Kindergarten teams who have an understanding of early childhood development. The result is a powerful combination of understanding and interaction that boosts children's development of self-regulation and fundamental knowledge, and underpins their health and well-being, security, and social and emotional competence."  
FDELKP, 26

Educators need to purposefully plan for their children based on an analysis of assessment for learning information gleaned from observations; previously documented or in "the moment" as a response to events or conversations. This requires intentional interaction on the part of the educators. After reading the quotes above, refer back to the charts on pages 29 to 31. Discuss the intentional responses given as examples and the possible rationale for the different groupings. Suggest opportunities in other learning areas for personal and social development.

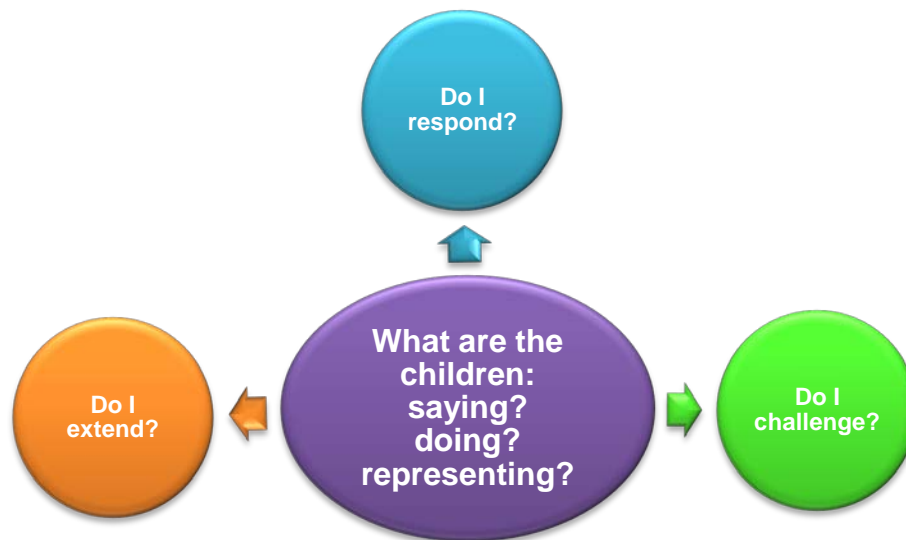




## Planting Seeds for Success (Resource for Kindergarten Educators)

### How can learning be documented?

In documenting student learning, educators are observing what children are **saying**, **doing** and **representing**. The educators will then make an informed decision as to how they will intentionally interact with the children by **responding** to, **challenging**, and/or **extending** the children's understanding. (*FDELKP p.25*)



(See *Full-Day Early Learning-Kindergarten Program, Draft 2010*, pg. 26-27 for further information on how and when to respond, challenge and extend children's learning.)

### Assessment Strategies

Learning can be documented through a variety of means. Educators will make an informed decision as to which tool would be most appropriate for the purpose of the assessment.

When observing how children interact with one another in the block area, the educator may choose to **video** a group of children as they work on a project together. The video will be useful in capturing how the children are engaging with one another; the social skills that are being used in that situation; who is sharing ideas and listening to the ideas of others; who is sharing materials and including all children involved in the play, etc. Any technology such as ipads, tablets, iphone/cell phones, cameras which can capture video and/or audio can be used.



## Planting Seeds for Success (Resource for Kindergarten Educators)

**Pictures** may be used to capture children demonstrating appropriate behaviour during transitions, large group activities or small group activities. A brief annotation to accompany the picture will be useful in describing the learning or, several pictures can be put together in a **documentation panel**.

An **“At-A-Glance”** sheet might be used to record observations for a specific expectation or skill. Information can be analyzed and next steps planned based on developmental stages. An **“At-A-Glance”** sheet is useful in ensuring that all children have been observed with regard to a specific focus or expectation and will provide important information that can impact instructional decisions related to large and small group activities.

For example:

<b><u>Focus of observation:</u></b> Demonstrates the ability to take turns in activities ( <i>Social Development 1.2</i> )			
Samantha - <i>Prefers parallel play</i>	Max - <i>Is beginning to offer materials to others</i>	Pierre - <i>Plays cooperatively in all learning areas</i>	Lucy - <i>Plays cooperatively in dramatic play</i> - <i>Prefers parallel play in block area</i>
Timmy	Matthew - <i>Prefers parallel play</i>	Susmita	Maddy

A **learning story** might be used to document the learning of a particular student or of a group of students. It is useful in demonstrating the children’s learning by describing how they dealt with and overcame challenges, how they worked with and interacted with others, how they used materials, etc. A learning story can take a variety of forms, but is often written as a narrative of the learning and may include a script of the children’s comments. It might document a single observation, or a progression of learning over time.

**Anecdotal notes** are often used to record observations on individual children “in the moment”. They are useful in quickly recording notes which can then be further described at a later time. Anecdotal notes require the educator to develop an effective organizational system (e.g. index cards, file folders, sticky notes, etc). They are most



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beneficial when the educators reflect on the learning that has occurred and use the information to inform decisions regarding further planning and assessment.

**Checklists** are useful in helping to identify specific skills/expectations that have been observed in children. While they do not necessarily provide a detailed description about what was observed, they are useful in identifying which children are demonstrating specific skills. Checklists can be used in helping to determine which students would benefit from further experiences (ex. small group explicit instruction). Checklists are helpful in ensuring that observational data has been gathered on all students.

**Scripts** are another useful method to make learning visible. Because the **oral** communication skills of a four- or five-year old are typically better developed than his/her **written** communication skills, writing scripts of children's conversations is another way to document their learning and thinking. It is important to post these scripts in the classroom, when appropriate, to help make learning visible to individuals visiting the Kindergarten classroom, particularly parents. Below is an example of a script that details the personal and social development of a Kindergarten student.

Nov. 12

*Chase and Harper are in the Creative Centre, making collages with tissue paper.*

*Chase- "Urgh! This tissue paper is so hard to cut!"*

*Harper- "Do you need some help?"*

*Chase- "Yes."*

*Harper- "Well, I can show you." (Harper picks up Chase's scissors and tissue paper and proceeds to cut it for him.)*

*"You just have to hold the scissors like this, Chase. You also have to hold on tight to the tissue paper or it will get floppy and fall."*

*"Here, Chase." (Harper returns Chase's scissors and paper.)*

*"Now you try. You can do it."*

*Emotional Development, Specific Expectation 2.5 - 'interact cooperatively with others in classroom events and activities (e.g., offer and accept help)'.*

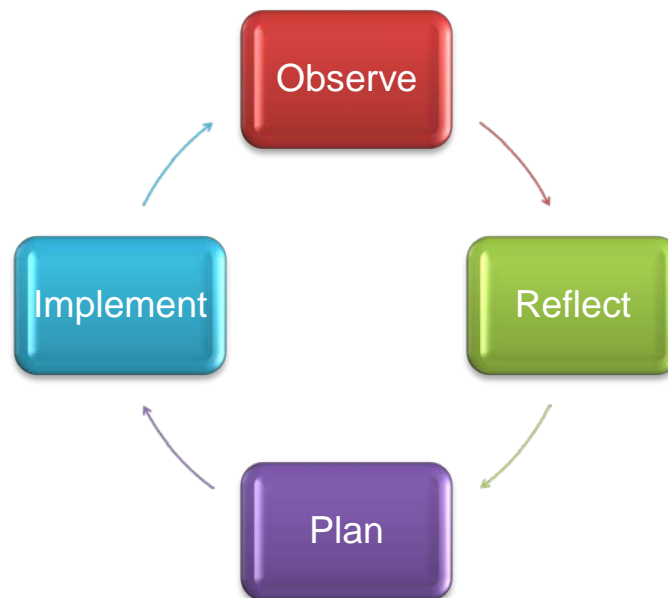


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As assessment needs to be embedded in the instruction and learning in the Kindergarten Program, assessment approaches and documentation need to be planned carefully and purposefully by the educators in the classroom. Through reflection, educators can be responsive to the needs of the students.

*In the early years, the main focus of assessment should be on informal assessment of prior learning and on assessment that is intended to support ongoing learning and to determine instructional methods.*

*~ Full-Day Early Learning-Kindergarten Program, Draft 2010, pg. 30*



### Continue the conversation

- How do I record my observations?
- Am I using multiple methods to record my observations?
- Do I gather information at different times of the day
- Do I gather information in a variety of learning situations?
- Have I gathered data on all children?
- How am I using my observations? Am I using them to support ongoing learning and to help determine instructional methods?



## Planting Seeds for Success (Resource for Kindergarten Educators)

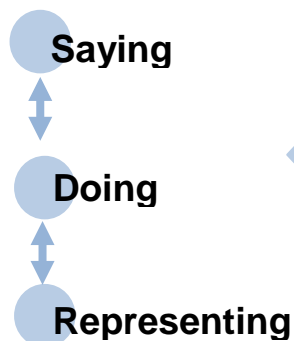
### Opportunity for Professional Conversation # 4

Consider the visuals below from the FDELK Program and the chart copied from p.31 of *Growing Success* (next page). Discuss examples of appropriate ways of responding, challenging and extending within the context of assessment *for*, *as* and *of* learning.

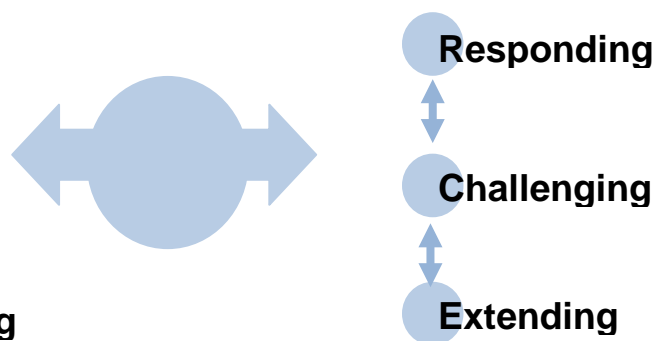
How do assessment *for* and *as* learning strategies support and respect the uniqueness of each child?

Discuss examples of appropriate ways to support children in demonstrating their learning by responding to, challenging and extending the learning of students within the context of assessment *for*, *as* and *of* learning.

#### Ways Children Demonstrate Their Learning



#### The Team's Intentional Interactions



*Adapted from: The Full-Day Early Learning-Kindergarten Program, MOE, page 25*



## Planting Seeds for Success

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### The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<b>Assessment for learning</b> “Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2)	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</li> </ul>
	<b>Formative assessment:</b> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</li> </ul>
<b>Assessment as learning</b> “Assessment <i>as</i> learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)	<b>Formative assessment:</b> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</li> </ul>
<b>Assessment of learning</b> “Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55)	<b>Summative assessment:</b> <ul style="list-style-type: none"> <li>occurs at or near the end of a period of learning, and may be used to inform further instruction.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.</li> </ul>

Growing Success p. 31



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### **From Tender Shoots to Branching Out:**

### **How will we track and monitor success?**

Gathering evidence is vital to assessment and evaluation. Evidence should be collected over time to value the learning of each child. In this section, several tracking sheets are included as possible suggestions of class or individual monitoring sheets.

- ❖ Sample 1: Tracking sheet by class for Social Development
- ❖ Sample 2: Tracking sheet by class for Emotional Development
- ❖ Sample 3: Tracking sheet by class for a time period
- ❖ Sample 4: Tracking sheet by class for Overall Expectations
- ❖ Sample 5: Tracking sheet for individual students for Overall Expectations
- ❖ Sample 6: Tracking sheet for individual students for Specific Expectations

A simple, visual, tracking method can be used during individual, small or large group activities. The educator can indicate by marking nothing, a ○, ◎ or ⊙ to indicate a stage of development or achievement observed as they circulate around the room, carefully observing students for the demonstration of specific, pre-determined expectations or skills.

Besides using print tracking methods, a wide variety of digital resources can be used to simplify the task of documentation by recording conversations, videotaping observations.





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**Sample 1: Tracking Sheet by Class for Social Development**  
**Overall Expectation:** \_\_\_\_\_

Tracking Period \_\_\_\_\_

[illegible]



## Tracking Period \_\_\_\_\_

Tracking Period \_\_\_\_\_

[illegible]



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### Sample 3: Tracking Sheet by Class by Time Period

Tracking Period \_\_\_\_\_

[illegible]



## Tracking Period \_\_\_\_\_

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# Planting Seeds for Success

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Sample 5: Tracking sheet for individual students

Student's Name: \_\_\_\_\_

Social Development Overall Expectations	Observed (Date, learning area or activity)	Observation
Identify and use social skills		
Demonstrate ability to use problem-solving skills		
Demonstrate a beginning understanding of diversity		

Emotional Development Overall Expectations	Observed (Date, learning area or activity)	Observation
Demonstrate a sense of identity and positive self-image		
Demonstrate independence, self-regulation and a willingness to take responsibility		
Demonstrate an awareness of their surroundings		



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### Sample 6: Tracking sheet for individual students

Student's Name: \_\_\_\_\_

Social Skill	Date Observed	Observation
1.1 Act and talk with peers and adults		
1.2 Demonstrate ability to take turns		
1.3 Demonstrate an awareness of ways on making and keeping friends		
2.1 Use a variety of simple strategies to solve social problems		
3.1 Demonstrate respect and consideration for individual differences and alternative points of view		

Emotional Skill	Date Observed	Observation
1.1 Recognize personal interests, strengths and accomplishments		
1.2 Identify and talk about their own interests and preferences		
1.3 Express their thoughts and share experiences		
2.1 Demonstrate self-reliance and a sense of responsibility		
2.2 Demonstrate a willingness to try new activities and to adapt to new situations		
2.3 Demonstrate self-motivation, initiative and confidence in their approach to learning by selecting and completing learning tasks		
2.4 Begin to demonstrate self-control and adapt behavior to different contexts within the school environment		
2.5 Interact cooperatively with others		
3.1 Recognize people in their community and talk about what they do		
3.2 Recognize places and buildings within their community, both natural and human-made, and talk about their functions		
3.3 Develop an awareness of ways in which people adapt to the places in which they live		



**Planting Seeds for Success**  
(Resource for Kindergarten Educators)

**Making Thinking Visible**  
**Opportunity for Professional Conversation #5**

When the mind is thinking, it is  
talking to itself.

*Plato*

"Documentation provides an accurate and  
detailed record of the ongoing evidence of a  
child's efforts and learning. Team members'  
observations are captured through notes,  
pictures, and videos and supplemented by the  
child's own representations."

*FDELKP, p. 28*

Making thinking visible is a term we are hearing more often when referring to the gathering of assessment information.

How does the quotation from Plato support making thinking visible?

How will the use of various forms of documentation allow educators to capture learning in authentic situations?

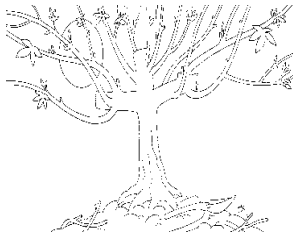
What implications does this have for the classroom environment?

How does 'making thinking visible' support the concepts of excellence, justice and equity?





## Planting Seeds for Success (Resource for Kindergarten Educators)



### Supporting the Growth:

#### How will we celebrate and report on personal and social development in the early years?

The present edition of “Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools” includes all relevant information pertaining to Grades 1 to 12. A forthcoming edition will complete the document including information pertaining to the curriculum for the new Full-Day Early Learning-Kindergarten Program (Growing Success p.1).

Reporting children’s growth and achievement in relation to the learning expectations for **the end of** the “Full-Day Early Learning-Kindergarten Program” involves reporting achievement in the skills that the children are developing as they progress (FDELKP p.32) through anecdotal comments which include next steps for Early Learning Educators, as well as next steps **for the parents** to assist them in supporting their child’s learning. This reporting should be ongoing through both formal and informal means including both written reports and discussions. Educators need to refer to their board’s policy for reporting to parents and documentation requirements for evaluation throughout the school year.



## Planting Seeds for Success (Resource for Kindergarten Educators)

### Supporting the Growth Opportunity for Professional Conversation #6

In Catholic Education it is our ageless desire in Christ to let no person be held at bay from the love of God because they fear their weakness will find no welcome. It is also our greatest care that none are separated from the love of Christ, because we failed to build a Bethlehem that could welcome their weakness.

*Build Bethlehem Everywhere*

"Today's young people, our children, belong to the most promising generation in the history of the world. They stand at the summit of the ages. They also stand at the crossroads of two great paths. One is the broader, well-travelled path that leads to mediocrity of mind and character, and to social decline. The other is a narrower, "less traveled" uphill path leading to limitless possibilities - and the hope of the world. EVERY child can walk this latter path, if shown the way.

But who will show them the way, if not you and me? Where will they learn how, if not in their home or at their school? When will it happen, if not now?"

Stephen Covey. *The Leader in Me*. Free Press; Toronto (2008)

The future is not some place we are going to but one we are creating. The paths are not to be found but made, and the activity of making them changes both the maker and the destination.

*John Schaar*

How do these three quotations link to *Planting Seeds for Success*?

How might you use this document to bring students closer to Christ by helping them recognize their God-given gifts?

How might we use this document to open dialogue between all educators in our school community?



## Planting Seeds for Success (Resource for Kindergarten Educators)

### Mentor Texts

***Ish*** by Peter H. Reynolds ISBN 978-0763623449  
Candlewick Press, 2004.

***Mrs. Spitzer's Garden*** by Edith Pattou ISBN 978-0152019785  
Harcourt, 2001.

***the OK book*** by Amy Krouse Rosenthal and Tom Lichtenheld ISBN 978-0061152559  
Harper Collins, 2007.

***Shubert's Helpful Day*** by Dr. Becky A. Bailey ISBN-13:978-1-889609-19-5  
Loving Guidance, Inc.

This book develops helpfulness and community thinking.

***Shubert is a S.T.A.R.*** by Dr. Becky A. Bailey ISBN-13:978-1-889609-22-5  
Loving Guidance, Inc.

This book is dedicated to our willingness to take a deep breath and respond instead of react to life's struggles. Peace on earth is made possible, one moment at a time.

***Shubert Sees the Best*** by Dr. Becky A. Bailey ISBN-13:978-1-889609-23-2  
Loving Guidance, Inc.

This book is dedicated to self-esteem.

***Shubert's BIG Voice*** by Dr. Becky A. Bailey ISBN-13:978-1-889609-10-2  
Loving Guidance, Inc.

This book is dedicated to children everywhere, may their voices always be heard, their ideas always be welcomed, and their love of life continue as they grow.

***Shubert's Choice*** by Dr. Becky A. Bailey ISBN-13:978-1-889609-26-3  
Loving Guidance, Inc.

This book is dedicated to integrity, our willingness to walk our talk with grace.

***Shubert Rants and Raves*** by Dr. Becky A. Bailey ISBN-13:978-1-889609-28-7  
Loving Guidance, Inc.

This book is dedicated to responsibility.

***Shubert's New Friend*** by Dr. Becky A. Bailey ISBN 978-1-889609-30-0  
Loving Guidance, Inc. This book is dedicated to diversity.

\*Teachers can use this series to develop Personal and Social Skills through conflict. Shubert demonstrates helpful ways for children to solve problems. While Mrs. Bookbinder models Conscious Discipline strategies for adults. [www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com)

### Resources for Educators in the Early Years



## **Planting Seeds for Success** (Resource for Kindergarten Educators)

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

ETFO. (2010) **Thinking It Through**. Elementary Teachers' Federation of Ontario:

EOCCC. (Revised 2011) **Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective (Grades 1 to 12)**. Eastern Ontario Catholic Curriculum Cooperative.

Harcourt, Lalie, Wortzman, Ricki. (2012). **Explorations: Learning Through Inquiry and Play**. Pearson, Toronto.

Ministry of Education. (2010). **Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools** *First Edition, Covering Grades 1 to 12*. Queen's Printers: Toronto

Ministry of Education. (2010-2011). **The Full-Day Early Learning-Kindergarten Program** *Draft Version*. Queen's Printers: Toronto.

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

Shanker, Stuart. (2012). **Calm, Alert, and Learning Classroom Strategies for Self-Regulation**. Pearson Education.

### **Web Resources:**

[www.edugains.ca](http://www.edugains.ca)

[www.curriculum.org](http://www.curriculum.org)