

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Co-construction**

[Background Music]

[Text on screen]: Co-construction

NARRATOR: Educational researcher, Steven Katz, encourages us to think about learning as a shift in thinking and action. Part of the shift in thinking and action for educator teams is to consider the impact of co-constructing the classroom environment [pan of a kindergarten classroom] and materials with the children. Let's listen in to two educators, from the previous segment, discussing the thinking that informed the classroom practice just viewed.

[Text on screen]: Re-imagining the Learning Environment

[educators and interviewers sit at a table]

EDUCATOR 1: When I arrived, this wasn't a kindergarten classroom, it was actually...a classroom used for junior children, so the setup was actually very slow at the beginning, because we had very limited resources. But, over time, it's really been layered, but layered with the children's work, and we've changed things around a lot, to make sure that every corner of the room has been used. We just recently took out the teacher desk.

EDUCATOR 2: because we need more space for the kids.

EDUCATOR 1: We needed more space. And we've been able to kind of balance out the centres so that every corner, which we find if the children have more space and are spread out...

EDUCATOR 2: It's easy access for them to go from one centre to another centre.

INTERVIEWER 1: And you made the connection about the physical space, and your thinking around that to self-regulation, as well.

EDUCATOR 1: Yes. The children have a lot of opportunity. Of course we, we've done a lot of conversations about that since September, when the children first came in they would step on the books. They were so excited to read the books, they were ripping the books. You know they, they would maybe take all the materials out at once, and use them all up.

[Text on screen]: thinking about environment as third teacher

EDUCATOR 1: So we've had a lot of conversations about the environment, and about how to treat the materials, and as you can see though today, they're, they're really in a, in a good place with their relationship with the materials and with each other. And I think that was a lot of community building.

INTERVIEWER 1: I know that you've done some thinking about how the classroom environment is critical for children to become literate and numerate. Can you reflect on some of that thinking for us?

EDUCATOR 1: Well, for the literacy and numeracy, especially having that embedded in all the areas of the classroom, not just one specific centre. So, even at our carpet where we just meet every day, there's a number line that's hung up across the board that the children like to, to use at different times or even transition times. In each of the centres, literacy and numeracy is part of it, whether it be through the, the text, their abilities to draw, what they're demonstrating with the materials, the blocks.

EDUCATOR 2: And that's how they're learning through each other too.

EDUCATOR 1: I think, yeah, and I think at the centres, you see a lot of shared learning. The relationship between the students, in their oral language, and their, and even their, well, look it, even here where I have photos, you know, that I take, that shows the relationship of the children, and learning together as well.