

Will the children be given a grade one program?

The urge was resisted to “shift down” curricular expectations that are inappropriate for Kindergarten children. The focus will be on more thorough teaching of the expectations from *The Kindergarten Program* (Ministry of Education, 1998).

Will there be a great focus on seatwork and worksheets?

The focus will not be on more worksheets or seatwork. The children will be provided with more opportunity to play, explore and learn through developmentally appropriate instructional strategies and groupings depending upon needs and interests.

What about the children who will be tired from the full day?

It is a possibility that some children may be tired at first. Opportunities for rest and/or quiet times will be provided as needed. Flexibility is key.

What about supervision during the lunch hour?

Lunchtime supervision can be a concern. However, there will be a lunchtime supervisor for each full day Senior Kindergarten classroom. The classroom teacher will establish rules, expectations and routines with the supervisor and the children regarding noontime procedures.

How can I help my child with the transition from half day to full day?

There are many ways to assist your child with this transition. Some helpful hints include:

- Ensure your child has a regular, early bed time

- Pack snacks and lunch separately and explain the difference to your child.
- Pack a blanket or soft cuddly toy in your child’s knapsack for rest or quiet times.
- Be positive. Talk openly about your child’s feelings.
- Discuss any concerns with your child’s teacher.

Participating Schools:

St. Thomas More Catholic School
2300 Ellesmere Road, Scarborough

St. Boniface Catholic School
20 Markanna Drive, Scarborough

St. Luigi Catholic School
2 Ruskin Avenue, Toronto

St. Augustine Catholic School
98 Shoreham Drive, North York

St. Teresa Catholic School
110 Tenth Street, Etobicoke

Blessed Margherita of Citta di Castello Catholic School
108 Spenvally Drive, North York

St. Dorothy Catholic School
155 John Garland Boulevard, Etobicoke



The Toronto Catholic District School Board

80 Sheppard Avenue East North York, Ontario M2N 6E8 (416) 222-8282



Parent News

Full Day Senior Kindergarten

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In Kindergarten, children's receptivity to new influences and capacity to learn are at their peak. At the Toronto Catholic District School Board, we are excited to provide full day Senior Kindergarten programs in seven schools across our system. This is a promising new opportunity for our students, parents and teachers.

The goals of the full day Senior Kindergarten programs in the Toronto Catholic District School Board are to:

- Provide an exemplary full day Senior Kindergarten program that will help children develop morally, intellectually, socially, emotionally and physically in a manner appropriate to their age and stage of development
- Ensure that children leave Senior Kindergarten with a stronger foundation of literacy and numeracy skills
- Integrate the educational concepts of health, social and emotional well-being into a full day Senior Kindergarten program
- Enhance children's feelings of self worth and appreciation of their own and other peoples' ethnicity, culture and language in a multicultural society
- Provide for prevention, early identification and early intervention of problems that interferes with the development of children's learning
- Recognize the value of parents as partners in the education of their children by keeping them well informed, encouraging input and involvement, listening to their concerns and providing support as needed

- Establish links with communities services as resources and support for students, parents and teachers

The research indicates that students, parents and teachers all benefit from full day Kindergarten programs.

Benefits for Students:

- More time and opportunity to play with language
- A more flexible and individualized learning environment
- More time to develop interests and activities
- More time to engage in social and creative activities
- Less hectic, more individualized day
- Easier transition into grade one

Benefits for Parents:

- Lower child care costs
- Less difficulty scheduling childcare and transportation
- More opportunities to communicate with the teacher and to get involved in their child's classroom

Benefits for Teachers:

- Increased time for a more thorough, less hectic teaching of the curriculum expectations
- Increased time for individual and small group work
- Reduced ratio of transition time to learning time
- More time to assess instruction according to interests and needs students and individual