

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

[Background Music]

[Text on screen]: Re-imagining Teaching and Learning

[educators and interviewers sit at a table]

INTERVIEWER 1: So we've been on a fascinating journey in Ontario since we've been working through the process of full-day kindergarten and we want to take a moment to connect with educator teams, like yourself, to hear about your journey in the work. And it all centres around learning, the children's learning, our learning. So I know that you've been focused on this question about, you know, how do you know when your children are learning?

EDUCATOR 1: Well we often talk with one another when we see things in the classroom, for instance, when the children bring back the language that we've been using or that we've introduced to them. That was kind of one of our goals since the beginning, was to get into some richer conversations. What we've, we've realized is that they're really internalizing the things that we have shared with them through books, through knowledge-building at the community circle and through their materials at the centres, and our discussions at the centres.

[Text on screen]: thing about communicating and demonstrating learning in a variety context

EDUCATOR 1: They're really internalizing that and then they're able to show it, either through their language to us, through their own artwork, and through their own writing. And conversations with each other even.

EDUCATOR 2: So by this we know they are absorbing everything. Whatever we tell them, they're absorbing the words and they are coming back and communicating again.

INTERVIEWER 2: So you're hearing it in what they're saying, you're seeing it in what they're doing, and you talked about how their representing their thinking, so what's been the change in your practice to make this happen for the children?

EDUCATOR 1: I think really just, at the beginning really, first of all really building a, a sense of community, a safe place for them to share their ideas, allowing them to feel respected and that they can, can tell us what, what they're interested in everyday and how they're feeling.

EDUCATOR 2: Yes.

EDUCATOR 1: And then also taking these kind of shared experiences that we have together, over things in the yard, and things in, in our community and our surroundings that we can talk about together.

EDUCATOR 2: Yes.

EDUCATOR 1: So I think we've kind of did almost like a layering technique, where we've kind of got used to introducing an idea, either talking about it or reading about it, and because the children love the book and they're so engaged, then we kind of extend that, and make it a part of something that they can do and show. They'll, they'll have other things in the class that will remind them of that learning, and then we know that that learning has been internalized, and they repeat in different ways, and with new ideas.

INTERVIEWER 1: So you're really being responsive to children's natural curiosity.

EDUCATOR 1: Yes.

INTERVIEWER 1: About how the way, how things work in the world.

EDUCATOR 2: We can make the connection from one thing to so many other things.

EDUCATOR 1: It's interesting, because even, for instance, even with the houses the other day, one of the students asked me if they could, they could build a house, and then he wanted to draw it on a clipboard, because we had done that when we were, when we were taking information for the birds. So they're getting that kind of idea, as well as kind of collecting information, doing their own research, and then, and then demonstrating their understanding in different ways.

INTERVIEWER 1: And we've spent a day with you today, making thinking and learning visible, and we heard you say lots of times, so that's what readers do, or you made a connection. So that's really what, when we think about who the literate and numerate learner are, it's about the things you're describing, how they make those connections from their prior experiences into that new learning, and then you see that shift happen in their learning.

EDUCATOR 2: Yes.