

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Noticing and Naming Learning**

[educators sitting around a table]

EDUCATOR 1: Like our time, you know, with children and, and learning to really listen to children...

[Text on screen]: thinking about listening the children

EDUCATOR 1: has helped us to develop a better ability to, to name learning and to notice things with them and to, you know, offer them that reflection. So they're becoming more aware of their own work, you know, shifting from something simple to something more complex.

EDUCATOR 2: And I think we can tell that they're learning by, you know, they come up with new thoughts. They have new questions. They want to share with their friends. Come and see what I did, come and, or share with us, and, and, you know, they'll often repeat the same work over and over again. Like I think of the little guy with the spiral, like for us, that was a big -- wow, he, he was, he was listening and he was engaged, even though he didn't speak during the group, he recreated that spiral so many times with so many different materials, it was -- it was a pretty --

EDUCATOR 1: I think the, my favourite indicator is, is that their eyes light up, and they're full of joy. And that's, that's what I try to take home with me at the end of the day, is, is that their eyes were lit up.

EDUCATOR 3: Like they've made these huge discoveries and they can't wait to show everyone what they've come up with.

EDUCATOR 4: I love when I come into the room and the kids are rethinking what they have already done, and I watched a lot of them, and they will take something that they have done, and make it so that they're happier with it, that it represents what they're doing more authentically.

[Text on screen]: thinking about evaluating and synthesizing

EDUCATOR 4: So if they were, if they were copying a picture and they realized that they had put the colours in the wrong spots, it's not that anybody came to tell them that. You, you watch them and, and they change their picture around, so that it more represents what they were looking. And so it's that rethinking, they're rethinking and they're reprocessing what they're doing, and they're moving themselves forward. I don't think there's any child that I've ever come into the classroom that I can say, in the years that we have been doing this, that have ever not see moving, move forward. Every one of them is so excited to be there. I've never had kids coming up and I've had to phone

home because they're crying and they want to go home. Usually when we had kindergarten, I didn't want to go down in there until November because the crying didn't stop [laughter]. Now, it's like as soon as September comes, you have the older children, they're helping the younger children, and they have this team approach, and the classroom is a team and everybody in that classroom is worried about the next person, and they're trying to help the other person move forward, whether it is a verbal engagement, whether it is just watching what they're doing and asking if they can join in. I'm always amazed at that. So it, it's a wonderful experience to be a part of.