

Shifting the Thinking in K-2

in our Catholic Community

a resource for French and English educators

Working Together for Catholic Education

www.eoccc.org

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Shifting the Thinking **in K-2 in our Catholic Community**

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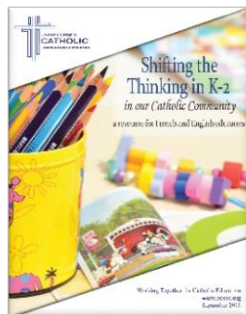
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Shifting the Thinking in K-2 in our Catholic Community – a resource for French and English Educators

October 2016 – Ontario has implemented a full day Kindergarten Program and this has had implications for learning and teaching in the early grades. The Kindergarten program uses the research proven play-based approach to teaching/learning/practice.

“Play lies at the core of innovation and creativity. It provides opportunities for learning in a context in which children are at their most receptive. Play and academic work are not distinct categories for young children, and learning and doing are also inextricably linked for them.”

(Ontario Full Day Early Learning Kindergarten Program, 2010)

The purpose of this newest EOCCC resource is to give Catholic Educators an overview of the philosophical changes in the education system in the early years. Catholic teachings integrated within key learning areas, aim to help students learn in different subjects how to:

*“Love the Lord your God with all your heart, and soul, and mind...and your neighbour as yourself.”
(Mt 22: 37-39)*

The goal of "Shifting the Thinking in K-2 in our Catholic Community" is to provide Educators with an evolving philosophical framework for teaching children from Kindergarten to Grade Two in our Catholic Schools. Since our students are coming from a research proven play-based kindergarten program, Educators are noticing that the students come to Grade One and Two with a different set of skills. Educators are now reflecting on how to prepare for students who are curious, rich in potential and very capable.

The Catholic Graduate Expectations are embedded into the resource as Educators are encouraged to shift their thinking in the following areas:

- Providing a rich learning environment
- The importance of social and emotional learning for our students
- Viewing the Educator as a co-learner and facilitator
- The use of pedagogical documentation to further student learning
- Allowing for student voice and choice in an inquiry-based classroom

Janice Barclay, project lead explains: “The concepts explored in the document are relevant for both **English and French Educators**. Together we can provide a smooth transition for our early learners and help them to be discerning believers formed in the Catholic faith. It is hoped that this resource assists Educators to reflect on their pedagogical practices as they grow to understand their students.”

Shifting our Thinking in K-2 in Our Catholic Community – a resource for English and French Educators is now available for EOCCC's member Boards and will be available electronically to all in early fall with the launch of EOCCC's new website.

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As Catholic educators, we have our mission. Education is a life-long experience leading us forth from where we are, to where God would have us be, in the example of Jesus. We ask God to help us to deepen our knowledge and understanding, our awareness and sensitivity, and our discipleship and our serving others in God's name.

Table of Contents

Introduction.....	1
Chapter 1: The Environment as the Third Teacher - Provoking Learning with a Catholic Lens.....	4
Chapter 2: Social, Emotional Learning (SEL) as it is related to the Catholic Community.....	15
Chapter 3: Shifting the Catholic Educator’s Role as Co-Learner and Facilitator.....	30
Chapter 4: Pedagogical Documentation as a Means to Assess for, as, and, of Learning.....	37
Chapter 5: Creating “Playful Inquiry”: Play-based Learning Meets Inquiry.....	45
References.....	64
Resources.....	66

Shifting the Thinking in K-2 in our Catholic Community

The purpose of this resource is to give Catholic Educators an overview of the philosophical changes in the education system in the early years. Catholic teachings integrated within key learning areas, aim to help students learn in different subjects how to:

'Love the Lord your God with all your heart, and soul, and mind...and your neighbour as yourself' (Mt 22: 37-39)

Ontario has implemented a full day Kindergarten Program and this has had implications for learning and teaching in the early grades. The Kindergarten program uses the research proven play-based approach to teaching/ learning/ practice.

"Play lies at the core of innovation and creativity. It provides opportunities for learning in a context in which children are at their most receptive. Play and academic work are not distinct categories for young children, and learning and doing are also inextricably linked for them."

(Ontario Full Day Early Learning Kindergarten Program, 2010)

The fundamental principles of play-based learning are:

1. Play is essential to a child's development and is a right of the child.
2. "All children are viewed as competent, curious and capable of complex thinking, rich in potential and experience." (The Kindergarten Program 2016)
3. A child learns through a child's natural curiosity and a desire to play and inquire.
4. The learning environment plays an important role in how a child learns.
5. Ongoing assessment for and as learning is used to support learning in all areas.

(Adapted from Ontario Full Day Early Learning Kindergarten Program, 2010)

With these principles in mind, Early Years Educators (K-2) are now having to shift their thinking as they continue to educate students beyond Kindergarten. If Educators of Grade 1 and Grade 2 also believe that their students are created in the image of God, competent, curious and capable of complex thinking, they too must adapt their pedagogy to best meet their student's needs. Students are coming from Kindergarten having made choices about their learning, having been able to pursue their interests and the Educator's role is to uncover the expectations and to respond, extend and challenge the students thinking, so that students will reach their full potential.

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

This resource was created by and for both French and English educators as the overall concepts are identical. It is recommended that the French and English colleagues collaborate as much as possible in order to best follow the students' needs and interests and to trust that the curriculum objectives will easily be met and often surpassed.

The Ontario Catholic School Graduate Expectations must be at the forefront of all Educators' minds in order to embed Catholic values in all that students do.

Students are expected to be:

- A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
- A collaborative contributor who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- A caring family member who attends to family, school, parish and the wider community.
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Teachers transmit the faith to students when they:

- teach not only the content of faith but relate it to the students' lives;
- speak with integrity on behalf of the faith community while being faithful to Church teaching and the message of the Gospel;
- support and mentor young people in their faith as they strive to understand the value of Christianity and seek to integrate it into their daily lives;
- assist in their Christian moral formation (of conscience);

(The Ontario Catholic Elementary Curriculum Policy Document Grade 1-8, P. 19)

With the Ontario Catholic School Graduate Expectations in mind, this resource will focus on five main components that will help Educators to **shift their thinking** and pedagogy. Educators must now ask themselves, "Am I ready for these students who are creative, curious, rich in potential and capable?"

1. The Environment as the Third Teacher - Provoking learning with a Catholic Lens
2. Social and Emotional Learning as it is related to the Catholic Teachings
3. Shifting the Catholic Educator's Role as Co-Learner and Facilitator
4. Pedagogical Documentation as a means to assess need and for, as, of learning
5. Creating "Playful Inquiry": Play-Based Learning Meets Inquiry

The seven Aboriginal Grandfather **Teachings; Courage, Wisdom, Respect, Love, Honesty, Truth, Humility** are also reflected and can easily be linked to the beliefs of the Ontario School Catholic Graduate Expectations.

First Nations Grandfather Teaching	A Catholic School 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, Indigenous Learning Partner, OCSB)

Chapter 1. The Environment as the Third Teacher - Provoking Learning with a Catholic Lens

“In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.” Matthew 5:16

The classroom is a space where children spend most of their childhood. Teachers hold the key to making this space a home where the children can grow in faith in a rich learning environment that supports a strong base for continued learning. The environment should reflect the teacher's belief that all children are created in the image of God, competent, curious, capable of complex thinking, and rich in potential and experiences. (Second fundamental principal of play-based learning - The Kindergarten

Program) The considerations of the class environment should always be purposeful and intentional therefore requires teachers to really take the time to rethink, repeat and replace throughout the year. Our classrooms should reflect our Catholic faith.

Our Home's Like a Temple- The class should feel like their home.

Our home's like a temple where we can feel the love of our Savior each time we kneel;

*Where the words that we speak are gentle and meek.
Home's like a temple whenever we seek to love one another,*

*Especially our family, where love should be.
Love turns our hearts to each other and fills our home with heaven's peace.*

*Our home's like a temple whenever we feel God's love.
Music for Children, Submitted Music (2012-present)*

Text: Matthew Neeley Music: Matthew Neeley

<https://www.lds.org/music/text/other/our-homes-like-a-temple?lang=eng>

“The choices about the environment we create link directly to the play and learning in individual classrooms and schools. As part of the educational experience, we can render a great influence on the how and why of the actual play that is enacted, and curriculum engaged, by virtue of the choices we make in constructing these spaces. It is for these reasons that the environment is a wonderfully concrete place to begin asking educators to look at what they are communicating about how they view children.” Julianne Wuum

<http://www.communityplaythings.com/resources/articles/2009/how-the-environment-inspires-curriculum>

What is “The Environment as the Third Teacher?”

The environment can play the role of the educator when it is given careful consideration and thought. The environment, like the teacher, can engage students to explore, to discover and to learn. The concept of “the environment as the third teacher” was first introduced through the

Reggio Emilia approach. Reggio Emilia is an educational philosophy used in preschool centers in a small town, called Reggio Emilia, in the north of Italy. The message that is important to remember is that the environment should reflect our diverse culture, our Catholic beliefs, our surroundings and the child is at the center of all.

Why is the Environment Important in a Catholic Classroom?

CGE 1(c) A Discerning Believer Formed in the Catholic Faith Community Who actively reflects on God's Word as communicated through the Hebrew and Christian Scriptures.

CGE 1(h) A Discerning Believer Formed in the Catholic Faith Community Who respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE 1(i) A Discerning Believer Formed in the Catholic Faith Community Who integrates faith with life.

CGE 3(e) A Reflective, Creative and Holistic Thinker Who adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 5(a) A Collaborative Contributor Who works effectively as an interdependent team member.

CGE 7(a) A Responsible Citizen Who acts morally and legally as a person formed in Catholic traditions.

A natural curiosity and a desire to explore, play and inquire are the primary drivers of learning among young children. (Third fundamental principle of play-based learning).

An environment that feels like home is more inviting and makes the children feel at ease, safe and more confident to explore, investigate and communicate their findings.

"A learning environment that is safe and welcoming supports children's well-being and ability to learn by promoting the development of individual identity and by ensuring equity and a sense of belonging for all.

Both in the classroom and out of doors, the learning environment allows for the flexible and creative use of time, space, and materials in order to respond to children's interests and needs, provide for choice and challenge, and support differentiated and personalized instruction and assessment.

The learning environment is constructed collaboratively and through negotiation by children and educators, with contributions from family and community members. It evolves over time in response to children's developing strengths, interests, and abilities.

A learning environment that inspires joy, awe, and wonder promotes learning."

(The Revised Kindergarten Program, 2016)

A place for wonder, mystery and discovery ...

"We need to think about creating classroom environments that give children the opportunity for wonder, mystery and discovery; an environment that speaks to young children's inherent curiosity and innate yearning for exploration is a classroom where children are passionate about learning and love school."

(A Place for Wonder, Heard & McDonough, 2009)

Reflective Questions When Considering Your Environment

Is God and our Catholic Faith dominant in the classroom in addition to a religion table?
Does the environment promote the development of all Ontario Catholic School Graduate Expectations?
Is there a quiet place (safe place) where students can privately reflect?
Does the environment fully support the acquisition of a second language?
Does everything in the class have a purpose?
Are the students honoured by having their work shared on the walls?
Are the Educator's desks taking up prime real estate? Do you need more than one? Do you need any? How big does it need to be?
Are there too many materials, posters, colours? Is it overstimulating, causing added stress?
Are there not enough materials?
Are the provocations inviting with opportunities for all learners to explore?
Are the materials open ended and rooted in Catholic Faith? Do they give the opportunity to lead to further exploration?
Does the environment allow all learners to explore, discover and learn about themselves as unique beings?
Are the students involved in creating the environment?
Are we continually being reflective of the environment throughout the Catholic Church Seasons?
Does the environment support: all areas of the program/curriculum, problem solving and innovation, active learning, consolidation, interaction, engagement?
Does the space accommodate all students as unique creations of God?

Getting Started

“Roskos and Neuman (2011) emphasized the need to focus on design principles in early learning spaces as opposed to decorating the space. Design is applying elements such as colour, space, scale, size, and order to the environment.” (*Empowering Pedagogy in Early Learning*)

1. Declutter

CGE 7(i) A Responsible Citizen Who respects the environment and uses resources wisely.

Start with a clear class in September with nothing on the walls so that you can co-construct the environment with the students. It's important to be mindful of the colours and the effect it has on the students and their learning, keep it neutral so that when you add children's work, it becomes the center piece. Plants always give a classroom that home feeling and add many other learning opportunities. This will help to develop students who respect the environment

and use resources wisely. The students can take responsibility to water and care for God's creation. You may seek opportunities for donations of plants from parents in your school community.

"Walls should be bare awaiting the rich work the children will create."

Pat Tarr "Consider the Walls", Beyond the Journal, Young Children on the Web, May 2004



Busy- many colours, many materials out, commercial materials displayed.

(Google Image)



Calm- neutral colours, only select materials out, student generated ten frames, art and space ready to highlight student work.

(St. Stephen, OCSB)

2. Making Catholic Faith Visible

CGE 1(a) A Discerning Believer Formed in the Catholic Faith Community Who illustrates a basic understanding of the saving story of our Christian faith.

CGE 1(h) A Discerning Believer Formed in the Catholic Faith Community Who respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE 4(a) A Self-Directed, Responsible, Lifelong Learner Who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

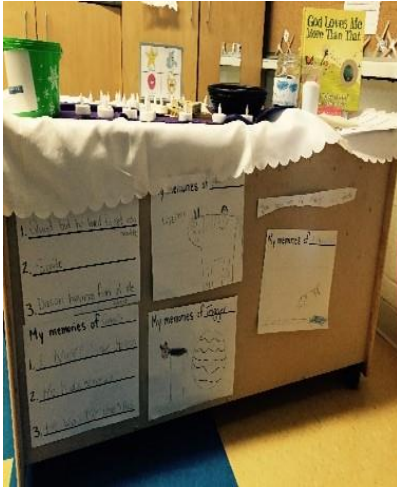
CGE 5(d). A Collaborative Contributor Who finds meaning, dignity, fulfilment and vocation in work which contributes to the common good.

CGE 6(a) A Caring Family Member Who relates to family members in a loving, compassionate and respectful manner.

CGE 6€ A Caring Family Member Who ministers to the family, school, parish, and wider community through service.

CGE 7€ A Responsible Citizen Who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Co-create your religion learning area, while you talk to the children about the religious symbol for your grade and what it represents. Simply placing the symbol on the table would be an excellent provocation to spark an inquiry stance. Another great provocation would be to take out the Altar cloths and ask why we have the different colours. This is a great way to introduce the Liturgical Seasons.



(CDSBEO)



(CDSBEO)

*Books, symbols of faith could be placed in many different learning areas in the classroom". (e.g. a photo of the local church with the building materials for structures unit, or "Benjamin's Box" by Melody Carlson book and items to retell the Easter story)

The CGE's should be represented in the classroom and ways to build a school community of Virtue by building and forming Catholic Characters. (Resource: The Catholic Character Resource, Our Language, Our Story- www.eocc.org)

An excellent way to explain and display the Catholic Graduate Expectations would be to capture the students demonstrating those skills and add the expectation to it and discuss. Here are a few examples that could be used to post.



The children have Mary on a donkey with Joseph beside her. With various pieces of wood, they built the road to Bethlehem and they were singing "Take a walk to Christmas."

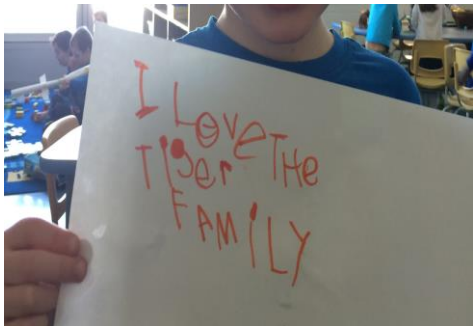
They are demonstrating an understanding of the Christmas story and faith traditions.

(Our Lady of Wisdom, OCSB)



Co-created anchor chart to answer questions and deepen understanding about our faith and Catholic traditions can be referred to, added to and revisited after liturgies, school masses and any time throughout the year.

(Our Lady of Wisdom, OCSB)



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

- I love and care about everyone in my classroom.

Tiger is the name that was given to the classroom.

(Our Lady of Wisdom School, OCSB)



CGE 5- 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.

(Our Lady of Wisdom School, OCSB)



The above pictures are examples of using the environment (walls) as learning a place for learning to be visible. Above are examples of Catholic Character Formation of Community and Stewardship of Creation.

(St. Stephen, OCSB)

3. Lighting

Most classes have the florescent tubes for lighting which are bright and can create stressors for learners. Soft lighting offers a calm and peaceful space; it is also inviting for meditation and prayer. You can either turn them off and use natural lighting if it's enough, ask parents for old table lamps or floor lamps. Consider covering the lights with coloured cellophane paper, making sure it is heat resistant. Look into the option of having a few of the florescent light tubes removed so that it's not as bright.

Always make sure to follow safety guidelines.

4. Honouring the Family

“And we know that for those who love God all things work together for good, for those who are called according to his purpose.” Romans 8:28

CGE 5(a) A Collaborative Contributor Who works effectively as an interdependent team member.

CGE 6€ A Caring Family Member Who ministers to family, school, parish and the wider community.

Putting up pictures of the students as you would of your family in your house gives them a sense of belonging and a sense that they are part of their class family.

Invite parents to bring in a picture of their family and make a family wall to give them a sense of community. Have a device ready to capture family pictures for those that don't send one in at events like Welcome to Kindergarten evening, orientation visit, BBQ night, etc.



Class Family Photo Wall – Children feel connected to their family while at school making them feel comfortable.

(Our Lady of Wisdom, OCSB)



Pictures of the children – Give them a sense of belonging. Consider giving your class a family name.

5. Open-Ended Materials to Maximize Creativity

CGE 1(a) Discerning Believer Formed in the Catholic Faith Community Who illustrates a basic understanding of the saving story of our Christian faith.

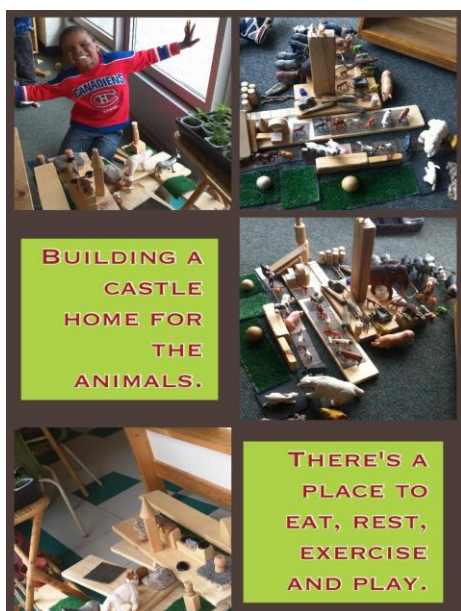
CGE 3(b) A Reflective, Creative and Holistic Thinker Who thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4(f) A Self-Directed, Responsible, Lifelong Learner Who applies effective communication, decision-making, problem-solving, time and resource management skills.

“We’re not only talking about creative play from an artistic point of view – although loose parts do provide great materials to sculpt and build – but creative play that encourages brain development, scientific experimentation, mathematical thought, risk taking, and trial and error learning. Through this kind of free play children are really creating: using what they have and what they already know, and combining that to create a whole that’s greater than the parts. Just like Einstein, Da Vinci and Jobs.” Nurturestore.co.uk

“Loose parts and free play in childhood develops the creative genius of the future.”

nuturestore.co.uk.



(St. Anne, CDSBEO)

Involving the children and families is important as it helps them connect to the process. Consider sending a list home of articles that you could use in the class, indoor and out such as, clear containers, measuring cups, kitchen utensils, cookie sheets and other baking dishes, old pots and pans, mirrors, nuts and bolts, bottle caps, corks, buttons, plumbing pipes, toilet paper and paper towel rolls, beads, metal lids, shells, wool, yarn, ribbon, rope, pine cones, wooden blocks, rocks of all sizes, long pieces of wood such as planks, wood cookies (sliced branches about 2 inches thick), material, marbles, old beaded necklaces, plastic plant pieces, flowers, cardboard boxes, sponges, straws, sticks. Offering as many of these loose parts as possible can engage the children and encourage them to cooperatively build a real life stable with interesting materials. This will captivate the student's imagination and allow them to take ownership to retell or act out the story of Christmas many times with their peers. What a powerful way to help students to respect faith traditions! (CGE1h)

"Instructional materials organized in such a way as to provide easy selection and access for all students – materials may include computer software, educational web sites and applications, found materials, graphic organizers, newspapers and other media, resource texts, etc."

(Capacity Building Series- The Environment as the Third Teacher, Special edition #27)

6. Go Outside

Bring the learning outside, do art work in the sand, explore the outdoors by taking a walk, learn about God's creation, to respect and care for it. **CG6 – We care for God's creation.** For example, if a church is close by, plan a walk to go for Morning Prayer and / or explore the church.



Art work in the sand, Jesus's cross
- **CGE 1- A discerning believer in the Catholic faith community.**

(Our Lady of Wisdom, OCSB)



Outdoor education links to CGE 7 as well as to the Aboriginal Grandfather teachings: Courage, Respect and Love
(St. Anne, CDSBEO)

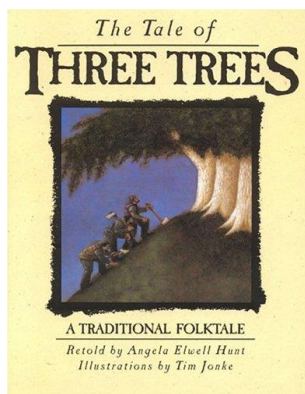
7. Set up Provocations Rooted in Catholic Beliefs

CGE 3€ A Reflective, Creative and Holistic Thinker Who adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 7(i) A Responsible Citizen Who respects the environment and uses resources wisely.

Children are naturally curious. Provocations can be set out as one item that would peek the children's curiosity or a number of well-organized items, set up in an attractive manner as an invitation to explore through manipulation and creativity.

Questions could be added to the provocation to extend and challenge their thinking.



<http://genreviews.blogspot.ca/2010/07/tale-of-three-trees-by-angela-elwell.html>

A story can be acted out with props to build a manger, boat and cross to help students understand the Easter story. (CGE 1)



(<http://www.hotel-r.net/kh/birds-nest>)

An object found in nature such as a nest can spark questions about God's creation and respecting the environment. (CGE 7)

8. Flexible Workspaces Encourage Students to be Reflective, Creative and Holistic Thinkers (CGE 3)

- desks and tables arranged to facilitate students in becoming a collaborative contributor who is able to work effectively as an interdependent team member. (CGE 5a)
- allow for the unencumbered flow of traffic and enough space for students to write collaboratively.
- adjustable furniture to allow for the different opportunities for learning either individually or with others
- active areas for inquiry, investigation and wonder and quiet areas for thinking and exploring technology – all areas need to be accessible to students for communicating and documenting their own learning (e.g., computers, computer software, tablets, digital cameras and video recorders, document cameras, interactive whiteboards).

(Capacity Building Series, The Environment as the Third Teacher, special edition #27)



(OCSB, Google Communities, and CDSBEO)

Many learning areas invite curiosity, discussions, and questions. Students are drawn in by the interesting artefacts and tools.

9. Honour the Child in the Classroom Environment

As the year progresses, the children's learning should be visible through documentation posted on the walls in an organized, clutter free manner. Anchor charts should be co-created, which demonstrates the children's understanding therefore making the anchor charts a much more useful resource for learning. Only display educational resources that are currently being used. Before adding a chart, ask whether the students are still using previous ones or could they be removed?



(St Stephen, OCSB)

Chapter 2. Social, Emotional Learning (SEL) as it is Related to the Catholic Community

“Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul.” John 1:2

Catholic education holistically promotes the growth and development of the human person as an individual in relationship with others and within community. Social Emotional Learning is therefore inherently Catholic in philosophy, powerfully congruent with Catholic Education’s vision, mission, beliefs and values, and an integral and central part of a Catholic school. A Catholic education is a holistic one that seeks to develop the ‘whole child’, not only academically, but also physically, culturally, socially and emotionally <http://www.gcps.qld.edu.au/>

Canadian schools are responding vigorously to both the need and the opportunity to enrich the core competencies of Social and Emotional Learning. The Mental Health Strategy for Canada, released in 2012, has resulted in a number of important developments, such as the appointment of School Mental Health Professionals, Mental Health Literacy programs, and Caring and Safe School initiatives. More and more schools have introduced Social-Emotional Learning (SEL) programs into their curriculum. The two fundamental principles underlying these programs are:

1. Social and emotional competencies are as important as more formal academic skills
2. Students can learn social and emotional competencies in the same ways that they learn formal academic skills (**Broader Measure of Success, Social/Emotional Learning**. Dr. Stuart Shanker 2014)

There are several theories and learning frameworks that are exploring the science of SEL in children. No matter who or what resources you decide to use, the message is consistent; social emotional well-being affects all learning. If we are to “shift our thinking” to create a learning environment where the student is in charge of their learning, we must be versed in what is an optimal learning state for each child in our class. We must also scaffold that learning so our students can become aware of what they each need individually to determine their most favourable circumstances to be curious, inquire, question and learn.

Religious Education provides a lens through which students can understand the world and their place within it. It will influence the way students understand history, the role of religion in culture, the person’s responsibility to care for nature, the values and attitudes that promote safe, inclusive communities, and the need for ethics in the workplace among other things of importance to a Christian way of life. (Ontario Catholic Elementary Curriculum Policy Document for Religious Education Gr 1-8 p13)

Social emotional learning and Religious Education complement each other and advance the student in their learning about themselves, their faith and beliefs. It is through safe, non-threatening learning environments that students feel uninhibited to try, make mistakes and explore what is favourable for their own individual growth. This in turn gives them opportunities to explore their role and contribution to the different relationships and communities to which they belong. (Example: parish, soccer team, class, family)

The Medicine Wheel from Aboriginal Teachings can be another way to connect elements of social emotional learning to the “organic” learner. The medicine wheel is also known as the living teachings. It is a circle of life that is continuous and never-ending. It demonstrates that everything is connected and everything is sacred. All of life is equal. All of life is deserving of respect, care and love. What Matters in Indigenous Education, People for Education March 2016



(Picture taken from Medicine Wheel Art - Bing Images)



(Picture taken from <http://www.acatholic.org/what-catholic-lent-is-really-all-about/>)

In scriptures we can find examples of Jesus testing out his emotions (in the temple with the elders) or using self-regulation and strategies for optimal functioning. If we were to imagine all of the feelings that Jesus went through during the 40 days of Lent, He had to become self-disciplined and stronger willed at resisting all types of temptation. He turned to God for guidance to get through his difficult time. Jesus practiced self-regulation to its fullest extent. Jesus showed us just how much we need God. He became more aware of other people’s needs and felt nearer to God. He used support from God, quiet space and reflection as tools to help him through his emotional difficult time.

To shift thinking we must ask ourselves about our present teaching practice.

“As a result of your reflection you may decide to do something in a different way, or you may just decide that what you are doing is the best way. And that is what professional development is all about”, (Julie Tice, Teacher, Trainer, Writer, British Council Lisbon 2004)

Once we reflect and decide that improvement is needed, the internet or colleagues can be good places to start. There are many read aloud or activities to launch discussion around SEL. The resources can be overwhelming. It is important to narrow the starting point to make it manageable for educators and students to demonstrate Catholic beliefs and practice the skills effectively to enable transfer to different situations.

What is Social Emotional Learning?

Social and Emotional Learning is a process for helping people develop the fundamental social and emotional competencies essential for wellbeing and therefore, for life effectiveness.

Catholic education holistically promotes the growth and development of the human person as an individual in relationship with others and within community. It strives to convince members of their inherent goodness, nurture their dignity and self-worth, treat them with respect and help them develop their every good gift and talent. SEL promotes a sacred awareness of the dignity of one’s presence in self, others and creation. It is therefore inherently Catholic in philosophy, powerfully congruent with Catholic Education’s vision, mission, beliefs and values, and is central to Catholic school activity.

(<http://www.cns.catholic.edu.au/wp-content/uploads/2013/11/SEL-Parents-Brochure.pdf>)

Questions for Reflection

- What can I do to support children in learning how to self-regulate?
- What can I change in my environment to reduce children's stress levels?
- How can I support children in recognizing when they are under- and over-stimulated?
- How can I help children recognize what sorts of activities help them to become calmly focused and alert and what activities they need to limit?

From Stuart
Shanker; **Calm Alert and Learning**

1. Understanding around Social Emotional Learning and the Benefits in a Catholic Classroom

CGE 1(j) A Discerning Believer Formed in the Catholic Faith Community Who recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

CGE 3(b) A Reflective, Creative and Holistic Thinker Who creates, adapts, evaluates new ideas in light of the common good.

CGE 3€ A Reflective, Creative and Holistic Thinker Who thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4(f) A Self-Directed, Responsible, Lifelong Learner Who applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 4(g) A Self-Directed, Responsible, Lifelong Learner Who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Educator Reflection:

Do I understand and believe in the benefits of Social Emotional Learning in my classroom and connecting it to Catholic beliefs?

The Ontario Curriculum Document Outlining Religious Education for Elementary Students defines how to promote student success with social emotional learning.

It is their (staff in Catholic Schools) particular task to establish conditions that promote student success while ensuring Religious Education programs that not only promote religious knowledge and skills but also have the potential to deepen a student's relationship with God and their life of Christian faith....they become increasingly responsible for their own learning, for their own journey of faith – Ontario Catholic Elementary Curriculum Policy Document for Religious Education Gr 1-8 pg. 10-11

Satisfying the social and emotional needs of students does more than prepare them to learn. It actually increases their capacity in learning; for school, work, play, life. SEL provides schools with a framework for preventing problems and promoting students' well-being and

success framed within their Catholic Faith. It does so by improving the social and emotional climate of schools and the social and emotional competence of students.

Catholic schools provide educational programs and services for students with a variety of learning needs and abilities. The framework defined by the Ontario Catholic School Graduate Expectations has recognized the need for flexibility to accommodate individual student differences. Social emotional learning is rooted in this flexibility and accommodation for the individual student focusing on their needs for personal optimal learning.

There are positive outcomes for students of social emotional learning rooted in the Catholic Gospel values of faith, hope, love, community, dignity of persons, excellence, justice and stewardship for creation. Students have opportunities to be:

- Academically successful
- Mentally and physically healthy in body, mind and soul
- Positive social relationships with self, family, community and church
- Responsible social engagement rooted in social justice

Social Emotional Learning Develops:

- Opportunities to live our Catholic faith as disciples of Jesus *"Start children off on the way they should go, and even when they are old they will not turn from it."* Proverbs 22:6
- Emotional resilience (emotional awareness, empathy, emotion regulation, behaviour control) *"Trust in him at all times, you people! Pour out your hearts before him! God is our shelter!"* Psalm 62:8
- Positive mindset for achievement (academic confidence, work persistence, work organisation) *"I am able to do all things through Him who strengthens me."* Philippians 4:13
- Getting along (social confidence, friendship making, conflict resolution, rule following, collaboration)
- Social responsibility (honesty, respect, fairness, caring, citizenship) *"Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity."* 1 Timothy 4:12
- Links to the Aboriginal Seven Grandfather teachings: Courage, Wisdom, Respect, Love, Honesty, Truth, Humility

These capabilities in turn benefit all learning and impact the capacity for wellbeing and happiness of individuals and communities. (<http://www.cns.catholic.edu.au/your-education/social-emotional-learning-sel/>)

The Basics of Social Emotional Learning

Educator Reflection:

Do my students have emotional awareness, the vocabulary and are they able to connect these to body sensations?

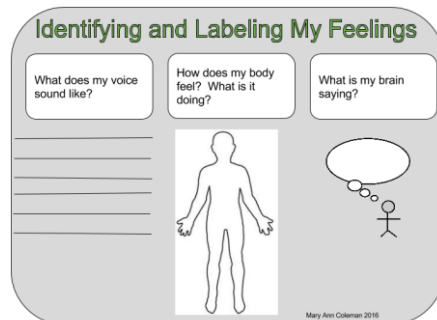
For a student to effectively bring themselves back to optimal learning they must be able to label their feelings and understand or know what that emotion does to their body.

There are stories in scripture that have Jesus experiencing different emotions. When Jesus became angry in the Temple at Jerusalem and overturned the table with goods to sell, breaking and hurling them everywhere (see Matthew 21: 12 – 13). When we read examples of Jesus showing his feelings so intensely, we can frame emotion constructively and physiologically – neither good nor bad but fact.

It is important we respond to behaviour without judgment or criticism. Your child will be relieved and grateful to know he can turn to you when he encounters struggles that are too much for him to bear alone. God and a caring adult are available to support them through this difficult time.

Recall the juxtaposition of Jesus on the Cross, a societal symbol of death, finality, and human flesh succumbing to weakness. It is important to convey that Jesus is present with us in our anger, as well as when we encourage our children to understand their emotions and express them with self-control, prudence, temperance, and charity.

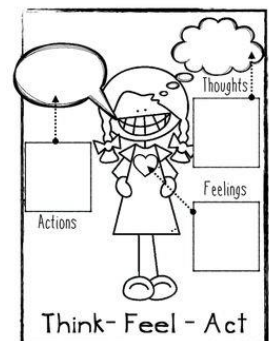
(<http://catholicexchange.com/helping-our-child-cope-with-anger/>)



(Examples taken from
<https://www.pinterest.com/pin/204913851774095177/>,
<https://skinnurse.wordpress.com/tag/safety/>)

After a student knows the vocabulary around emotions they then must be able to understand how it makes their body respond physically for them to act in response to manage the feelings. Self-reflection and anchor charts can be a tool to help with this process. See the examples above.

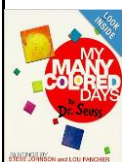
***For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.
2 Timothy 1:7***



Resources for the educator to help promote an emotional awareness in the classroom (the internet is full of activities to help promote learning of emotions below are just a few examples)

Mental Health & Wellness for Catholic Schools: Feelings, Emotions, Resiliency and the Dignity of the Whole Person (Grades 2, 5 & 7) November 2013 © Copyright 2013 Eastern Ontario Catholic Curriculum Corporation

http://www.eoccc.org/content/pdf/Mental_Health&Wellness-Gr2,5&7-Nov2013_final.pdf



My Many Colored Days by Dr. Seuss

<https://www.youtube.com/watch?v=Lum83DLPXlw>

Many read alouds are available on YouTube to help engage all learners. Learners who may be difficult to engage because of short attention or low

The Zones of Regulation: A Curriculum Designed to Foster Self-regulation and Emotional Control Leah M. Kuypers

Educator Reflection:

- Do I provide examples, model and promote students to use tools that encourage emotional regulation within the classroom?
- Do I provide opportunities for my students to practise social skills within a safe and secure environment?

As Catholic Educators, we are expected to weave our Catholic Graduate Expectations (CGEs) into our daily teachings. We live our beliefs as teachers and model accordingly. Social emotional learning culture complements the CGEs. Positive skill building in terms of emotions, relationships within the class, school and community serve as fertile circumstances to increase students' knowledge and skills, but also in terms of positive values, attitudes and actions.

Strategies need to be explicitly taught for regulation of the body. How do I feel? What do I need to do to get back to a favourable state? Students need to know specifically what strategies will work for them and have practiced them in a safe environment for them to be successful.

Resources for the educator to help promote a social emotional regulation in the classroom

The Canadian Christian Meditation Community

Welcome to Christian Meditation with Children
<http://www.wccm-canada.ca/meditation-with-children>

Christian Meditation with Children

Resources produced by The World Community for Christian Meditation to support the teaching of meditation to children.
http://media.wix.com/ugd/1e8072_71ac3e22cac9465d9308e52c5b75ce29.pdf

Kids Have Stress Too Developed by The Psychology Foundation of Canada, the Kids Have Stress Too! Program helps parents, caregivers and educators understand childhood stress and how to provide children with the tools to deal with stress effectively. It is a broad-based primary prevention program which provides parents, caregivers, and communities with the knowledge, awareness and skills to help young people become healthier and more resilient through learning how to manage their stress.

Tools for Life <http://toolsforliferesources.com/> Each Tools for Life classroom resource kit helps students understand how to gain self-control and self-esteem. Children learn how to listen, communicate respectfully, and 'read' their own feelings and those of others. For children from Age 3 to Grade 8.

2. Positive Mindset

CGE 1(g) A Discerning Believer Formed in the Catholic Faith Community Who understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.
CGE 1(i) A Discerning Believer Formed in the Catholic Faith Community Who integrates faith with life.

CGE 3(b) A Reflective, Creative and Holistic Thinker Who creates, adapts, evaluates new ideas in light of the common good.

CGE 3€ A Reflective, Creative and Holistic Thinker Who thinks reflectively and creatively to evaluate situations and solve problems.

CGE 7(b) A Responsible Citizen Who accepts accountability for one's own actions.

CGE 7€ A Responsible Citizen Who seeks and grants forgiveness



Educator Reflection:

Do I see each child as a unique image of God?
"So God created humankind in His image" (Gen 1:27)

In order to show caring of each child the educator should know something personal about the student. As the year progresses a profile can be used to help the educator know the student's strengths and needs, interests, and learning styles. Student information can be taken from a parent perspective and a student point of view. Both would give insightful information to help you as an educator build a relationship and get to know your student better. Don't forget to



(This sample is taken from sphotos-a.xx.fbcdn.net)

include relevant information about their faith formation and beliefs. In the program Conscious discipline, Becky Bailey promotes classroom rituals to promote a positive mindset. The Wish Well Board is an example that provides a visual way to aid children in wishing each other well. When a child is absent, moving to another school, has arrived late or is in need of support for other reasons, place the child's picture in the heart inside your Wish Well Circle. Invite the class to wish the child well.

Learning for All a Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013, has examples on how to build a student profile or class profile to document information about students.

Educator Reflection:

Do I see the behaviours of students as communication and insight into the child's emotional state?

Do I provide examples, model and promote students to use tools that encourage a positive mindset in all interactions within the classroom?

Do I create a positive mindset in learning atmosphere by believing in my students?

When an educator uses a student profile, the educator will have documentation on needs or triggers that may cause stress or unfavourable learning situations for specific students. Knowing interests that might "hook" a student and using that in a real life inquiry lesson may bypass challenging behaviour for the student in mind.

It is important we respond to behaviour without judgment or criticism. The child will be relieved and grateful to know he can turn to you when he encounters struggles that are too much for him to bear alone. God and a caring adult are always available to support them through this difficult time.

Dombro, Jamblon and Stetson, in their book Powerful Interactions – How to Connect with Children to Extend Their Learning suggest 4 ways to help children see themselves as thinkers and therefore with a positive attitude:

- a) make them aware of their own thinking
- b) call attention to the thinking of others
- c) invite them to explain their thinking aloud
- d) encourage them to think in new and different ways

When addressing behavioural issues in schools, the focus should be on the interaction between students and their environment – on influences in the environment that may cause appropriate or inappropriate behaviour. More importantly, the focus should be on the creation of a caring and safe school culture that supports the teaching and ongoing reinforcement of skills that will enable students to choose and consistently demonstrate appropriate behaviour. The set-up for teaching and reinforcing these skills should be positive, nurturing, and inclusionary as opposed to negative, punitive, and exclusionary.

Caring and Safe Schools, Ontario Ministry of Education pg6

For social emotional learning to be a connected pillar in classroom learning it must be an integral part of daily classroom functioning. William Haffey of the Monroe County (New York) Board of Cooperative Services (BOCES) said, “An SEL program is in a constant growth cycle for everyone involved. You constantly have to nurture and validate. If you don’t, the effectiveness will fade away.”

Resources for the educator to help promote a positive mindset in the classroom



Fun Friends

A program that enhances emotional resiliency and social skills development in 4 to 7 year olds

<http://www.earlyyears.friendsparentprogram.com/>



Mindmasters

MindMasters is a research-based program that teaches simple and concrete techniques to help children manage stress and frustration, relax fully and develop a positive perspective. <http://www.cyhneo.ca/#!/mindmasters/c1cq0>



HANDS UP for Health and Physical Literacy, OPHEA

Introduction to Physical & Health Literacy is intended for children ages 4-9 and introduces the concepts of physical and health literacy. The video provides children and youth with the ground level knowledge needed to lead a healthy and active life every day.

French version is [Vitalite](#)

3. Feeling Safe and Secure

CGE 2€ An Effective Communicator Who presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3€ A Reflective, Creative and Holistic Thinker Who thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4(f) A Self-Directed, Responsible, Lifelong Learner Who applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 4(g) A Self-Directed, Responsible, Lifelong Learner Who examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

CGE 5(d) Collaborative Contributor Who finds meaning, dignity, fulfilment and vocation in work which contributes to the common good.

CGE 7(b) A Responsible Citizen Who accepts accountability for one’s own actions.

CGE 7€ A Responsible Citizen Who seeks and grants forgiveness

CGE 7€ Responsible Citizen Who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

CGE 7(j) Responsible Citizen Who contributes to the common good.

Educator Reflection:

Do I provide an environment and atmosphere where students are respectful of other's needs and see each other as unique creations of God?

Do my students give their peers space, support and time to pray and struggle in order to consider what works best for them?

Do I have a place for student to go to reflect privately, communicate with God and take charge of their emotions, make mistakes and use strategies to bring them back to optimal functioning?

Is the school a place where ALL students and staff feel safe, secure and that everyone matters no matter whether an adult or child?



(RCCDSB)

In order for students to take risks, ask questions, and share their thinking, an emotionally safe learning environment is needed. The physical setup of the classroom or activity area and the established routines and rules are important for achieving a successful inquiry-based classroom. Having an area where there is opportunity to reflect and communicate privately with God solidifies that God is always with us.

“I call on the LORD in my distress, and he answers me.” Psalm 120:1

“Cast your cares on the LORD and he will sustain you; he will never let the righteous fall.” Psalm 55:22

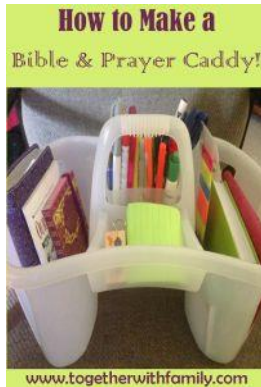
“Cast all your anxieties on him, for he cares about you.” Peter 5:7

Becky Bailey's program, Conscious Discipline integrates social-emotional learning, discipline and self-regulation so you spend less time policing behaviors and more time teaching vital life skills. The Safe Place™ is a non-punitive space a child can easily access. It is a self-regulation center! The Safe Place™ is filled with visual aids and tools that may help children through the self-regulation process. As Catholic educators we should ensure that there are tools/items that facilitate the child's connection and communication with God. (Picture taken with permission from OCSB.)

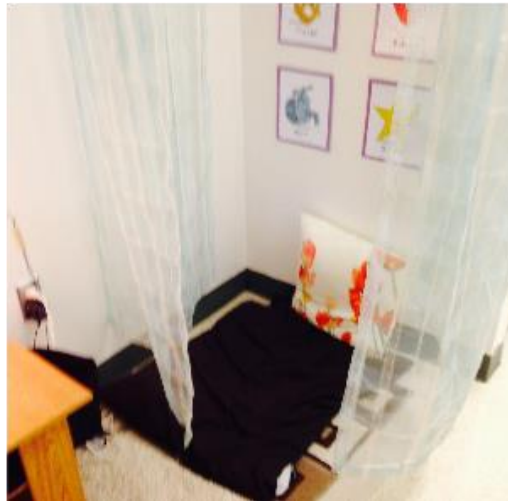


“Be strong and of good courage; be not frightened, neither be dismayed; for the LORD your God is with you wherever you go.” Joshua 1:9

There are many examples of ways of creating quiet, reflective places online or within print resources. Our challenge as Catholic educators is to provide tools that as educators we can model, and give opportunities to practise. These habits will hopefully eventually lead to lifelong habits that will support emotional regulation rooted in the Catholic Faith.



Example of a prayer caddy that could be used as a tool in a safe place, taken from <http://togetherwithfamily.com/bible-prayer-caddy/>



OCSB



In the Hands of God
By
Page 8
And I give them eternal life, and they shall never perish:
neither shall anyone snatch them out of my hand.
(John 10:28; NKJV)

You could have children draw a picture to go with a bible verse to add a visual prompt to the verses in the Safe Place
(Image taken from <http://www.kidstalkaboutgod.net/Home/ArtGallery/tabid/181/Default.aspx>)

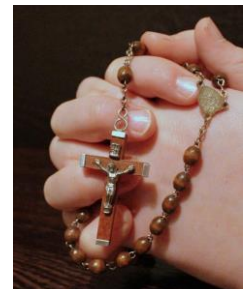


“Train up a child in the way he should go, And when he is old he will not depart from it.” Proverbs 22:6

Examples of tools or items that could be used in a safe place.

Images taken from:

<http://www.littleblots.com/SundaySchoolToolsPrayerBox.html>, <http://www.everythingmom.com/>,
<https://pixabay.com/> (narwhalgallery.com)



4. Teacher – Student Relationships

“The student is not above the teacher, nor a servant above his master.” Matthew 10:24

CGE 1(i) A Discerning Believer Formed in the Catholic Faith Community Who integrates faith with life.

CGE 5(a) A Collaborative Contributor Who works effectively as an interdependent team member.

CGE 5€ A Collaborative Contributor Who develops one’s God-given potential and makes meaningful contribution to society

CGE 5(g) A Collaborative Contributor Who achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.

CGE 7(j) A Responsible Citizen Who contributes to the common good.

Educator Reflection:

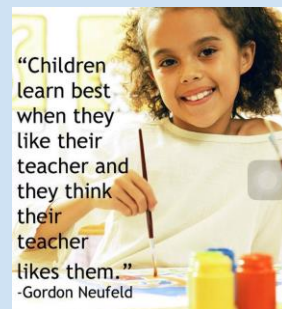
Do I have a connection with each and every student as an individual (emotionally and spiritually) and make them feel important in the class as a whole?

Would someone notice if they weren’t there?

What are they contributing to the class on a daily basis?

Do I know their likes? Dislikes?

Do I know my students and what they need – whether it be individual or group interaction, increase or decrease in brain activity level?



Dombro, Jamblon and Stetson, in *Powerful Interactions – How to Connect with Children to Extend Their Learning* suggest 3 steps to powerful interactions with students:

- 1) be present – take a moment to think and prepare;
- 2) connect – personalize interactions and respect rejection
- 3) extend the learning- what’s the right content to teach in this moment? What’s the next step in this child’s learning? How do I make this meaningful for this child?

“Therefore let us not pass judgment on one another any longer, but rather decide never to put a stumbling block or hindrance in the way of a brother.” Romans 14:13

Social emotional learning is cited in Ministry Documents as an important factor to engage and increase school success in “at risk” learners. Part of making each student feel like an individual involves knowing of additional supports or methods that may be needed to support different learning groups that may have been identified by the ministry of Education as populations that could need extra support.



An excerpt from *Caring and Safe Schools in Ontario*, 2010, Framework for Promoting Positive Student Behaviour has many references to a student's social emotional well-being and that foundation as an element to their success.

"When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm" (p. 6). A positive climate or, in the terminology of the present document, a "caring and safe school culture", exists when all members of the school community demonstrate respect for others, kindness, fairness, and a sense of social responsibility in their behaviour and interactions – in other words, when all members feel safe, comfortable, and accepted.

Another population of students that need special attention is the Indigenous Peoples.

Harvey McCue, an Ottawa consultant and nationally recognized commentator on First Nations education, states in a recent article in *Professionally Speaking*, "The province needs to acknowledge that First Nations kids encounter serious difficulties in the provincial schools," he adds, citing a lack of student preparation, incidents of racism and insufficient teacher preparation.

Strategies show respect for Aboriginal people and ensure that Aboriginal students feel they are part of the school.

Special attention may be needed to promote Aboriginal students' self-esteem. The connection between the physical, emotional-mental, intellectual and spiritual realms – is paramount. Aboriginal learners and their success are dependent upon educators and schools respecting this view. It requires changes in how we teach our Aboriginal learners. It means that the pedagogy in classrooms must be inclusive of Aboriginal culture, language and worldview. *Integrating Aboriginal Teaching and Values into the Classroom, March 2008*

"In our culture, we believe that every child is born with gifts ... What will our schools do to uncover and develop the gifts of our children?" – An Aboriginal consultation participant, *Achieving Excellence: A Renewed Vision for Education in Ontario*

In *Learning For All, A Guide to Effective Assessment and Instruction for All Students*,

Kindergarten to Grade 12, 2013, there is great emphasis on teacher – student relationships and understanding your learners. Its primary focus is meeting the needs of the students with exceptionalities. Essentially when you focus on the needs of the individual child and supporting those strengths and needs, you will provide them with better opportunities to flourish. In turn this will help children become confident, engaged learners. With the above intent in mind, it is not only good for you students with special needs but all your students.

"Essential for some, good for all!"

Education is moving away from a model based on the transmission of information in one direction – from teacher to student – and towards a reciprocal model that ensures students are listened to, valued, respected for who they are, and recognized as partners in their education. Greater student involvement in their own learning and learning choices leads to greater student engagement and improved achievement.

(*Learning For All*, pg. 33)

The information gathered in a student profile will provide educators with more in-depth information about individual students' learning strengths, styles, preferences, interests, and readiness to learn. This information will inform considerations of the types of accommodations that might enhance classroom dynamics and help individual students in the class learn and demonstrate their learning. (*Learning For All*, pg. 45)

5. Promoting Community

“For where two or three are gathered in my name, there am I among them.” Matthew 18:20

CGE 1(b) A Discerning Believer Formed in the Catholic Faith Community Who participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.

CGE 1(h) A Discerning Believer Formed in the Catholic Faith Community Who respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE 5(a) A Collaborative Contributor Who works effectively as an interdependent team member.

CGE 5€ Collaborative Contributor Who develops one's God-given potential and makes meaningful contribution to society

CGE 5€ A Collaborative Contributor Who respects the rights, responsibilities and contributions of self and others.

CGE 7(j) A Responsible Citizen Who contributes to the common good.

Educator Reflection:

How do you bring the **Ontario Catholic School Graduate Expectations** to life in your classroom, your school?

Do I provide opportunities on a daily basis that make each child feel they are important contributor in the class? In the school?

Is there a culture and feel of community upon entry to the school? Class?

Have I reflected or thought about how giving opportunities for students to regulate can foster a community of learners who meet the CGEs and build capacity in my school community?

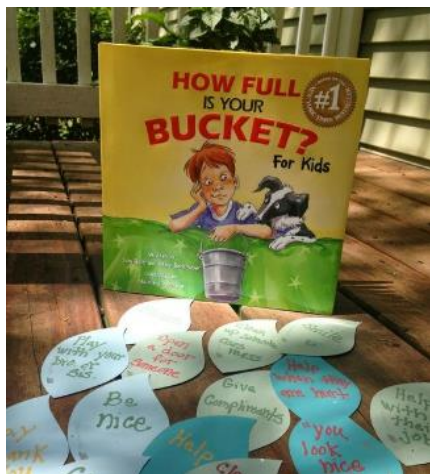


Photo taken from <http://iceont.ca/>

Jesus cared for the poor, campaigned against injustice and forgave his enemies. Our faith dimension is a wonderful instructional teaching base that fosters a caring culture.

A school wide “filling buckets “ program could be implemented to have consistency in language and positive messages throughout the school, students, staff and parents.(photo from OCSB)

The very institution of the Catholic school system is deemed a community. At Vatican II, the Church shifted its emphasis from institution to community. Its Declaration on Education said “Catholic school is distinguished by an attempt to build community, permeated by the Gospel spirit of freedom and love.”



The Catholic Faith with Liturgical Seasons and celebrations lend itself to involving the whole community in its glory. Some examples can include; Catholic community, celebrating success of sacraments, celebration through mass and liturgy. Involving the parish in these festivities will widen the students support base in social emotional learning.

School wide celebrations of positive messages and collaboratively building a safe school culture also help with solidifying community. For example during Bully Prevention Week, morning announcements may include songs and information.

What matters to Indigenous peoples in education is that children, youth, adults and Elders have the opportunity to develop their gifts in a respectful space. It is critical that the space is welcoming and fosters consistency in expectations regarding respectful behaviour, acceptance of difference and risk taking in learning. These have to be modeled by the teacher, as they set the tone for how relations between students and communities can grow together. (*What Matters in Indigenous Education*) A way to include some culture is to have community restorative circles as a regular practise.

Resources for the educator to help promote a feeling of Catholic community within the class and school.

A Comprehensive Approach to Character Building in Catholic Schools by

THOMAS LICKONA, Catholic Education Resource Center

<http://www.catholiceducation.org/en/education/catholic-contributions/a-comprehensive-approach-to-character-building-in-catholic-schools.html>

Second Step The *Second Step* Suite provides a simplified approach for schools to create and sustain safe, supportive learning environments.

Roots of Empathy Roots of Empathy focuses on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression

Chapter 3. Shifting the Catholic Educator's Role as Co-Leader and Facilitator

"People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, 'Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it.' And he took the children in his arms, placed his hands on them and blessed them." Mark 10:13-16

Overview

The Educator's belief that all children are created in the image of God, competent, curious, capable of complex thinking, and rich in potential and experiences is central to the change in philosophy taking place today.

The shift in thinking is also to recognize the educator and students as co-learners. Students are encouraged to ask questions/share their interests. The educator uses this information to unpack the curriculum in a way that is authentic and meaningful to the students. This is not to say that there is no explicit teaching but a combination of the two whenever possible. The explicit teaching will result from careful listening and observation of the student's strengths, needs and interests. Listening deeply and reflecting on this will make the learning more differentiated and precise for students. Finding answers to questions together through experimentation or research is key.

The educator's role must shift to "uncover curriculum" after observing and documenting the children's learning rather than to passively deliver the curriculum. The following is a quote from Gregory and Chapman which highlights this notion.

"Effective teachers must know the standards and their students. The standards and the needs of the students should determine the instructional decisions." "We expect students to adjust to the learning when the learning should really adjust to the learner." (Differentiated Instructional Strategies, One Size Does not Fit All, Gayle H. Gregory and Caroline Chapman, 2003)

Educators must shift from delivering whole group lessons they have previously planned to allowing the students to guide the direction of the learning through their questions. Big ideas or questions from the curriculum can be shared initially and then the students can generate questions to further the learning. Inquiry-based learning is an extremely effective way for all students (Exceptional students, Aboriginal and English language learners) to feel included in the school environment because their ideas and opinions are treated as being important and relevant. All students are encouraged to share their knowledge in order to engage in an inquiry.

1. Role of the Catholic Educator

Catholic Educators are not only playing a role in the development of our Catholic graduates but also modelling the Catholic Graduate Expectations on a daily basis.

“There is always more than one way to complete a task, and thinking is fluid and can always be changed. By employing these tips in the classroom, educators can also promote freedom of expression, deep creative thinking, and ensure that students can also have fun with learning. These are the very tips and ingredients that can lead to personal success for Aboriginal students, and all students alike.”(Working Effectively with Indigenous People Blog, Deborah McCallum, 2012)

CGE 2(a) An Effective Communicator Who listens actively and critically to understand and learn in light of gospel values.

CGE 3(b) A Reflective, Creative and Holistic Thinker Who creates, adapts, evaluates new ideas in light of the common good.

CGE 4(b) A Self-Directed, Responsible, Lifelong Learner Who demonstrates flexibility and adaptability.

CGE 5€ A Collaborative Contributor Who respects the rights, responsibilities and contributions of self and others.

Reflect:

“When educators engage in continuous learning and questioning, exploring new ideas and adjusting practices, they achieve the best outcomes for children, families, and themselves. Through critical reflection, educators test long-standing views and taken-for-granted practices and consider new approaches and ways of thinking about their work. As described by John Dewey, learning happens through “reflective action (action given careful consideration and justification) as opposed to routine action (action driven by habit and routine)” (*How Does Learning Happen? Ontario’s Pedagogy for the Early Years*, 2014. P.20)

Reflective Questions When Shifting Your Pedagogy

Does my approach support learners towards the CGE and build Catholic Character formation?

Am I using method(s) that take into consideration my ELL, Aboriginal and exceptional learners?

Am I inclusive and reaching all learners?

Why am I teaching this lesson in this way? Is there another way?

Do all my students need this lesson now or just a small group?

Why this learning for this child at this time?

Have I allowed for student voice and choice?

Is the learning authentic? How can I make it authentic to them?

Are the students interested in this task? How can I spark their curiosity?

Do the students have the opportunity to discover the answers for themselves?

What can I do/ask/or provide to promote inquiry and discovery?

Have I included the family and community in our learning?

Flexible Planning

CGE 4(b) A Self-Directed, Responsible, Lifelong Learner Who demonstrates flexibility and adaptability.
CGE 4€ A Self-Directed, Responsible, Lifelong Learner Who takes initiative and demonstrates Christian leadership.

Educators must be flexible in adapting their plans to allow for authentic learning opportunities. Rather than putting off a question because the educator has planned to cover a topic during a different term, it is important to take that interest/question and use it as a provocation for further learning in various subjects and strands. Follow the children's lead and link their inquiries to the curriculum. In "Growing in Faith, Growing in Christ", there are many opportunities for children to inquire. These questions can then be the vehicle for your language instruction. (e.g. Who are the saints?)

Listen and Reflect

The educator must shift from doing most of the talking and relaying information to spending more time listening carefully to the students. Through actively listening to what the students are sharing and reflecting on next steps, the educator is able to find connections to the curriculum and use these interests as a springboard to learning.

For example, a discussion on a student's interest in playing hockey can be used as a springboard to the Catholic Graduate Expectations particularly as it applies to teamwork, respect, and fairplay. CGE 4(d), CGE 5(a,c,e) Hockey can also be linked to Science, 1.1,1.2, Language 1.4,1.5 Social Studies A 3.2, A3.4, B1.1,1.2,1.3, Health, Physical Education, and Art.

CGE 4(d) A Self-Directed, Responsible, Lifelong Learner Who responds to, manages and constructively influences change in a discerning manner.

CGE 5(a) A Collaborative Contributor Who works effectively as an interdependent team member.

CGE 5€ A Collaborative Contributor Who develops one's God-given potential and makes a meaningful contribution to society.

CGE 5€ A Collaborative Contributor Who respects the rights, responsibilities and contributions of self and others.

Ask Probing Questions

Inquiry based learning is not a completely student driven method. Rather than giving information, the educator asks questions that can lead students to discover the answers for themselves. The educator responds, extends and challenges the students through open-ended questions.

Educators can use their knowledge of the curriculum to create provocations that interest the students which then lead to inquiry. Provocations can be as simple as setting up a Wonder Centre where students can write down things that they are wondering about. Alternatively, the educator can use a Wonder question as a provocation to which the students can share their ideas orally or in written form. After reflecting on the student feedback educators have an

understanding of where the students are in their learning and how to best challenge them and extend their thinking. (*A Place for Wonder: Reading & Writing in the Primary Grades*, Georgia Heard & Jennifer McDonough, 2009)

Small Groups

Teaching in small groups helps students to think reflectively and creatively to evaluate situations and solve problems. (CGE 3c) Small group instruction is beneficial as it allows the educator to obtain more information from individual students and to have a clear image of gaps in individual learning, as well as the best manner to challenge and further develop the student's learning. Remember, the larger the group the less interaction each individual student will have.

“Here, we support and scaffold the reader and help the child read as independently as possible. We want each student to problem solve and apply the strategies we have modelled in whole –group instruction skillfully.” (*Making the Most of Small Groups, Differentiation for All*, Debbie Miller)

Considerations for Small Group Instruction

- Use the time in a small group to listen carefully and record student thinking
- Use data to form initial groupings (observations, conversations and/or products)
- Be flexible, as students develop they will need to change groups
- Create folders, keep electronic files, photos, video for tracking and assessment
- Begin by meeting with one group per day, then more often with groups in need as you feel comfortable
- Consider forming groups with another class
- Give the rest of the class something they can do independently (e.g. Start with independent reading with sticky notes to jot connections, new vocabulary, questions)

Group Talk

In the book, *Aboriginal Teaching Strategies in the Classroom*, reference is made to Group Talk. “Group Talk- a social and educational teaching strategy that supports Aboriginal Culture (Lambie 2005) - refers to the process of informal/formal speaking and conversations in the classroom setting. Group talk is built into the lessons of each subject. With group talk, students make real word connections to the content and material being taught (*Aboriginal Teaching Strategies in the Classroom*, Lipka and Adams, 2004).

Small groups are an ideal place to implement “Group Talk”. The interaction between the students, observed by the educator, can be very informative in terms of planning and evaluation. As well, the conversation between educator and student can provide a basis for differentiated instruction and evaluation.



In “*Natural Curiosity*”, the term “Knowledge building circles” is used to describe the process of sitting in a circle to share ideas, ask questions, and reposit theories in a respectful manner. They explicitly state the connection to the “Talking Circle” in Aboriginal cultures. The educator plays an equal part in the discussion and is not leading the discussion. Students can see their fellow students eye to eye and respond to each other. (*Natural Curiosity* - A Resource for Teachers, 2011)

https://www.fotolia.com/search?k=children+in+a+circle&filters%5Bcontent_type%3Aall%5D=1&search-submit=Search

<http://www.naturalcuriosity.ca/pdf/NaturalCuriosityManual.pdf>

2. Student Interaction with Each Other

“Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up!” Ecclesiastes 4:9-12

CGE 4(a) A Self-Directed, Responsible, Lifelong Learner Who demonstrate a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 5(a) A Collaborative Contributor Who works effectively as an interdependent team member.

CGE 7(b) A Responsible Citizen Who accepts accountability for one’s own actions.

In an inquiry based classroom, students are encouraged to communicate their ideas and problem solve both individually and as part of a group. This is a shift in practice for many educators. Educators must allow for a “productive struggle” so the students can come to their own understanding.

Educators and Administrators may need to rethink in their definition of a well-functioning classroom to include one where students are talking, cooperating, exchanging ideas, and problem solving by DOING. It is not a room where each student is working quietly at their desk but rather a space that promotes discussion, experimentation, and the opportunity to problem solve. Students are not only learning curriculum but also life/ learning skills such as the ability to collaborate in a positive manner, resiliency, and responsibility to themselves, as well as the group. (CGE 5)

3. Professional Collaborative Inquiry

CGE 4(c) A Self-Directed, Responsible, Lifelong Learner Who takes initiative and demonstrates Christian leadership.

CGE 4(d) A Self-Directed, Responsible, Lifelong Learner Who responds to, manages and constructively influences change in a discerning manner.

CGE 5(a) A Collaborative Contributor Who works effectively as an interdependent team member.

CGE 5(e) A Collaborative Contributor Who respects the rights, responsibilities and contributions of self and others.

Collaboration with colleagues is essential in shifting pedagogy. Through collaboration, teachers are able to support each other by problem solving issues, becoming better informed, and encouraging each other to be patient and flexible.

Through professional collaboration, educators can discuss types of evaluation and documentation that they have used. In the book, *Visible Learners: Promoting Reggio-inspired Approaches in all Schools*, educators are encouraged to share the documentation that they have collected with the other teachers. This affords the opportunity for the future educator of a student to have an understanding of the student at an earlier stage of the school year. It also promotes professional discussion how the learning is developed over the years and if the curriculum requirements are being met.

"In practice, inquiry engages teachers as learners in critical and creative thinking. It honours openness and flexibility. Through collaborative dialogue, teachers seek emergent possibilities – new questions and solutions." Collaborative inquiry can be carried out within individual programs, in community networks, or as action research projects. When educators engage in critical reflection together, they discover multiple perspectives and deeper understandings."

(How Does Learning Happen? Ontario's Pedagogy for the Early Years, 2014. p.20)

4. Assessment and Evaluation

CGE 1(h) A Discerning Believer Formed in the Catholic Faith Community Who respect the faith traditions, world religions and the life-journeys of all people of goodwill.

CGE 7(g) A Responsible Citizen Who respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Educator and students are involved in assessment daily. "The primary purpose of assessment is to improve student learning." (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, 2010)

This evidence collected over time can be used to form an evaluation of student achievement of the overall expectations. The educator and students may discuss and agree upon many activities and forms of assessment and evaluation. Just as we differentiate our instruction to meet the needs of students, so must we differentiate our evaluation methods and allow our students to share their learning in many different way. We may use conversations, observations and student products to evaluate. (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, 2010)

To paraphrase from *Aboriginal Teaching Strategies in the Classroom*,

"It is also important for 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

Not all students need to produce the same summative evaluation document. Students can take ownership of their work by demonstrating what they know in a way that is interesting and meaningful to them. Some students may want to present their learning using a method that exemplifies their cultural background allowing them to share and celebrate differences. This is not only beneficial to Aboriginal and English Language Learners but for all students

Reflecting on Shifting Assessment and Evaluation Practices

Are my assessment and evaluation tools diverse?

Do I put more value in a summative evaluation produced by the student or in the documentation that I have observed and gathered?

Do the students **already** have an understanding of where they are in their learning process and where they need to go? (Self-reflective) (CGE 3)

Has the student had the opportunity to demonstrate his/her learning in a way that is relevant and meaningful to him/her? (CGE 2c,2e)

Does the method of evaluation allow any choices on the learner's part?

Are the students proud of the works they have produced? (CGE 4a)

Are the parents informed of their child's progress on a regular basis? (Do they see samples of the child's work or acts of kindness? Is there documentation in digital form? Is there a class website, blog or other platform they can access to see evidence of learning and faith building?) (CGE 1i)

"Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests." (*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, 2010)

Chapter 4. Pedagogical Documentation as a Means to Assess for, as, and of, Learning

“Behold, children are a heritage from the Lord, the fruit of the womb a reward.” Psalm 127:3

“Moreover, although test scores reflect individual achievement, they have little or nothing to say about the processes and contexts of learning for individuals or groups. Documentation enables greater awareness of the factors that influence students’ individual and group learning and generates hypotheses about how teachers can best support that learning.” (Visible Learners: Promoting Reggio-inspired Approaches in all Schools)

“In our culture, we believe that every child is born with gifts. What will our schools do to uncover and develop the gifts of our children?”

An Aboriginal Leader Achieving Excellence: A Renewed Vision for Education in Ontario

Capacity Building Series - Pedagogical Documentation Revisited

What is Pedagogical Documentation?

The following is an excerpt from a Ministry monograph that explains terms very clearly.



Exploring Terminology

Before you get started with pedagogical documentation in your school or classroom, you may wish to explore the following terminology with your team.

- **“Pedagogy** is the understanding of how learning takes place and the philosophy and practice that supports that understanding of learning.” (*How Does Learning Happen?*, 2004, p. 16)
- “We define **documentation** as the practice of observing, recording, interpreting, and sharing through a variety of media the processes and products of learning in order to deepen and extend learning ... These physical traces allow others to revisit, interpret, reinterpret, and even re-create an experience.” (Krechevsky, Mardell, Rivard, & Wilson, 2013, p. 74)
- “... **pedagogical documentation** is a process for making pedagogical (or other) work visible and subject to dialogue, interpretation, contestation and transformation.” (Dahlberg, 2007, p. 225)

In what ways is pedagogy broader than teaching?

What makes documentation “pedagogical”?

How does pedagogical documentation result in greater responsiveness to student learning?

Capacity Building Series- Pedagogical Documentation Revisited, January 2015

CGE 2(a) An Effective Communicator Who listens actively and critically to understand and learn in light of gospel values.

CGE 3(b) A Reflective, Creative and Holistic Thinker Who creates, adapts, evaluates new ideas in light of the common good.

CGE 3(c) A Reflective, Creative and Holistic Thinker Who thinks reflectively and creatively to evaluate situations and solve problems.

CGE 4(a) A self-directed, responsible, lifelong learner Who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Pedagogical Documentation Puts the Child & Learning at the Centre

CGE 1(h) A Discerning Believer Formed in the Catholic Faith Community Who respect the faith traditions, world religions and the life-journeys of all people.

CGE 5(b) A Collaborative Contributor Who thinks critically about the meaning and purpose of work.

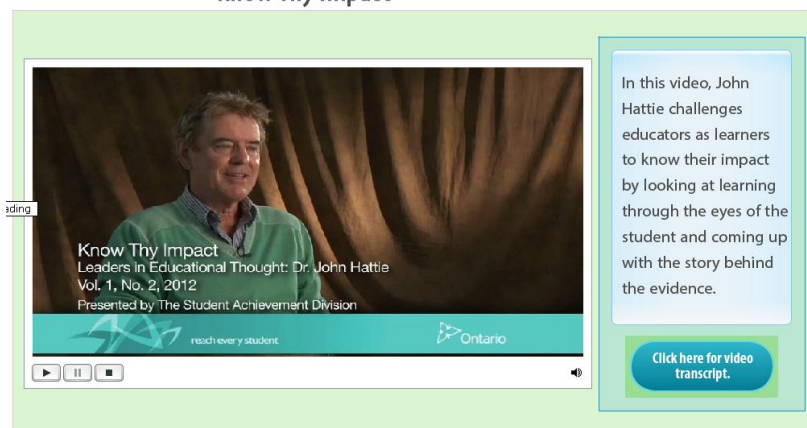
“Documentation introduces another form of data into the school culture-tangible artifacts of the learning and teaching process.” (Visible Learners: Promoting Reggio-inspired Approaches in all Schools)

Pedagogical documentation is a means to listen deeply to student thinking and to make their thinking visible by recording their thoughts through pictures, videos, slides, notetaking, journaling etc. Documentation becomes pedagogical when it is viewed, revisited and discussed with colleagues, the students and/or parents. Just as we differentiate in the manner that we teach individual students so should we differentiate the manner in which they are assessed. Documentation is an ideal tool for differentiated assessment. “By constructing shared

understanding, dialogue drives future curriculum in ways that are genuinely responsive to learning needs.” (Seitz, 2008) (Pedagogical Documentation Revisited, 2015)

Pedagogical documentation uses an asset model to view the child. The Educator must approach their role as a researcher, curious as to what the child is thinking and be open to the response. There is no preconceived notion of a correct answer. Educators must constantly check their own biases and ideas throughout the process of pedagogical documentation. They must “respect the faith traditions, world religions and the life-journeys of all people.” (CGE 1h) As educators, we must model how to be “a collaborative contributor who thinks critically about the meaning and purpose of work...” (CGE 5b) This will also be the expectations of the students as they work with peers.

Know Thy Impact



This is a video clip of John Hattie explaining our role as Educator and documentor, under “Preconceptions of Children” in the K-2 Connections e-resource.

http://learnteachlead.ca/kto2connection/Module_4_K-2_Connections/Module_4_K-2_Connections.htm

Documentation is not useful if it is not referred to and used in some way. As Lisa Burman from “Are You Listening?” there are three main purposes for documentation.

1. To guide curriculum planning.
2. To share with children to help them be self-reflective learners. (CGE 4)
3. To communicate with families and the community. (CGE 7)

(Adapted from “Are You Listening?” Lisa Burman)

Reflective Questions When Beginning to Document

Can I set aside ten to fifteen minutes a day to listen carefully and document student learning?

Can I find colleague who I can share and confer with using my documentation?

Do I believe that my students are competent, curious and capable of rich, complex thinking?

Do I approach assessment/documentation by looking at what the students **can do**, not what they can't do?

How can I respond to my student's needs and help them to be a self-directed, responsible, lifelong learner? (CGE 4)

How can I model slowing down to **listen actively and critically to understand** and learn in light of gospel values? (CGE 2a)

Can I document student thinking and share it in order to help my students become a reflective, creative and holistic thinker who creates, adapts, and evaluates new ideas in light of the common good? (CGE 3b)

Do I model reflective and creative thinking to evaluate situations and solve problems? (CGE 3c)

How can pedagogical documentation encourage my students to think reflectively and creatively? (CGE 3c)

How can my documentation help my students develop their God-given potential and make a meaningful contribution to *the classroom, school and/or society*? (CGE 5c)

Documenting Children's Thinking

As Educators it is important to find a balance between when to observe, wait and listen and when to respond, extend and challenge a child and their thinking. The good news is you don't always have to respond right away. Snap a photo with a jot note and think about it or show a colleague and/or the child(ren) in the next day or two to decide what is important. Ask what questions do you or the students have and how can the questions be pursued? All questions do **not** have to be answered. Educators may further the learning by asking what materials could be introduced to the children to invite more thought about the subject. (e.g. books, natural materials, tools etc.) The "Growing in Faith, Growing in Christ" program has excellent questions to consider.

Types of documentation can include but are not limited to:

- anecdotal notes
- photographs
- artwork
- video and audio recordings
- checklists
- charts that are co-created by students, teachers, family or any combination thereof.
- written projects such as poetry, cartoon strips, paragraphs etc.

Getting Started:

1. Documentation Wall

A documentation wall is a good idea for beginning a journey towards documenting student thinking. Educators can post learning on bulletin boards so they can quickly refer back to the samples and use them as reflection, discussion and on-going evidence of the student's thinking.



With permission, photo taken from Michelle Boudreau's blog, ["The Playful Kindergarten: My Personal Journey from Play to Practice"](#)



2. Growing in Faith, Growing in Christ

In the new series, “Growing in Faith, Growing in Christ”, there are many great examples of inquiry questions as well as ways to use pedagogical documentation as a means to assess children’s thinking and understanding. It allows for multiple entry points for the children and gives examples of the many ways a child can demonstrate or document their learning.



<http://www.pearsoncanadaschool.com/>

3. The Arts

The arts are a perfect way for students to demonstrate their learning. They can draw, paint, write a song, poem, play, or perform a dance. The educator can then capture the students’ thinking and ask them to reflect on it and their next steps. It is a wonderful way to help the students be metacognitive about their learning. Again in “*Growing in Faith, Growing in Christ*” - the Grade One program begins by asking the question, “**How can I learn more about God through art?**”(Grade One Teacher Resource: Unit One, p. 13) You may investigate the artist who illustrated the cover of each binder, Fernando Llort to begin this inquiry.

www.fernando-llort.com/

CGE 2(e) An Effective Communicator Who uses and integrates the Catholic faith tradition, in the critical analysis of the **arts**, media, technology and information systems to enhance the quality of life.



After a nature walk, create an image in the grass and take a photo.

(Acorn School, Toronto)



Then use art materials to recreate the image.

4. Thought Provoking Questions, Quotes, Images

CGE 1(d) A Discerning Believer Formed in the Catholic Faith Community Who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

Another way to begin documenting as a guide to curriculum planning is to use a quote from the Pope's new family website for kids to provoke questions and then videotape or scribe each student's answers. You might be amazed by the questions, reflections the kids have. These can become the basis for documenting and further investigating.

The following is an example from the Pope's site:



We must never be afraid of differences: that is precisely the way to improve, to be more beautiful and enriched.

<http://www.familiam.org/pcpf/s2magazine/index1.jsp?idPagina=13514>

You could also display a thought provoking image which may spark curiosity, questions and further discussions. Record and document the process and uncover curriculum expectations along the way. (e.g. Children carrying buckets of water on their heads.) You will soon find out what students know, and wonder about the rights of a child. This will lead your instruction further.

5. Learning Process Wall

Keep one bulletin board or wall in your classroom to document the process of learning over time. The students can help to co-create the learning story which documents their journey, reflections, questions etc. Ask questions like “What did you learn from this...?” “What made you change your mind?” Take lots of photos, video and use apps like Pic Collage to capture student voice. The students could also be involved in making posters, plays, an “iMovie”, “Puppet Pal” story or a commercial using an app called “Tellagami.” The possibilities are endless. This documentation can also be made available electronically to families through a class website or blog.

6. Social Justice Projects

CGE 1(d) A Discerning Believer Formed in the Catholic Faith Community Who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.



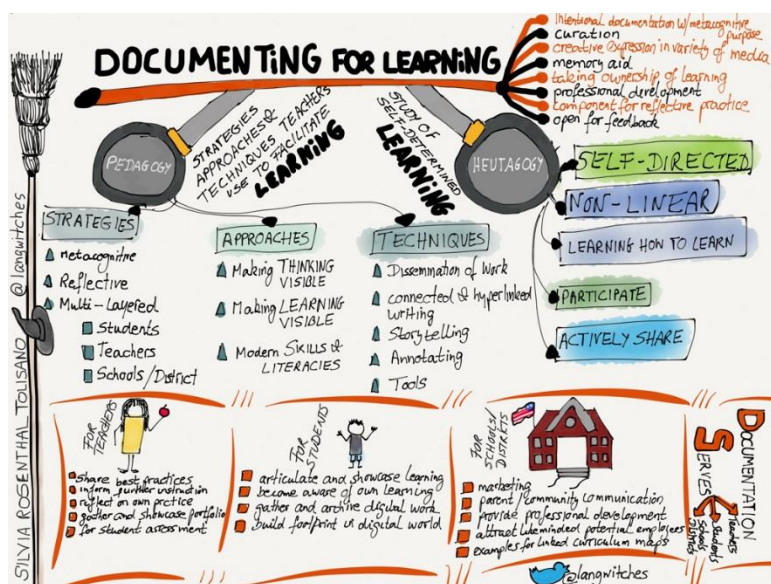
Document and make learning visible throughout a social justice project like collecting for a local food bank. Invite the kids to ask questions and investigate how to give back to the community. (CGE 1d)

(St. Cecilia, OCSB)

7. Visual Doodling

CGE 2(c) An Effective Communicator Who presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2(e) An Effective Communicator Who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.



Provide scrapbooks for yourself, other educators, and visitors in the room as well as the students. This allows a creative way to capture thinking for those visual learners. Consider this type of documenting in Religion and Family Life throughout the year.

<http://langwitches.org/blog/2014/07/01/documenting-for-learning/>

8. Documentation and Learning Portfolios

CGE 4(c) A Self-Directed, Responsible, Lifelong Learner Who takes initiative and demonstrates Christian leadership.

CGE 4(e) A Self-Directed, Responsible, Lifelong Learner Who sets appropriate goals and priorities in school, work and personal life.

CGE 4(f) A Self-Directed, Responsible, Lifelong Learner Who applies effective communication, decision-making, problem-solving, time and resource management skills.

Using documentation as a means for students to reflect on the work they have done and what they would like to accomplish in the future benefits the students greatly.

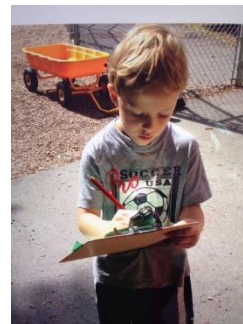
The process of the students selecting the pieces for their portfolios can provide them with a sense of ownership and accountability for their learning. Students can help in the gathering of digital examples of their work throughout the year as well as providing a verbal description of the photos and pieces chosen for the portfolio.

9. Families Engaged in Documentation

In chapter 18 of “Visible Learners: Promoting Reggio-Inspired Approaches in all Schools”, the authors provide useful ideas on making learning visible at home. One of the suggestions is for parents to take pictures of their child's learning at home and to document what the child says when looking at the photos. As well, parents can take opportunities to learn with their child and do further research about a topic the student finds exciting.

Chapter 5. Playful Inquiry in Kindergarten, Grade 1 and Grade 2 - Extending the “Garden”

The purpose of the Kindergarten Program in Ontario 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. Children are affirmed as individuals and as members of a community of learners. (Planting Seeds for Success: Personal and Social Development through the Early Years from a Catholic Perspective, EOCCC)



St. Anne, CDSBEO

Kindergarten means literally "garden for the children" and was first developed as a preschool educational approach traditionally based on playing, singing, practical activities such as drawing, and social interaction. (Wikipedia)

Learners in Kindergarten have experienced an environment which is self-directed. They have developed expertise in making choices about their learning according to their individual preferences and interests.

“Around here,
We don’t look backwards
For very long...
We keep moving forward,
Opening up new doors and
Doing new things
Because we’re curious
And curiosity keeps leading us
Down new paths”
Walt Disney

Questions Guiding Educators:

What will the child entering Grade 1 or Grade 2 see as they enter their new classroom?

What do you think their image of school is and how does this image relate to their new environment?

What is involved as an Educator in Grade 1 and Grade 2 to shift your thinking to meet the needs of each learner in your classroom?

What are the changes in mind-set that need to occur?

Extending the Concept of “Garden” to Grade 1 and Grade 2

How can the “Garden” be extended to all primary classrooms? What are the good pedagogical practices from Kindergarten that can guide the transformation of primary classrooms into ones of **playful inquiry**?

The work of Archbishop Oscar Romero will inspire educators to see that the seeds sown now will bear fruit in time.

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.

Archbishop Oscar Romero of El Salvador (1917-1980)

Educator Reflections:

In preparation for meeting the needs of all learners as they enter primary classrooms, teachers in Grade 1 and Grade 2 will want to think about:

What do you know about the learning environment in Kindergarten?

How is the Kindergarten day structured?

Who are the learners who will be in my class? What are their strengths and needs?

Do I believe that each student has the potential to learn to the best of his/her ability in the environment that I have designed?

Background Knowledge

The Educator's Mindset: Questioning One's Pedagogical Practice

"He who has ears to hear, let him hear." Mark 4:1-9

CGE 3(b) A Reflective, Creative and Holistic Thinker Who creates, adapts, evaluates new ideas in light of the common good;

CGE 3(c) A Reflective, Creative and Holistic Thinker Who thinks reflectively and creatively to evaluate situations and solve problems;

CGE 3(d) A Reflective, Creative and Holistic Thinker Who makes decisions in light of gospel values with an informed moral conscience;

Looking at current research on how students learn will help to guide the Educator's thinking.

Educators often ask: *What pedagogies or practices are best for the children in my class? How do I know when the children are learning?*

Research has found that, "the educator's pedagogy is one of the most important aspects when assessing the quality of children's learning. For this reason, educators need to carefully consider and question their pedagogy and corresponding practices" (Barblett, 2010). Educators who continually re-evaluate their practice are taking a learning stance and are keeping an open-mind set towards further learning.

How Do Children Learn?

But Jesus said, "Let the little children come to Me, and do not hinder them! For the kingdom of heaven belongs to such as these." Matthew 19:14

CGE 3(e) A Reflective, Creative and Holistic Thinker Who adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE 3(f) A Reflective, Creative and Holistic Thinker Who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society

Research on early learning and how children learn has found that pedagogical approaches and practices that work for young children are similar to strategies that work for learners of all ages, from infancy to adulthood (Early Learning for Every Child Today). The importance of education in a child's early years has long been identified by researchers as significant not only to a child's disposition to learning, but also to future academic success, workplace achievement and many other aspects of a healthy, fulfilling life. (Canadian Council on Learning, 2007).

Charles Pascal in his report, *With Our Best Future in Mind: Implementing Early Learning in Ontario*, writes "that while effective early learning programs are very crucial for some, they benefit all" (Pascal, 2009, p. 11).

What is Learning Through Play or Play-Based Learning?

"Play nourishes every aspect of children's development-it forms the foundation of intellectual, social, physical, and emotional skills necessary for success in school and in life."

Canadian Council on Learning

One of the practices most commonly used in Kindergarten is 'learning through play'.

There are a number of theories on play. Jean Piaget and Lev Vygotsky were among the first to link play with cognitive development. This research has guided the work of the Ontario Ministry of Education.

It has long been acknowledged that there is a strong link between play and learning for young children, especially in the areas of problem solving, language acquisition, literacy, numeracy, and social, physical, and emotional skills. (The Full-Day Early Learning - Kindergarten Program, 2016)

"Play . . . creates the zone of proximal development of the child. In play, the child is always behaving beyond his age, above his usual everyday behaviour; in play, he is, as it were, a head above himself" (Vygotsky).

Fundamental Principles of Play-Based Learning

1. Play is recognized as a child's right, and is essential to the child's optimal development.
2. All children are viewed as competent, curious, capable of complex thinking, and rich in potential and experience.
3. A natural curiosity and a desire to explore and inquire are the primary drivers of learning among young children.
4. The learning environment plays a key role in what and how the child learns.
5. In play-based learning programs, assessment supports the learning and autonomy as a learner.

<http://www.edugains.ca/resourcesKIN/Spring2016Training/FundamentalPrinciplesOfPlayBasedLearning.pdf>

Shifting Our View of Play-Based Learning

CGE 4(a) A Self Directed, Lifelong Learner Who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE 4(b) A Self Directed, Lifelong Learner Who demonstrates flexibility and adaptability;
CGE 4(c) A Self Directed, Lifelong Learner Who takes initiative and demonstrates Christian leadership;
CGE 4(d) A Self Directed, Lifelong Learner Who responds to, manages and constructively influences change in a discerning manner;

Advocates for play around the world agree that play needs to be restored as the primary way children learn. A recommendation in Achieving Excellence, A Renewed Vision for Education in Ontario is to extend the principles of play-based learning established in full-day kindergarten and child care.

"Student engagement and curiosity could be addressed through stronger development of 21st century learning skills and well-being. We could call this the 'new entrepreneurial spirit' – a spirit characterized by innovation, risk-taking, commitment, and skilled problem solving in the service of a better future." – Council of Ontario Directors of Education

Research supports the concept that a play-based learning approach has excellent benefits for all students in all areas of learning:

- ★ Cognitive research points to the role of pretend play in literacy acquisition. Children in complex pretend play situations use more advanced language and have higher levels of narrative structure than they do in other situations. Children become storytellers, creating new versions of familiar stories and composing new stories. (National Research Council, 2001)
- ★ The ability to use narrative and more advanced oral language is linked to later reading comprehension

it's not "just play"

Play is an essential part of early learning.
It is the lifeblood of the learning process.

As children play they are developing the cognitive, socio-emotional and physical skills they will need to take them into a successful adulthood.

They are developing their curiosity, problem solving, intentionality, flexibility, and verbal & non verbal skills.

Socio-emotionally they are developing their emotional intelligence – learning confidence, cooperation, negotiation, sharing, empathy and how to communicate appropriately.

Physically their fine motor and gross motor skills are being practised and developed.

It's not "just play" they are
skills for life!

MHC Early Childhood Solutions

and fluency (National Institute of Child Health and Human Development, 2005). By using and creating environmental print in their pretend play, children begin to understand what reading is and how print works.

- ★ Children who thrive in primary school and whose pathways are set for later academic success are those who enter Grade 1 with strong oral communication skills are confident, able to make friends, are persistent and creative in completing tasks and solving problems and excited to learn.

(Shonkoff & Phillips, 2000; Bennett, 2004; National Research Council, 2001; Sylva et al., 2004; Maggi et al., 2005).

(Information above is taken from <http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>)

In *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds* (2007), the American Academy of Pediatrics says:

Play is integral to the academic environment. It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development. It has been shown to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviors, and problem-solving skills. Social-emotional learning is best integrated with academic learning.

Play at school assists in child development in four ways:

Creating "Playful Inquiry": Play-Based Learning Meets Inquiry



"Do you hear what these children are saying?" they asked him. "Yes," replied Jesus, "have you never read, "From the lips of children and infants you, Lord, have called forth your praise'?" Matthew 21:16

Given the importance of play in children's development, what is the role of the educator in a play-based classroom? How do educators actualize a play-based pedagogy?

Extending play to Grade 1 and Grade 2, creating a classroom where “playful inquiry” is adopted, is not as difficult as one may first imagine - there are many similarities between play-based learning and inquiry.

“Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic or issue of importance. It requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction.” (Kuklthau, Maniotes & Caspari, 2007, p. 2) The Capacity Building Series, May 2013

Inquiry-based learning is an approach to teaching and learning that places students’ questions, ideas and observations at the centre of the learning experience.

Capacity Building Series - Inquiry Based Learning www.edu.gov.on.ca/eng/literacynumeracy/inspire/

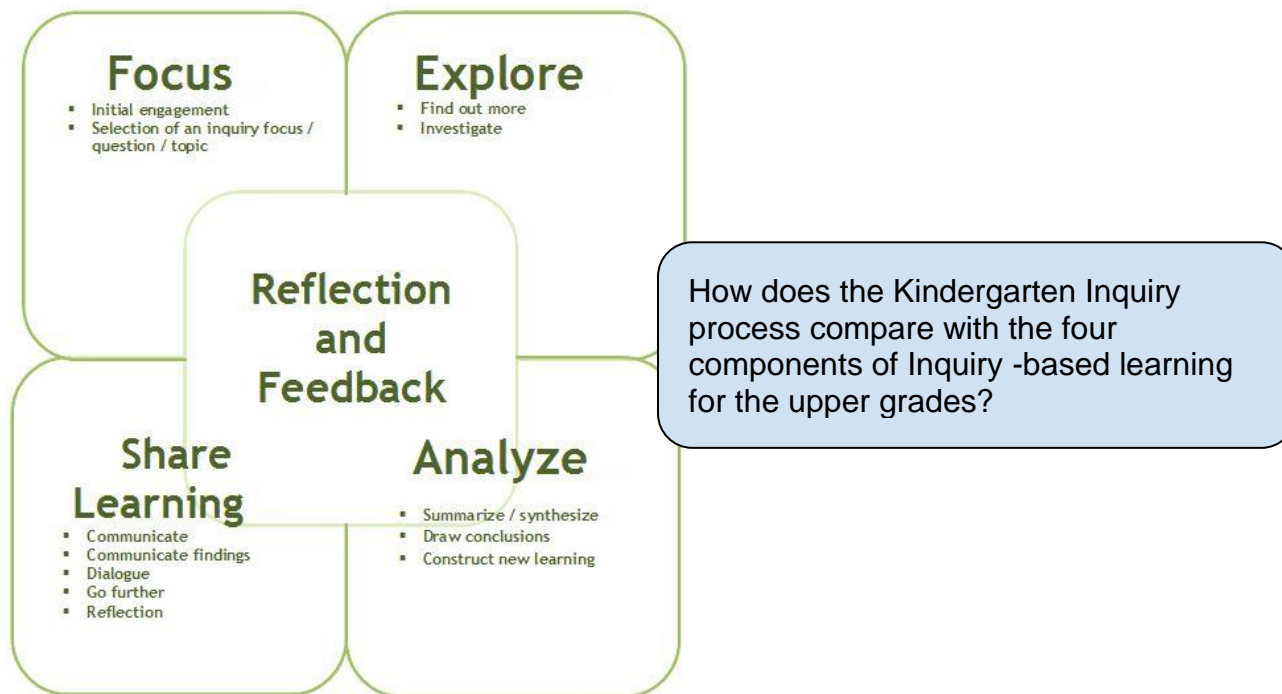
Educator Reflections

Examine the chart below to see where inquiry intersects with play. Think about your own classroom. How can you begin to plan for “playful inquiry”?

The Inquiry Process in Early Learning–Kindergarten Classrooms

Elements of the child’s inquiry process	When children are engaged in the inquiry process, they:	When team members are modelling or supporting the inquiry process, they:
Initial Engagement noticing, wondering, playing	<ul style="list-style-type: none"> raise questions about objects and events around them 	<ul style="list-style-type: none"> observe and listen
Exploration exploring, observing, questioning	<ul style="list-style-type: none"> explore objects and events around them and observe the results of their explorations make observations, using all of their senses, and generate questions 	<ul style="list-style-type: none"> act as facilitators to guide children with thoughtful, open-ended questions encourage children to observe and talk among themselves and to the team
Investigation planning, using observations, reflecting	<ul style="list-style-type: none"> gather, compare, sort, classify, order, interpret, describe observable characteristics and properties, notice patterns, and draw conclusions, using a variety of simple tools and materials 	<ul style="list-style-type: none"> provide a rich variety of materials and resources, and strategically question and observe children to clarify, expand, or discover the children’s thinking model how to plan, observe, and reflect
Communication sharing findings, discussing ideas	<ul style="list-style-type: none"> work individually and with others, share and discuss ideas, and listen to ideas 	<ul style="list-style-type: none"> listen to the children to help them make connections between prior knowledge and new discoveries

The Kindergarten Program
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>



http://www.fslhomeworktoolbox.ca/toolbox/subject_areas/inquiry_process.php

Catholic Graduate Expectations

What Can “Playful Inquiry” Look Like in Grade 1 and Grade 2?

"Tell me and I forget. Teach me and I may remember. Involve me and I learn."

Benjamin Franklin

Research suggests that students are more likely to develop as engaged, self-directed learners in inquiry-based classrooms and that when learning is self-initiated and self-directed, it goes deeper and lasts longer. (Jang, Reeve & Deci, 2010; NCREL-Capacity Building Series Getting Started with Student Inquiry)

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentInquiry.pdf

In Grades One and Two, the children can be involved in playful inquiry when they go to co-created learning centres, work stations or learning areas. Time could be put aside in the daily schedule for the children to engage in play-based inquiry and independent practice of skills. This is a perfect time for educators to work in small groups or to be a participant and observer of the children in order to understand them better and to probe further thinking and questions.

At other times, educators may pose questions from big ideas from different areas of the curriculum. (i.e. **How can we make sure our baby chicks stay alive and healthy?** Grade One Science - Needs and Characteristics of Living Things: Living things have basic needs (air, water, food, and shelter) that are met from the environment. (Overall expectations 1, 2, and 3)) Educators can then provide time and means to observe the chicks, read related books, watch videos etc. to help answer the question)

CGE 4 A Self-Directed, Responsible, Lifelong Learner Who:

- (a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- (b) Demonstrates flexibility and adaptability.
- (c) Takes initiative and demonstrates Christian leadership.
- (d) Responds to, manages and constructively influences change in a discerning manner.
- (e) Sets appropriate goals and priorities in school, work and personal life.
- (f) Applies effective communication, decision-making, problem-solving, time and resource management skills.
- (g) Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- (h) Participates in leisure and fitness activities for a balanced and healthy lifestyle.

The Catholic Graduate Expectations have been re-written for Kindergarten students in the Huron-Perth CDSB and St. Clair CDSB. Educators may wish to involve their students in writing their own class CGEs.

The Catholic Graduate Expectations for Kindergarten

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

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!"

Teacher Interaction with Children**Educator Reflection**

How do I encourage and promote an environment where students develop the skills to become self-directed lifelong learners?

How is an Inquiry Stance Evident in the Classroom? What is the Role of the Educator?

"It takes creative and responsive teaching to transform wonder into knowledge. To begin, inquiry works best in a classroom in which ideas are placed at the centre establishing a culture in which students are encouraged to express ideas but also to respectfully challenge and test one another's ideas is an important first step in the inquiry process"

(Scardamalia, 2002).

www.edu.gov.on.ca/eng/literacynumeracy/inspire/

In a class where "playful inquiry" is valued, educators act as facilitators, modeling how to contribute and extend ideas, how to question and how to carry out an investigation of one's ideas or theories.

"Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, re-defined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning".

(Scardamalia, 2002). Capacity Building Series Inquiry-based Learning

www.edu.gov.on.ca/eng/literacynumeracy/inspire/

Educators provide an environment where there is a balance between child-initiated play or inquiry and more focused experiential learning which is guided by the educator. They cultivate a sense of excitement for exploring and inquiring about our world and for generating and testing possible explanations. Educators design instructional approaches and learning activities which draw on students' prior knowledge and diverse backgrounds, capture their interest, and encourage meaningful practice both inside and outside the classroom. (Ontario Ministry of Science and Technology

<http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currb.pdf>

Environmental Inquiry in Primary



(ALCDSB)

Dockett and Fleer (1999) suggest three roles of educators in play-based learning environments which all bring different types of responsibility:

Manager-the manager manages the resources, time and space. This would also include being aware of risks such as checking equipment and internet safety.

Facilitator-the facilitator mediates, promotes equity and interprets children's play.

Player-the player engages with the children in parallel play, co-playing and play tutoring. This may be a useful way to engage children who are finding it more difficult to become involved in the learning opportunity.

(Briggs, Mary; Hansen, Alice. Play-based Learning in the Primary School. SAGE Publications)

Educators Provide an Environment Where Students Lead their Learning Through:

questioning, planning and predicting, investigating, recording and reporting, and reflecting.

- 1. Questioning** – Connects students with what they already know and motivates them to ask their own questions.
- 2. Planning and Predicting** – Students explore ideas through hands-on experiences and then formulate questions and create a plan for investigating their question. They also predict what they think their results will be. Working in cooperative learning groups, the students make a plan of action to investigate their questions and predict the outcome.
- 3. Investigating** – Students spend time exploring to find answers to their questions.
- 4. Recording and Reporting** – Students record and communicate their findings in a variety of ways.
- 5. Reflecting** – Students reflect on their work and plan further investigations.

“Play is the highest form of research.” Albert Einstein

How is an Inquiry Stance Evident in the Classroom? What is the Role of the Student and How Do Students Interact with Each Other?

They propose a new paradigm for primary play that uses six roles that primary school children fulfil through different play-based contexts:

- Child as autonomous learner
- Child as creative learner
- Child as investigator
- Child as problem solver
- Child as reflective learner
- Child as social learner.

(Play-Based Learning in the Primary School, pg. 15)

Briggs and Hansen also recommend that educators build upon the practice of the early years but change “play” to meet the challenges and characteristics of learners in older grades which will enhance and extend their learning.

In the student-led classroom where “playful inquiry” is the model, educators and students are co-authors of the learning. Students plan, teachers monitor, and everyone reflects. Students become very active and engaged learners with freedom, power and agency over their own learning. (Harvey and Daniels, 2009)

Educator Reflections

How do these roles match the CGEs, specifically how students demonstrate being: ***A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential?***

Mary Briggs and Alice Hansen in their book, Play-Based Learning in the Primary School recommend the following types of play to enhance learning in primary classrooms:

- artistic or design play
- controlled imaginary play
- social / dramatic play
- exploratory play
- games play
- integrated play
- play using the whole school environment and beyond
- replication play
- small world play
- role play
- virtual play

Briggs, Mary; Hansen, Alice. Play-based Learning in the Primary School (pp. 31-32). SAGE Publications.

Educator Reflection

What would each of these types of play look like in my Grade 1 and Grade 2 class?

How can I design my curriculum to build in opportunities for all types of play, creating an environment of “playful inquiry”?

What Does “Playful Inquiry” Look Like, Sound Like and Feel Like in Grade 1 and Grade 2?

*“You can discover more about a person in an hour of play than in a year of conversation.”
—Plato*

Classrooms rich in “playful inquiry” are those which are designed using the principles of universal design. Instruction, resources, materials and the environment are thoughtfully planned with all learners in mind so that all learners can access the curriculum.

The more student-directed the learning, the more open the inquiry, the more teacher directed the learning, the more closed the inquiry (The Laboratory School at the Dr. Eric Jackman Institute of Child Study, 2008).

Games in Numeracy



(Algonquin Lakeshore Catholic District School Board)

In Summary: Inquiry and Play

- Children’s natural curiosity and inquisitiveness leads them to explore their environment and materials, and to build relationships with others.
- Young children develop at different rates and in different ways, and benefit more from learning experiences when they have strategies for regulating their own behaviour.
- Through play, children learn a range of concepts and skills that contribute to their emotional, social, physical, aesthetic, and cognitive development.
- Children learn by sharing discoveries, creations, and questions, and by listening attentively to others.
- Teachers as researchers observe, document, assess, and confer to plan meaningful experiences and activities that emerge from and connect to children’s play.

- We learn about children's interests, abilities, and knowledge through frequent observations of them at play.
- Responding to children's play by asking open-ended, inquiry-based questions and offering supportive prompts can lead children to make powerful connections while promoting an emergent curriculum.
- Strong, inclusive, and respectful partnerships with families and extended communities contribute to a rich environment and learning experiences.
- An environment with varied learning areas and interesting materials invites and supports children to explore, investigate, and wonder.

Source: *Explorations: Learning through Inquiry and Play* (Lalie Harcourt and Ricki Wortzman, 2012)

Resources and Activities to Support “Playful Inquiry”:

“Almost all creativity involves purposeful play”- Abraham Maslow

1. **Artistic or Design Play** - students use visual arts to express ideas or to accompany written work using construction paper; modelling clay; paint; markers and pencil crayons. This play allows the development of new vocabulary and fine motor skills.
2. **Controlled / Imaginary Play and Social Dramatic Play and Role Play** - students role-play familiar texts or bible story by choosing a character (i.e. parable). They form groups to recreate the scenarios from the story or develop their own scenarios based on the original. From this play, students may question the stories' structure, characters, plot and storyline, leading to greater inquiry. Materials used may be favourite picture books; household materials such as toy food; props and dress up clothing; felt characters or puppets.
3. **Exploratory Play** - students observe, explore and investigate the world around them using clipboards and whiteboards for recording; magnifying glasses, maps; nonfiction texts; word lists/pictures.
4. **Games Play and Integrated Play**-students play games in order to learn in all subjects. As well students participate in designing their own game in various subjects (i.e. literacy, numeracy). Students also plan, build and create familiar and imaginary structures using a variety of materials.
5. **Play Using the Whole School Environment and Beyond**-students enjoy the wonder of playing and exploring in their school environment as well as outdoor classrooms and field trips to natural environments.
6. **Replication play**- provides opportunities for children to try out roles in society and experience activities from the perspective of different cultures and time periods. Students re-enact an authentic role such as the role of a scientist. The MyScience initiative in Australia (www.myscience.com.au) uses this approach. Teachers, children

and volunteer mentor scientists work collaboratively as learners to conduct authentic scientific investigations to explore their own questions.

7. **Small World Play**-students can create a variety of worlds by using tools such as modelling clay or lego.
8. **Virtual Play**- students use technology to create their own virtual environments (i.e. Minecraft and SimCity).

Adapted from: Briggs, Mary; Hansen, Alice. Play-based Learning in the Primary School. SAGE Publications and Our Catholic Seasons



(ALCDSB)



Exploratory Play: At First It Was a Box

The Educator Engaging in Play...responding, extending and challenging as it fits.

Open-Ended Questions to Promote Inquiry

In a genuine inquiry stance, educators are constantly asking questions, modelling as well how they engage with learning. The following open-ended questions serve as questions that prompt inquiry.

1. Why Do You Think...?
2. How Might...?
3. What Would Happen If...?
4. What Would You Do...? What Did You Do...?
5. What Do You Wonder About?
6. Can you tell me about?
7. Can you tell me more about...?
8. What were you thinking when you ...that?

Educator Reflections

Has my thinking shifted towards providing more play in my classroom? How can I begin to incorporate the types of play identified above into a classroom environment where “playful inquiry” is honoured?

Educators' Interaction with Colleagues: Collaborative Inquiry

"Researchers have learned from educators that "inquiry is not a 'project', an 'initiative' or an 'innovation' but a professional way of being" (Timperley, Kaser, & Halbert, 2014 in Capacity Building Series Collaborative Inquiry in Ontario, 2014)

Educator Reflections

How can I work with colleagues in a faith-based learning community to deepen their learning about "playful inquiry"? How can we work as a community of learners to:

- ★ work effectively as interdependent team members CGE 5a
- ★ think critically about the meaning and purpose of work CGE 5b
- ★ develop one's God-given potential and makes a meaningful contribution to society CGE 5c
- ★ find meaning, dignity, fulfillment and vocation in work which contributes to the common good CGE 5d
- ★ respect the rights, responsibilities and contributions of self and others CGE 5e

How does teacher reflection and collaboration deepen an educator's learning?



"Creating a learning environment where [students] think together to create new ideas that go beyond the potentials of any one person is a challenge. In a collaborative community, both teachers and students openly live as learners and make their learning available to others." (Short, 1990 in The Comprehension Experience: Engaging Readers Through Effective Inquiry and Discussion, W. Dorsey Hammond from the Capacity Building Series Collaborative Inquiry in Ontario, 2014)

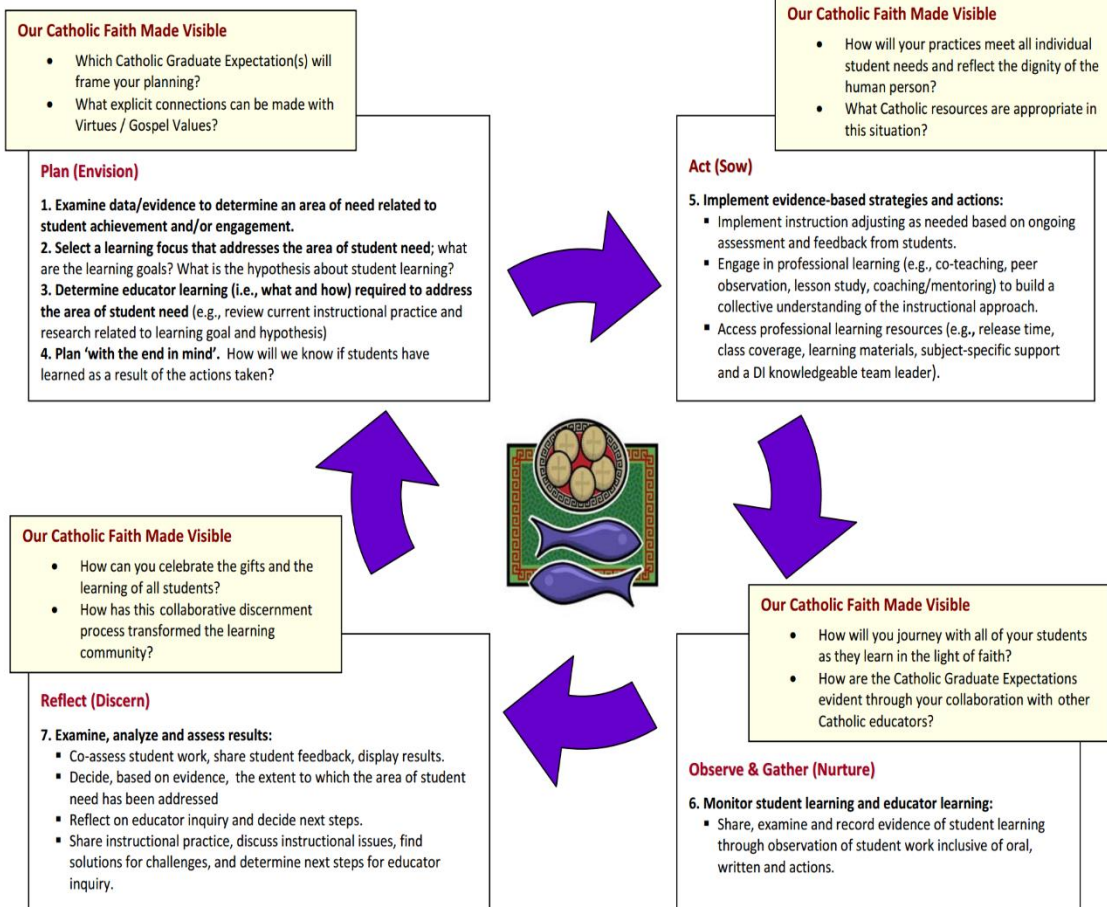
In collaborating with colleagues, the educator is able to dialogue and ask questions about student learning. The Catholic Professional Learning Cycle (EOCCC, 2012) provides a framework for collaborative inquiry.

Through this journey of collaborative inquiry, educators will discern the needs of students; will plan for success; will build trust through respectful assessment tasks; and through reflection, will grow stronger in their understanding of their students and of themselves.

Catholic Professional Learning Cycle within a Collaborative Inquiry Framework

2. C

Our Catholic Faith Made Visible



In working through the Catholic Professional Learning Cycle, educators are able to make visible their thinking process. http://www.eoccc.org/content/pdf/cplc_manual_final_june2012.pdf

Guiding Questions in the Catholic Collaborative Inquiry

Educators may use the above framework when collaborating with their colleagues. The following questions may guide this work:

What do we know about the students in our classroom? their stories? their learning journeys? their faith journeys?

What data and/or evidence help us understand the uniqueness of each student?

Which resources will we draw on to plan for distinctive Catholic curriculum?

How will we honour each educator's learning journey?

How will my instructional practices meet each student's needs and uphold their dignity as human persons?

How will we share and examine evidence of student learning, including student feedback?

How will we gather 'student voice'?

How can we use tools, such as technology, to assist in gathering evidence?

How will we co-assess student learning based on established criteria?

How will we decide, based on evidence, the extent to which identified areas of student need, have been addressed?

How will we respond if the evidence shows we did not achieve our goals?

How will we reflect on our learning and decide next steps?

Inquiry Notebooks:

Educators and / or students may find it helpful to keep an inquiry notebook where student's questions, discussions and interesting observations can be recorded.

<http://tinyurl.com/zf6hs2t>

Self-Reflection for Inquiry:



Collaborative inquiry is “a way of thinking” not separate from “your normal everyday way of doing what you do.” (*Collaborative Inquiry in Ontario*, 2014)

“For teachers, it is not merely about increasing knowledge about the subject matter, classroom

strategies, behaviour management techniques but in promoting authentic, constructive understandings of the classroom encounter – including what it means to be a teacher and a learner.” (Moore, 2004, p. 24 in Capacity Building Series, Collaborative Teacher Inquiry)

What's in an Inquiry Notebook?

Brainstorms
Sketches
Quick Writes
Prompts
Questions
Answers
Wonderings
Lists
Research Findings
Field Notes
Poems
Inspirations
Data

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collaborative_Teacher_Inquiry.pdf

Questions to Spark Inquiry/Self-Reflection:

1. Things I Want to Learn About
2. Things I Want to Try
3. Things I Think I Can Improve Upon

(Collaborative Learning Communities: A Practical Guide to Creating a Self-Directed Learning Experience for Teachers: OECTA, 2012)

Religious Education

Children enjoy learning about all subjects through active play. Students in K-1 create a crown and act out a scene from the Epiphany.



(ALCDSB)

Discussion Prompts:

I Wonder?

I wonder how Mary felt when the Wise Men came to see the baby Jesus.

I wonder how long the Wise Men had to travel.

I wonder what I would give to Jesus if I lived in that time. What can I give him now?

Rosary Making: An Authentic Learning Experience



I wonder how many beads I need to make a rosary. How do we use the rosary to pray?

Students enjoy using their hands to create their own rosaries.

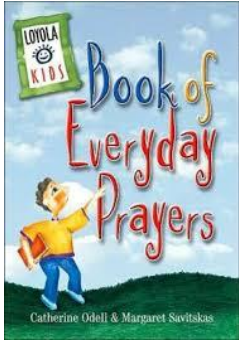
(ALCDSB)

Re-enact the Stories about the Saints/ Other Bible Stories

Read stories from “Growing in Faith, Growing in Christ” to the students and offer props so the students could act out the story and perform it for their classmates.

i.e. Read about Saint Peter and how he was a good friend to Jesus. Have the children find a partner and discuss how friends show their friendship. The students can take turns to act out the situation or do it as a charade. The rest of the students must guess what they are doing to show friendship. Further the inquiry by asking, “How can we be more like that saint?” “How can we document our journey as friends?”

Adapted from: <http://www.loyolapress.com/faith-formation/activities/good-friend-charades>



Class Book of Prayers

After reading daily prayers from a children's book, have the students decorate a scrapbook cover and invite the children to write their own prayers at the writing centre either on their own or with a partner. They are sure to be the favourite choice at prayer time. Ask the children, "How does prayer help us to become better people?" "How can we find out?"

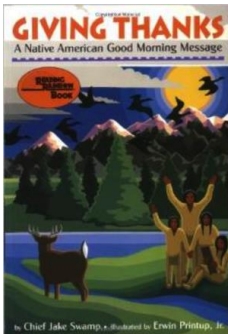
<http://www.loyolapress.com/faith-formation/activities/good-friend-charades>

Role Play Baptism

Talk about baptism, read a book or share pictures of the children's baptism. In groups of five, ask the children to appoint parents, Godparents and a Priest. Give each group a baby doll and a bottle of water to re-enact the baptism. Each group can perform for the class. Ask, "Why does the Priest use water to baptise us?"

Adapted from: <http://www.loyolapress.com/faith-formation/activities/baptism-role-play>

We Care for God's Creation



Read a book like this one, "Giving Thanks" by Jake Swamp which is told from a Native American perspective about giving thanks for all of the birds, trees and beautiful outdoors. Then take your students for a walk outdoors, either in the playground or on a path nearby or around the block and ask them to notice all the things they thank God for. They could bring a device to take photos of all the beautiful things outside, When they return, they can draw, write a Thankful poem about it. Take a clipboard and listen for questions that can be followed up while you're out with the children. This walk could spark some curiosity!

<https://www.amazon.ca/Giving-Thanks-American-Morning-Message/dp/1880000547>

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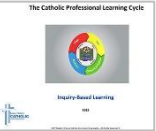

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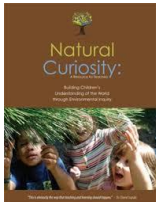
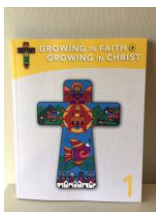

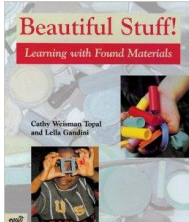
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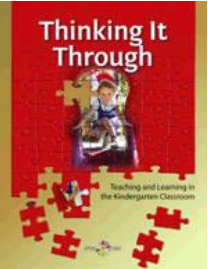


Useful Resources

Print

TITLE	GRADE	CURRICULUM AREA
CMEC Statement on Play-Based Learning http://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning_statement_EN.pdf	K-2	All- Research to support Play-based approach to learning
<u>A Framework for Kindergarten In Catholic Schools In God's Image - A Primary Foundation</u> Catholic Curriculum Corporation Central and Western Regions October 2007	K	Based on the "In God's Image" Religion program, A Framework for Kindergarten in Catholic Schools provides a wealth of information, offering suggestions in the areas of developmental practices, entry to school, building a welcoming learning environment, assessment & evaluation and more. The planning examples and templates provide a rich reference document for teachers.



 <p>"Our Catholic Seasons" Nelson - Literacy Kindergarten</p> <p>http://www.nelsonschoolcentral.com/cgi-bin/lansaweb?webapp=WDSCPLN+webtrn=dscpln+F(LW3CATURL)=E_CATHOLIC</p>	K	<p>Religion, Language - A Guided Reading series for Kindergarten to Grade 1 with Organized Around Five Religious Themes:</p> <p>God * Jesus * Prayer * Scripture * Living Values</p>
 <p>"Start with your Heart"</p> <p>http://www.nelson.com/school/elementary/catholic/swyh/about.html</p>	K	Religion, Language - Guided reading sets
 <p>Seeing Through the Eyes of Jesus-EOCCC</p> <p>http://www.eoccc.org/content/pdf/seeing_through_the_eyes_of_jesus.pdf</p>	All	
 <p>The Catholic Professional Learning Cycle-EOCCC</p> <p>http://www.eoccc.org/content/pdf/cplc_manual_final_june2012.pdf</p>	All	
 <p>Planting Seeds for Success-EOCCC</p> <p>http://www.eoccc.org/content/pdf/final_planting_seeds-2011-gr1-12-rev.pdf</p>	K-12	<p><i>Learning Skills - Exploring Learning Skills and work habits from a Catholic Perspective.</i></p>

 <p>Planting Seeds for Success: Kindergarten</p> <p>http://www.eoccc.org/content/pdf/planting_seeds-kgtn.pdf</p>	K	Personal and Social Development
 <p>Natural Curiosity</p> <p>http://www.naturalcuriosity.ca/pdf/NaturalCuriosityManual.pdf</p> <p>Free PDF Download</p>	K-6	Science Inquiry, Language Its focus is on Environmental Inquiry, and how to bring inquiry-based teaching practices into the classroom. The resource offers elementary school teachers a guide to making both the content and process of learning about the world more engaging and relevant to their students.
 <p>Pearson-Growing in Faith, Growing in Christ</p> <p>http://www.pearsoncanadaschool.com/index.cfm?locator=PS2qKs</p>	Grade 1	Religion, Language - <i>Growing in Faith, Growing in Christ</i> is a Religious Education program sponsored by The Catholic Bishops of Ontario, Alberta, Saskatchewan, and the NWT and developed in collaboration with Catholic educators from across Canada.
 <p>Pearson-Growing in Faith, Growing in Christ</p> <p>http://www.pearsoncanadaschool.com/index.cfm?locator=PS2qKs</p>	Grade 2	Religion, Language <i>Growing in Faith, Growing in Christ</i> is a Religious Education program sponsored by The Catholic Bishops of Ontario, Alberta, Saskatchewan, and the NWT and developed in collaboration with Catholic educators from across Canada.
<p>Beautiful Stuff - Learning with Found Materials- Cathy Weisman Topal and Lella Gandini</p>  <p>https://www.amazon.ca/Beautiful-Stuff-Learning-Found-Materials/dp/0871923882</p>	K-2	All - Encourage your kids to express their creativity as they discover, collect, sort, arrange, experiment, and think with found and recyclable "stuff."





 <p>ETFO</p> <p>http://www.etfo.ca/ProfessionalDevelopment/ETFOsBookClubs/Lists/ETFO%20Book%20Club/DispForm.aspx?ID=25</p>	K	K-Thinking it Through is a comprehensive resource for kindergarten educators who are interested in reflecting on and improving their practice with our youngest learners.
<i><u>Inquiry-Based Learning in Health and Physical Education</u></i>	Gr 1-8	Health and Physical Education: Resource for teachers starting to use student-led Inquiry
  <p>Kids have stress too</p>	K-9	With the help of a range of educators, psychologists and stress experts from across the country, the Psychology Foundation of Canada has developed the Kids Have Stress Too!® program for children in K-9

(Images taken from Google images)

Multi-media

TITLE	GRADES	CURRICULUM AREA
 <p>Institute for Catholic Education</p>	K-12	The Ontario Institute for Catholic Education brings together, works with, and assists organizations that share responsibility for English Catholic education in their efforts to promote and maintain publicly-funded Catholic schools animated by the Gospel and reflecting the tenets of the Catholic faith.
<p>Ottawa Catholic School Board Religion/Family Life Site</p>  <p>https://sites.google.com/a/ocsb.ca/religious-education/home</p>	K-6-12	Resources and links for teachers to teach with a Catholic lens including prayers and music.
<p>Catholic Values Across the Curriculum</p> <p>http://catholicvalues.parra.catholic.edu.au/home</p>	K-10	This website is a resource to aid teachers integrate Catholic Values into their teaching. It aims to help teachers in their thinking, to

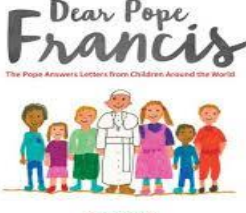
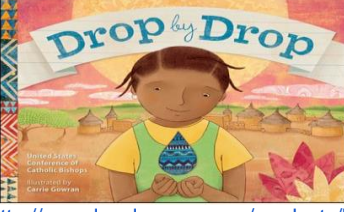
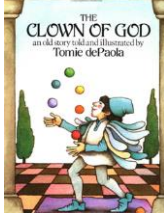
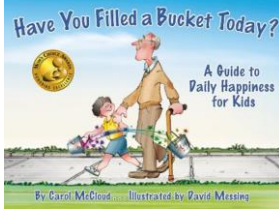
		incorporate Catholic values into the classroom...
YouTube beginner Bible Stories http://bit.ly/1LpvTeF	K-6	Religion, Language The Beginner's Bible - Created to help you share the most important lessons from the greatest stories ever told, The Beginner's Bible Series brings the true wonder and joy of the Bible to life.
The Catholic Exchange http://catholicexchange.com/	K-12	Catholic Exchange seeks to enable all to be enriched and strengthened in their Christian faith as proclaimed by the Catholic Church. By offering accessible articles and helpful tools for spiritual growth, we seek to make saints in our own time — especially among those who live busy lives but still seek to grow in friendship with Christ.
Pope's Child and Family Website http://www.familiam.org/pcpf/s2magazine/index1.jsp?idPagina=11142	K-6	The website is accessible in five different languages and includes texts and pictures of all the moments the Popes have shared with the children.
Loyola Press: A Jesuit Ministry http://www.loyolapress.com/	K-Adulthood	Loyola Press is a Catholic publisher offering 3-Minute Retreat, books, ministry resources, articles, and educational program support. This website is wonderful for personal Spiritual development as well as support for students. It includes Children's prayers and differentiated activities to promote Faith formation.
"Working Effectively with Indigenous Peoples" Blog www.ictinc.ca/blog	K-12	This will help provide Educators with background knowledge and terminology used when speaking about Indigenous culture.
K-2 Connections https://kto2connections.wordpress.com/	K-3	Collaborative Professional Inquiry An e-learning experience for teachers, ECE's, administrators and support staff in Kindergarten and Grade 1, 2 and 3 classrooms who want to further explore learning and teaching in the early years.
Ottawa Catholic School Board Kindergarten Site https://sites.google.com/a/ocsb.ca/ssd-kindergarten/	K-2	Although it is titled 'Kindergarten', the information is beneficial for all educators.
The Canadian Christian Meditation Community http://www.wccm-canada.ca/meditation-with-children	K-6	Welcome to Christian Meditation with Children

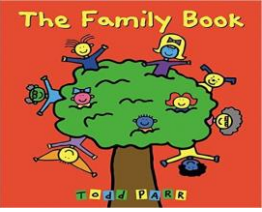
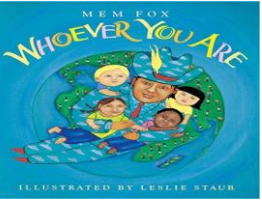
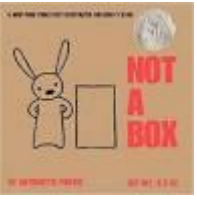

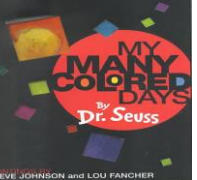
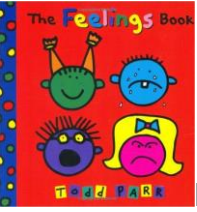
<p>Christian Meditation with Children</p> <p>http://media.wix.com/ugd/1e8072_71ac3e22cac9465d9308e52c5b75ce29.pdf</p>	K-6	Resources produced by The World Community for Christian Meditation to support the teaching of meditation to children.
<p>Second Step.</p> 	Different kits for K-8	The <i>Second Step</i> Suite provides a simplified approach for schools to create and sustain safe, supportive learning environments
<p>http://www.rootsofempathy.org/</p> 	K-8 Aboriginal, French, English	A classroom program that claims to have dramatic effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy.
<p>Conscious Discipline -</p> <p>http://consciousdiscipline.com/</p>	K-6	Conscious Discipline integrates social-emotional learning, discipline and self-regulation so you spend less time policing behaviors and more time teaching vital life skills. Dr. Becky Bailey founded this site. It has many useful resources, videos, tips for teachers and students.
<p>Mindmasters</p>  <p>http://www.cyhneo.ca/#!/mindmasters/c1cq0</p>		MindMasters is a research-based program that teaches simple and concrete techniques to help children manage stress and frustration, relax fully and develop a positive perspective. Mindmasters 2 complimentary app for iPads is freely available on the app store.
 <p>Sesame Breathe, Think, Do</p> <p>https://itunes.apple.com/ca/app/breathe-think-do-with-sesame/id721853597?mt=8</p>		Laugh and learn as you help a Sesame Street monster friend calm down and solve everyday challenges. This bilingual (English and Spanish), research-based app helps your child learn Sesame's "Breathe, Think, Do" strategy for problem-solving.
<p>Wonderopolis</p> <p>http://wonderopolis.org/wonder</p>	K-12	This site posts good questions to get kids thinking and asking questions. It is a good place to start to model inquiry with the class.
<p>Which One Doesn't Belong?</p> <p>wodb.ca/</p>	K-12	This is Which One Doesn't Belong? a website dedicated to providing thought-provoking puzzles for math teachers and students alike. There are no answers provided as there are many different, correct ways of choosing which one doesn't belong.
<p>National Geographic Kids</p> <p>http://kids.nationalgeographic.com/</p>	K-6	Language - Inquiry, Science - A place for kids to find answers to their questions or

		to spark new inquiries.
Collaborative Learning Communities: A Practical Guide to Creating a Self-Directed Learning Experience for Teachers: OECTA, 2012	All	

Mentor Texts

Mentor texts / read-alouds are available on YouTube to help differentiate and include all learners.

TITLE	GRADES	CURRICULUM AREA/ CGE
 <p>http://www.loyolapress.com/general/dear-pope-francis</p>	K-3	Language/ Religion- Small children have BIG questions. Some are fun. Some are serious. And some will quietly break your heart. In <i>Dear Pope Francis</i> , the Pope's first book for children, he personally responds to 30 questions from children all over the world.
 <p>http://www.loyolapress.com/products/books/family-life-and-parenting/two-feet-of-love-in-action-drop-by-drop</p>	K-3	Language/ Social Justice- <i>Drop by Drop</i> contains colorful pictures and an engaging story that helps children understand important lessons of how to work for justice and peace and to help those in need.
 <p>by Tomie De Paola</p>	1-4	The story is about a little orphan boy named Giovanni, whose desire in life was to make people happy through juggling.
 <p>By Carol McLeod</p>	K-3	This award-winning book is based on a beautiful metaphor - that everyone has an invisible bucket that can either be filled or dipped into. Helping others and being kind feels the bucket fill, while the opposite empties it out.

 <p>By Todd Parr</p>	K-2	<p><i>The Family Book</i> celebrates the love we feel for our families and all the different varieties they come in. Whether you have two moms or two dads, a big family or a small family, a clean family or a messy one.</p>
 <p>By Mem Fox</p>	K-3	<p>"Little one, / whoever you are, / wherever you are, / there are little ones / just like you / all over the world." So begins the Australian author Mem Fox's joyful picture book <i>Whoever You Are</i>, a celebration of the world's diverse cultures, both our similarities and differences</p>
<p>"Not a Box" Antoinette Portis</p> 	K-2	<p>Language, science, creative critical thinking</p> <p>"A box is just a box . . . unless it's not a box. From mountain to rocket ship, a small rabbit shows that a box will go as far as the imagination allows."</p>
 <p>"Not a Stick" Antoinette Portis</p>	K-2	<p>Language, science, creative, critical thinker</p> <p>"Antoinette Portis again captures the thrill of when pretend feels so real that it becomes real. With a stick in hand, the options are endless..."</p>
 <p>My Many Colored Days by Dr. Seuss</p>	K-2	<p>A book about feelings and moods for young children.</p>
 <p>By Todd Parr</p>	K-2	<p>Todd Parr's bold, kid-friendly illustrations portray children expressing all different moods, from "I feel very mad" and "I feel like reading books all day" to "I feel like wearing funny underwear."</p>

French Resources

Prologue



- PROLOGUE – Kindergarten in a French Immersion Setting:

<http://www.curriculum.org/fsl/wp-content/uploads/2015/12/Prologue-March2015English.pdf>

- PROLOGUE – Acquisition of Oral Language as a Foundation for Literacy:

http://www.edugains.ca/resourcesFSL/PDF/Prologue/Prologue_AcquisitionOfOralLanguage.pdf

- PROLOGUE – Building Language Skills through a Cross-Curricular Approach:

http://www.edugains.ca/resourcesFSL/PDF/Prologue/Prologue_BuildingLanguageSkills.pdf

- PROLOGUE – Assessment for learning and Assessment as learning:

http://www.curriculum.org/fsl/wp-content/uploads/2016/06/Prologue_English_May2016-Assessment-For-Learning.pdf

Site qui dirige vers plusieurs autres sites religieux pour enfants.

<http://choisislavie.eklablog.com/sites-pour-les-enfants-p570438>

EVEIL à la FOI pour les enfants de 3 à 7 ans - Ressources Web

http://arliquet.fr/ressources/lien_eveil

Excellent site

<http://www.eveil-foi.net/>

Initiation chrétienne

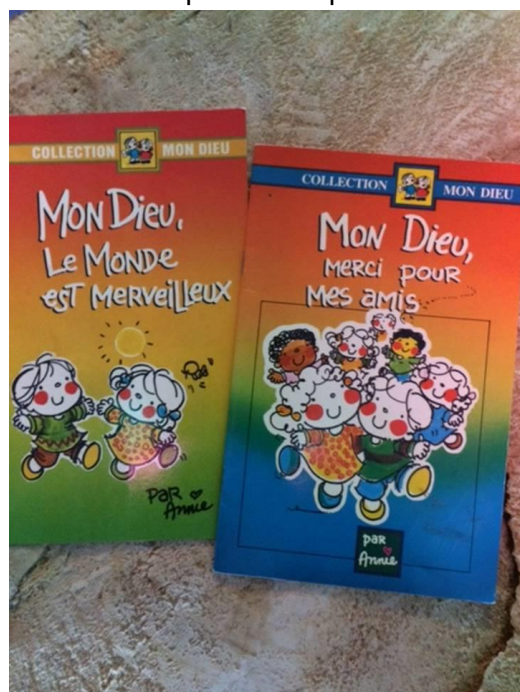
<http://initiationchretienne-lyon.cef.fr/cap-p-tit-vent.html>

Livres:

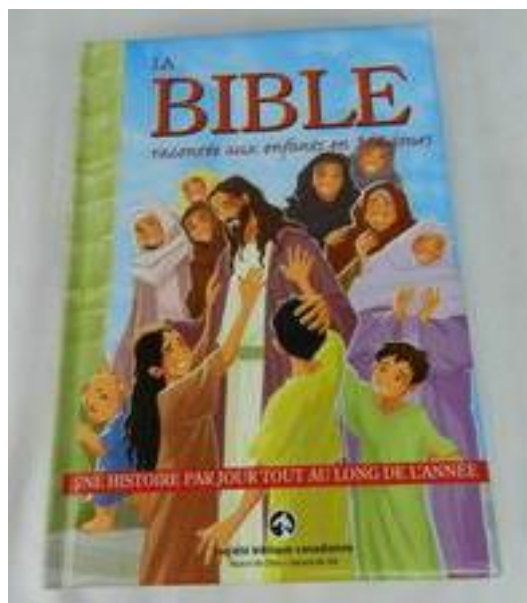
Collection, "Je suis fier de moi", de Scholastic.



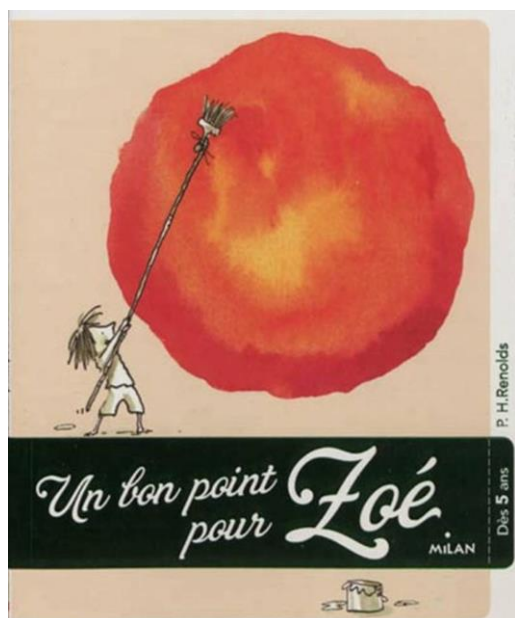
Collection de prières simples.



There are many Bibles.



Growth mindset-The Dot book in French



Songs are an excellent way to develop phonemic awareness. The more children hear French the more it is developed. These are great songs about Jesus that children love. Many of them have the lyrics to also support the acquisition of, concepts of print and develop vocabulary.

Je te louerai.

<http://youtu.be/b1RUDB2z200>

Je veux te louer

<http://youtu.be/6FNlxF32ss0>

Jésus m'aime (Yes Jesus loves me)

<http://youtu.be/IACjJvOf3m4>

He's got the Whole World in His hands en français.

http://youtu.be/z_x3n1emlZI

Enfant de paix-beautiful song for Remembrance Day

<http://youtu.be/SiinCxpJxSU>

Comptines Les pays du monde -Monde des Petits

<http://youtu.be/RlxRGeHryXg>

Dieu créateur-inquiry question- Who made the Earth?

<http://youtu.be/kyshYxrh-Xg>

Histoires de la Bible -Give this one a chance as it starts slow. This is the link to the first video, story of creation. It is the first of many so once you see the first, all the others will appear on the side. We often show the story in English first (build on prior knowledge) then show it in French and the children can make a text to text connection.

<http://youtu.be/wC2Gb5o7gak>

Free French Bible stories to download.

<http://bibleforchildren.org/languages/french/stories.php>

Bible App

Bible App for Kids by Life.Church

<https://appsto.re/ca/P-22N.i>

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