SETTING THE STAGE:
POSSIBILITIES FOR FULL DAY KINDERGARTEN
VISIT OUR KINDERGARTEN WEBSITE...
Our journey – our learning from research, experience and observations
The importance of making connections with children and their families

Possibilities for what your Full Day Kindergarten or K/1 classroom will look like

It's a Journey...
How do we create engaging, responsive learning opportunities for our early learners?

What’s working?

What are the challenges?

Does your learning environment reflect your beliefs and values about early learning?
WELCOMING EACH CHILD AND THEIR FAMILY

Coquitlam's vision
FAMILIES MATTER ... A LOT
Kindergarten children learn best with their whole bodies, their minds and their hearts. They learn best when....

The adults in their world - teachers, families, school and community members - work together to support them.  p. 8
Developing positive relationships with families takes time and effort, but is a core component of the full day Kindergarten program. Educators should appreciate and acknowledge that families are children’s first teachers, and take time to reflect thoughtfully on how they are developing meaningful and trusting relationships with families.
When children see their home and community culture reflected in the classroom, they feel a sense of belonging, find learning meaningful, and are motivated to do well; as well, relationships among schools, families, and communities tend to improve.
“GRADUAL ENTRY” IN COQUITLAM

- Each school had a different “gradual entry” process
- Focus Group meetings have been held to obtain feedback from Kindergarten teachers
- District policy has been put in place to have consistency amongst schools:

**First week:**
- **Tuesday:** check in, sign up for welcoming meeting
- **Wednesday – Friday:** ½ hour welcoming meetings with each child and his/her family

**Second Week:**
- **Monday, Tuesday:** small groups of children attend
- **Wednesday:** start of full day (Ministry Policy)
Let each person (child, parent, teacher):

• Tell a story or share an object from the summer.

• Show a family photo or album and the stories will just emerge!

• Go for a walk and tour the school.

Your ideas...
PLAY IS THE LEAD ACTIVITY IN FDK
Self-regulation is...

- Paying attention even when it’s hard
- Waiting for a turn
- Sharing ideas and solving problems together
- Managing powerful emotions
- Struggling through the hard parts to learn something new
- Planning ahead and planning with others
- Getting along with others
- Using a number of strategies to reach a goal
- Being interested and curious
- Remembering on purpose
- Using language to resolve conflicts
- Taking safe physical risks
ARRIVAL

Parents and caregivers are welcome to enter the classroom with their child and begin the day with a shared activity.
Children and the teacher meet together to plan the day.
MORNING MEETING: PLANNING THE DAY

Concept Discussion
Planning for Play

- Setting the stage for exploration and discovery
- Introduction of new materials
- Opportunities to reflect
- Use oral language to organize their thinking and their learning
- Develop self-regulation skills
PLAYTIME

What the kids are doing...

- Persevering
- Cooperating
- Accomplishing
- Imagining
- Creating
- Planning
- Drawing
- Science
- Writing
- Math
- Building
Viewing of the Child: Active, Engaged and Capable
THE KINDERGARTEN CLASSROOM

THE KINDERGARTEN CONTINUUM

Laissez-Faire, Loosely Structured Classroom
Ample play but without active adult support, often resulting in chaos

Classroom Rich in Child-Initiated Play
Exploring the world through play with the active presence of teachers

Playful Classroom with Focused Learning
Teachers guiding learning with rich, experiential activities

Didactic, Highly Structured Classroom
Teacher-led instruction, including scripted teaching, with little or no play

Taken from Crisis in Kindergarten: Why children need to play in school Edward Miller and Joan Almon, Alliance for Childhood, 2009
PLAYTIME

What the teacher is doing…

Playing

Listening

Supporting

Documenting

Thoughtful Questions

Coaching

Prompting

Guiding

Observing

Direct Instruction

Connecting

Open ended questions
A HEALTHY LUNCH

Children bring lunch from home and eat in small groups.
The outdoors is a learning environment offering opportunities for exploration, discovery and problem-solving.
Children reflect on what they have done and what they have learned – journal, discussion.

Teachers can ask questions that extend children’s thinking and make links to the morning plans.
Agenda:

What we learned...

- **Karen** - shares how she joined the limousine group
- **Blaze** – new word to share: “surround”
- **Christian** - shows how he divided the pizza in half
- **Jordan** – shows the game he made
- **Dylan** – explains how he will communicate with home on his voyage to the moon
- **Ashton** – shares the life cycle of a frog

Plans for tomorrow...

- What went well?
- What could you change for next time?
- What will continue?
- What will you need?
KNOWLEDGEABLE & RESPONSIVE EDUCATORS ARE ESSENTIAL.
Parents and caregivers are encouraged to attend the end of day class meeting.

The teacher adds information to the class website or blog to spark conversation about the day at home.
CLASSROOM ENVIRONMENTS HAVE THE POWER TO SHAPE THE LEARNING THAT TAKES PLACE

The environment is seen as the third teacher
Things to consider:

The choices you make in preparing your learning environment give children and families powerful messages about what is important to you.
Creating the Right Environments for Engaging Learning

When materials for learning, such as blocks or paint, paper and brushes are stored and organized in thoughtful ways, it gives the message that these are important tools for learning.
Zones of Learning

Creative Discovery Zone
Role Play Zone
Concept Learning Zone
Learning Quadrants

- Wet
- Noisy
- Dry
- Quiet
Tell about something you are doing in your day that provides for active, engaged and capable children.

Where will your Journey Begin...

Tell about something you are planning to add to or change about your program for next year.