

The Kindergarten Program, 2016 (Interim Release)

Key Components

Key components of *The Kindergarten Program, 2016* (forthcoming) are being made available to assist educators as they prepare for the 2016–17 school year.

Beginning in September 2016, all Kindergarten programs will be based on the expectations outlined in *The Kindergarten Program, 2016*, which will supersede *The Full-Day Early Learning–Kindergarten Program, Draft Version, 2010–11*.

Key components of the new Kindergarten program include:

- the [description of the four frames](#) of the Kindergarten program
- a [chart listing the overall expectations for learning and showing the frame\(s\)](#) to which each one relates. (Use this chart for quick reference to the overall expectations and the frames they relate to.)
- a [complete list](#) of the overall expectations and their related specific expectations (PDF)
- frame-by-frame expectation charts that offer examples of effective pedagogical approaches for the overall and specific expectations in the Kindergarten program:
 - [Belonging and Contributing](#)
 - [Self-Regulation and Well-Being](#)
 - [Demonstrating Literacy and Mathematics Behaviours](#)
 - [Problem Solving and Innovating](#)

Description of the Four Frames

In the Kindergarten program, four “frames” are used to structure thinking about learning and assessment. The frames are designed to support a way of thinking that aligns with the way children’s learning naturally occurs and that focuses on aspects of learning that are critical to young children’s development. The frames reflect the integrated way in which learning occurs in children’s play and inquiry in Kindergarten.

Children’s learning will be evaluated and communicated in terms of these four frames, as outlined in [Growing Success – The Kindergarten Addendum \(2016\)](#).

The overall expectations (OEs) of the Kindergarten program are connected with the four frames (see [Overall Expectations, by Frame](#)). An expectation is associated with the frame that encompasses the aspects of learning and development to which that expectation most closely relates. An expectation that addresses more than one aspect of learning may be connected with more than one frame.¹ (Two of the overall expectations – OE 1 and OE 22 – are associated with all four frames, because they relate to *all* aspects of learning. For example, OE 1 describes the ability to communicate ideas and emotions in various verbal and non-verbal ways, which is fundamental to *all* learning.) The grouping of expectations within particular frames also says something about the relationship between and among those expectations.

The four frames may be described as follows:

[Belonging and Contributing](#). This frame encompasses children’s learning and development with respect to:

- their sense of connectedness to others;
- their relationships with others, and their contributions as part of a group, a community, and the natural world;

- their understanding of relationships and community, and of the ways in which people contribute to the world around them.

The learning encompassed by this frame also relates to the child's early development of the attributes and attitudes that inform citizenship, through his or her sense of personal connectedness to various communities.

[Self-Regulation and Well-Being](#). This frame encompasses children's learning and development with respect to:

- their 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.

In connection with this frame, it is important for educators to consider:

- the interrelatedness of children's self-awareness, sense of self, and ability to self-regulate;
- the role of the learning environment in helping children to be calm, focused, and alert so they are better able to learn.

What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.

[Demonstrating Literacy and Mathematics Behaviours](#). This frame encompasses children's learning and development with respect to:

- communicating thoughts and feelings – through gestures, physical movements, words, symbols, and representations, as well as through the use of a variety of materials;
- literacy behaviours, evident in the various ways 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 number and pattern 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 instil the habit of learning for life.

What children learn in connection with this frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.

[Problem Solving and Innovating](#). This frame encompasses children's learning and development with respect to:

- 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 and doing things that naturally arise with an active curiosity, and applying those ideas in relationships with others, with materials, and with the environment.

The learning encompassed by this frame supports collaborative problem solving and bringing innovative ideas to relationships with others.

In connection with this frame, it is important for educators to consider the importance of problem solving in *all* contexts – not only in the context of mathematics – so that children will develop the habit of applying creative, analytical, and critical thinking skills in all aspects of their lives.

What children learn in connection with *all four frames* lays the foundation for developing traits and attitudes they will need to become active, contributing, responsible citizens and healthy, engaged individuals who take responsibility for their own and others’ well-being.

The Overall Expectations in the Kindergarten Program, by Frame

In this chart, the four frames in the Kindergarten program are represented by the four columns on the right, as follows:

- **BC** – Belonging and Contributing
- **SRWB** – Self-Regulation and Well-Being
- **DLMB** – Demonstrating Literacy and Mathematics Behaviours
- **PSI** – Problem Solving and Innovating

An x in a column indicates that the expectation is associated with that frame. An expectation may be associated with one or more frames. Each x links the reader to the overall expectation and its expectation chart within that frame.				
As children progress through the Kindergarten program they:	BC	SRWB	DLMB	PSI
1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities		<u>x</u>		
3. identify and use social skills in play and other contexts	<u>x</u>	<u>x</u>		
4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts	<u>x</u>	<u>x</u>		<u>x</u>
5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community	<u>x</u>			
6. demonstrate an awareness of their own health and well-being		<u>x</u>		<u>x</u>
7. participate actively and regularly in a variety of activities that require the application of movement concepts		<u>x</u>		
8. develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts		<u>x</u>		
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts			<u>x</u>	<u>x</u>
10. demonstrate literacy behaviours that enable beginning writers to communicate with others			<u>x</u>	<u>x</u>
11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators			<u>x</u>	
12. demonstrate understanding and critical awareness of media texts			<u>x</u>	

13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)				<u>X</u>
14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings			<u>X</u>	<u>X</u>
15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships			<u>X</u>	
16. 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, through inquiry and play-based learning			<u>X</u>	
17. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects, through investigation			<u>X</u>	
18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next			<u>X</u>	
19. collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts			<u>X</u>	
20. apply the 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 in other contexts			<u>X</u>	<u>X</u>
21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures			<u>X</u>	
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
23. 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				<u>X</u>
24. use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)				<u>X</u>
25. demonstrate a sense of identity and a positive self-image	<u>X</u>			
26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being	<u>X</u>			
27. recognize bias in ideas, and develop the self-confidence to stand up for themselves and others against prejudice and discrimination	<u>X</u>			
28. demonstrate an awareness of their surroundings	<u>X</u>			

29. demonstrate an understanding of the natural world and the need to care for and respect the environment

X

30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in various activities in the arts

X

31. demonstrate basic knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts

X