

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
The Power of Wait Time**

[Music]

[Text on screen]:

“(Learning) is a process of constructing, testing and re-constructing theories which are our interpretive models of the world.”

Adapted from Rinaldi, 2005

[Text on screen]:

Reflective Questions

What are you noticing about how the educator and the child are negotiating the learning in order to construct, test and re-construct their theories about quantity and spatial sense?

What is the impact of the educator’s listening and use of wait time?

[student 1 building a structure out of blocks]

EDUCATOR 1: Quentin, look what I notice. What do you think? Is that, is that strong?

STUDENT 1: Yes.

[Text on screen]: What are you noticing about the child’s spatial sense?

STUDENT 1: It's just that I made a little square.

EDUCATOR 1: A square instead of a rectangle. How do you think that's going to make it stronger?

STUDENT 1: Because then, because then only some of it will fall.

EDUCATOR 1: Do you think [pause] I think it might be a little stronger because you don't have so many blocks to move apart. What do you think?

STUDENT 1: Yeah.

EDUCATOR 1: Do you think it's really important that these are fit, total fit together?

STUDENT 1: Because, because if it was, because if it was almost broken, if it was right there to the edge.

EDUCATOR 1: Yeah.

STUDENT 1: And I touched it by accident, then it would fall.

EDUCATOR 1: So, it's important that they're fit together? I want you to look over here, and see what's happening over here [pointing at the back of the structure].

[student 1 pushes pieces together]

EDUCATOR 1: Oh, you want me to put it over here?

[Background Discussion]

EDUCATOR 1: Wow. Come look at what.

STUDENT 1: I know.

EDUCATOR 1: How is that, how is that balanced?

STUDENT 1: I balance it in, I balance it in.

[Text on screen]: What literacy behaviours are you noticing?

EDUCATOR 1: In the other block?

STUDENT 1: Yeah. I put it in gently.

EDUCATOR 1: Oh.

STUDENT 1: Is what I was trying to do is I was trying to do that.

[the top blocks fall over]

EDUCATOR 1: That's okay.