

PARTNERS IN LEARNING GUIDE

**Student
Success
and
Well-Being**

Creating confident learners through personalized learning, supportive environments and trusting relationships.

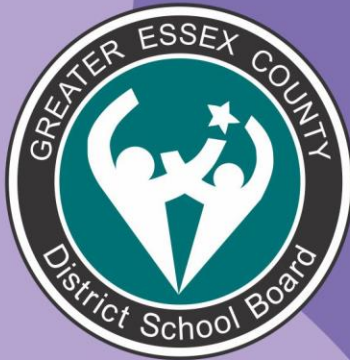
Demonstrating ethical stewardship through thoughtful and intentional use of financial, human, environmental and community resources.

Engaging communities
through equitable and reflective practices that respect and honour our diversity.

You have a tremendous impact on your child's learning:

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We have created this guide to support you and the GECDSB's mission which focuses on excellence in education by building confident learners, engaging with our communities and demonstrating ethical stewardship.



**GREATER ESSEX COUNTY
District School Board**

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Inside the *Partners in Learning Guide:*

- Ways to communicate between home and school
- What learning looks like in Kindergarten
- How you can support your child at home

COMMUNICATION BETWEEN HOME AND SCHOOL

“The partnership of parents [guardians] and teachers is a powerful one.”
Council of Ontario Directors of Education (CODE), Parent Tool Kit

What questions can I ask my child about their day at school?

- Tell me one thing that you learned today?
- What would you like to tell me about today?
- What was the best part of your day?
- What questions did you ask today?
- How do you feel today? Why do you feel that way?

You know your child best:

Please feel free to contact your child’s educators at any time through a telephone call or note whenever you would like to share or communicate.



What are ways to connect with my child’s school?

School Website/Newsletter

Check out the school newsletter or use the school’s website to check on activities and events throughout the year. Ask your child’s educators if there is a different form of communication they use to keep in contact with the home (e.g. agenda, newsletters, and/or EDSBY, etc.)



Meet the Staff

Start the year by meeting the school staff your child will be involved with in September. “Meet the Staff” events occur within the first month of school. We look forward to meeting you during this informal event.

Communication of Learning

Initial Observations are sent home in November. The formal Communication of Learning report will be sent home in January and the second one will be sent home at the end of June. Please note that communication about your child’s learning can occur at any time throughout the school year.

Parent Teacher Interviews

Contact the school when you receive your child’s reports to schedule an interview or telephone conversation to discuss your child’s progress with their educators.

School Advisory Committee (SAC)

School Councils have been created to enhance students’ learning through the cooperative efforts of parents/guardians, students, staff members, and others in the community. Speak with administration at your child’s school for more information on how to participate and support your school’s committee.

Greater Essex County Parent Involvement Committee

The Greater Essex County District School Board Parent Involvement Committee (GECPIC) provides regular opportunities for parents/guardians to network, share ideas, offer advice and stay informed through educational presentations and relevant topics throughout the school year. GECPIC has established parental engagement as a priority and promotes communication among School Councils, parents/guardians, staff, community partners, Trustees, and the Director. To confirm dates and times visit www.publicboard.ca (Parent Involvement).

A SHARED UNDERSTANDING OF CHILDREN, FAMILIES AND EDUCATORS

OUR VIEW OF THE CHILD

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

The Kindergarten Program, 2016



OUR VIEW OF FAMILIES

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being.

The Kindergarten Program, 2016



OUR VIEW OF EDUCATORS

Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development.

The Kindergarten Program, 2016



THE KINDERGARTEN PROGRAM

The Four Frames:

The four Kindergarten frames grow out of the foundations for learning and development. The frames align with the way children's learning naturally occurs through play and inquiry and focus on aspects of learning that are critical to a young child's development.

The four frames may be described as follows:

Belonging and Contributing:

- Their sense of connectedness to others
- Their relationships with others
- Contributions as part of a group, a community, and the natural world
- Their understanding of relationships and community and how people contribute to the world

Self-Regulation and Well-Being:

- Children's own thinking and feelings and their recognition of, and respect for, differences in the thinking and feelings of others
- Regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning
- Their physical and mental health and wellness

Demonstrating Literacy and Mathematics Behaviours

- Communicating thoughts and feelings — through gestures, physical movement, words, symbols, and representations, as well as through the use of a variety of materials
- Literacy behaviours in the way they use language, images, and materials to express and think critically about ideas and emotions, as they listen and speak, view and represent, and begin to read and write
- Mathematics behaviours, evident in the various ways they use concepts of numbers and patterns during play and inquiry; access, manage, create, and evaluate information; and experience an emergent understanding of mathematical relationships, concepts, skills, and processes
- An active engagement in learning and a developing love of learning, which can instill the habit of learning for life

Problem Solving and Innovating

- Exploring the world through natural curiosity in ways that engage the mind, the senses, and the body
- Making meaning of their world by asking questions, testing theories, solving problems, and engaging in creative and analytical thinking
- The innovative ways of thinking about doing things that naturally arise with an active curiosity, and applying those ideas in relationships with others, with materials, and with the environment



THE KINDERGARTEN PROGRAM

The Kindergarten program is a child-centered, developmentally appropriate, integrated program of learning for four and five-year-old children. The purpose of the program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring play-based environment that promotes the physical, social, emotional, and cognitive development of all children.

The primary goals of the Kindergarten program are:

- to establish a strong foundation for learning in the early years
- to help children make a smooth transition from home, child care, or preschool settings to school settings
- to allow children to reap the many proven benefits of learning through relationships and through play and inquiry
- to set children on a path of lifelong learning and nurture competencies that they will need to thrive in the world of today and tomorrow. (Kindergarten Program, 2016 – pg.8)

SUPPORTING YOUR CHILD AND THE FOUR FRAMES

Here are some suggestions to contribute to learning at home:

BELONGING AND CONTRIBUTING:

- Talk to your child about the important role they play in your family and in their community.
- Share your heritage and culture with your child and encourage them to ask questions to learn more.
- Model understanding that all persons have value and that we can benefit from being accepting and welcoming.

SELF-REGULATION AND WELL-BEING:

- Support your child's independence in making healthy choices when eating, playing, and needing rest.
- Help your child identify and talk about their feelings.
- Encourage your child to try new things and to tackle challenges with enthusiasm and persistence.

DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS:

- Read to your child every day and talk about the stories you read together.
- Engage your child in conversation about their interests and experiences.
- Support your child to continue to develop their first language, as it will support all learning.
- Explore mathematics in daily life.

PROBLEM SOLVING AND INNOVATING:

- Encourage your child to try different approaches to solving a problem after making a mistake or trying something that doesn't work.
- Allow your child to gather natural objects to design and create things and encourage them to consider areas for change and improvement.
- Model questions for your child, such as "I wonder why...?" or "What if...?"
- Provide opportunities for your child to explore the outdoors.

The overall expectations in the Kindergarten Program are listed on the following pages. The frame or frames with which each one is associated are indicated in the four right-hand columns.

THE OVERALL EXPECTATIONS IN THE KINDERGARTEN PROGRAM

	Belonging & Contributing	Self-Regulation	Literacy & Mathematics	Problem Solving
Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts	X	X	X	X
Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities		X		
Identify and use social skills in play and other contexts	X	X		
Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts	X	X		X
Demonstrate an understanding of the diversity among individuals and families and within schools and the wider community	X			
Demonstrate an awareness of their own health and well-being		X		X
Participate actively and regularly in a variety of activities that require the application of movement concepts		X		
Develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts		X		
Demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts			X	X
Demonstrate literacy behaviours that enable beginning writers to communicate with others			X	X
Demonstrate an understanding and critical awareness of written materials that are read by and with their educators			X	
Demonstrate understanding and critical awareness of media texts			X	
Use the processes and skills of an inquiry stance (e.g., questioning, planning, predicting, observing, and communicating)				X
Demonstrate an awareness of natural and built environments through hands-on investigations, observations, questions, and representations of their findings			X	X
Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships			X	
Measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time			X	

THE OVERALL EXPECTATIONS IN THE KINDERGARTEN PROGRAM

	Belonging & Contributing	Self-Regulation	Literacy & Mathematics	Problem Solving
Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects, through investigation			X	
Recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next			X	
Collect, organize, display, and interpret data to solve problems, to communicate information, and to explore the concept of probability in everyday contexts			X	
Apply mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and other contexts			X	X
Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures			X	
Communicate their thoughts and feelings, and their theories and ideas, through various art forms	X	X	X	X
Use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts				X
Use technological problem-solving skills, on their own and with others, in the process of creating and designing				X
Demonstrate a sense of identity and a positive self-image	X			
Develop an appreciation for the multiple perspectives encountered within groups, and of ways in which they can contribute to groups and to group well-being	X			
Recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination	X			
Demonstrate an awareness of their surroundings	X			
Demonstrate an understanding of the natural world and the need to care for and respect the environment	X			
Demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in various activities in the arts	X			
Demonstrate basic knowledge and skills gained through exposure to, and engagement in, drama, dance, music, and visual arts	X			

FRENCH AS A SECOND LANGUAGE

Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.
Ministry of Education, 2013 FSL Curriculum Grades 1-8

What are the advantages of learning a new language?

- Strengthen problem-solving, reasoning, and creative thinking skills
- Support continuing growth in their first language
- Develop motivation, confidence, enriched social skills, and increased cultural appreciation
- Enhance opportunities for future success

What are the different types of French programs?

Core French

The Core French program is mandatory in all English Language schools, **beginning in Grade 4**. Students will receive 120 hours of French per year in Grades 4–8.

French Immersion

GECSB offers an Early French Immersion model within several elementary schools:

- JK – Grade 1 — 100% of instruction in French
- Grades 2–5 — 80% French (Language Arts is in English)
- Grades 6–8 — 50% French (Math, Science, and Language Arts are in English)
- For subjects other than FSL that are taught in French, the expectations in each course are those outlined in the English-language curriculum policy documents

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level.

How can I support my child's learning of French?

- Talk to your child about the benefits of learning French
- Encourage your child to talk, read, and write in their first language
- Read aloud to your child in their first language
- Support your child's exploration of French resources (e.g., books, songs, videos, museums, art galleries)
- Encourage your child to share their learning with you. They could be your French teacher!

Talk to your child's educators about other resources:

Ministry of Education FSL

<http://www.edu.gov.on.ca/eng/amenagement/fls.html>

NOTES:

SCHOOL LIBRARY LEARNING COMMONS

The only thing that you absolutely have to know, is the location of the library.
Albert Einstein

What is available at school?

The GECD SB offers library programs with qualified Teacher-Librarians in our schools. All students have access to an up-to-date school library with collections that support curriculum, digital citizenship, inquiry, and reading for pleasure.

Can we access library materials from home?

The GECD SB provides a “virtual library” for students that they can use at school and at home. This includes access to eBooks, encyclopedias, research support, subscription databases, and much more.

Virtual Library Link: <https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx>



www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases

Read or listen to many stories in different languages.



www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases



Read or listen to topics from Science including animals, weather, and natural disasters.

User ID: greateressex

Password: library

www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases



Listen to a variety of picture books read aloud for your learning and enjoyment.

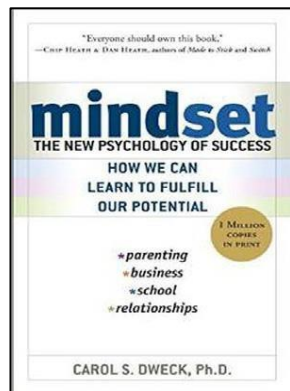
**These are some examples of the databases and encyclopedias within our GECD SB collection.
All GECD SB databases and encyclopedias require a login and password
which your child can obtain from their school Teacher-Librarian.**

DEVELOPING A GROWTH MINDSET

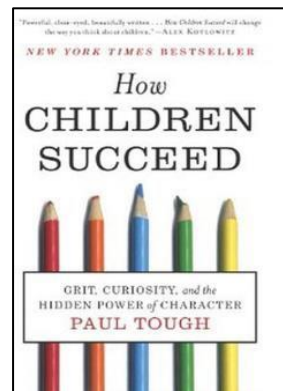
INSTEAD OF....	TRY THINKING....
I'm not good at this.	What am I missing?
I give up.	I'll use a different strategy.
It's good enough.	Is this really my best work?
I can't make this any better.	I can always improve.
This is too hard.	This may take some time.
I made a mistake.	Mistakes help me to learn.
I just can't do this.	I am going to train my brain.
I'll never be that smart.	I will learn how to do this.
Plan A didn't work.	There's always Plan B.
My friend can do it.	I will learn from them.

Carol Dweck's research illustrates that in a fixed mindset, students believe their basic abilities, their intelligence, and their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time. In a growth mindset, students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it (Morehead 2012). It is important to note that we all can possess each mindset in different situations and these terms should be applied to behaviours, actions, and attitudes rather than people.

Further reading on this topic could include:



“Mindset”
by Carol Dweck



“How Children Succeed”
by Paul Tough

RESOURCES

Please visit the websites for more information about the following:

Full-Day Kindergarten in Ontario

<http://www.edu.gov.on.ca/kindergarten/>



Understanding Your Child's Kindergarten Reports

http://www.edu.gov.on.ca/eng/parents/kindergarten_report.html



Greater Essex County District School Board's Kindergarten Program

[https://www.publicboard.ca/Programs/Kindergarten/Pages/default.aspx#/="](https://www.publicboard.ca/Programs/Kindergarten/Pages/default.aspx#/=)



EarlyON Child and Family Centres – City of Windsor

[https://www.citywindsor.ca/residents/socialservices-/Childrens-](https://www.citywindsor.ca/residents/socialservices-/Childrens-Services/EarlyON-Child-and-Family-Centres/Pages/EarlyON-Child-and-Family-Centres.aspx)

[Services/EarlyON-Child-and-Family-Centres/Pages/EarlyON-Child-and-Family-Centres.aspx](https://www.citywindsor.ca/residents/socialservices-/Childrens-Services/EarlyON-Child-and-Family-Centres/Pages/EarlyON-Child-and-Family-Centres.aspx)



Children First – Groups for Parents

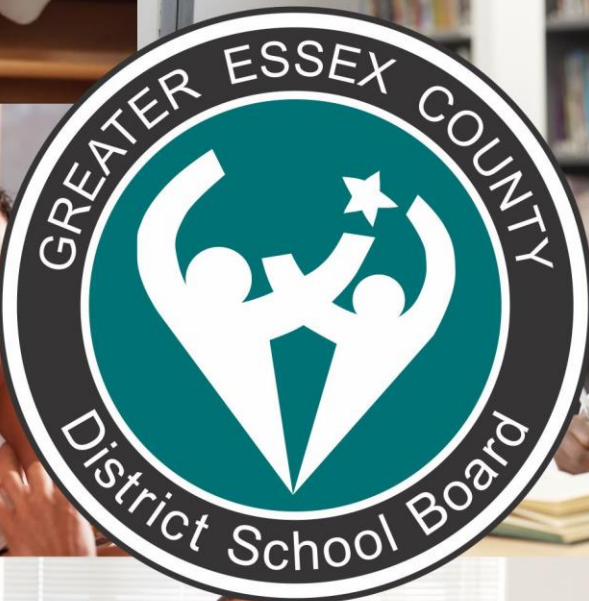
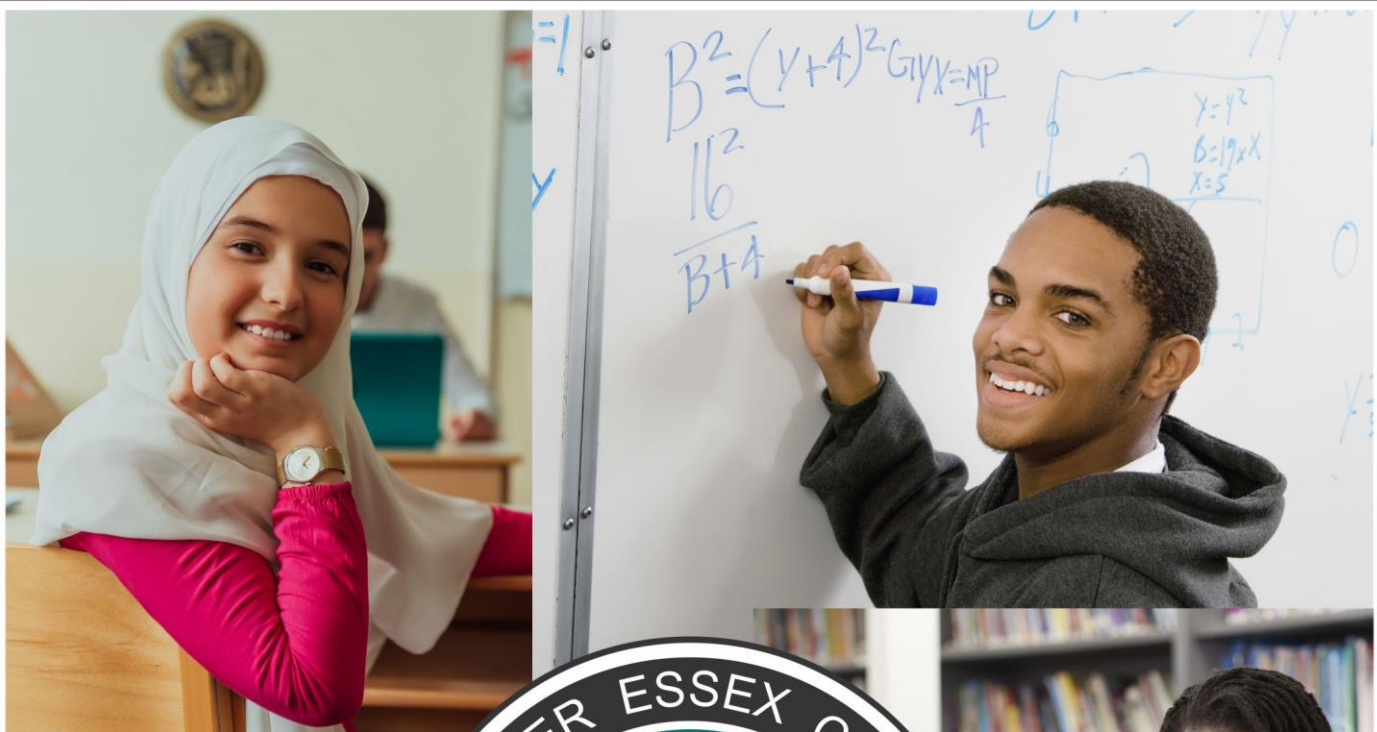
<https://www.children-first.ca/groups-for-parents/>



The Learning Partnership – Welcome to Kindergarten

<https://www.thelearningpartnership.ca/programs/welcome-to-kindergarten>





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