

Facilitator's Guide

for

Learning Module: The Four Frames

The four frames

Overview:

The four frames learning module gives an in-depth explanation of the focus of each of the frames of learning and outlines the organization of the overall expectations within and across the four frames. Discover the flexibility of the four frame approach to inspire learning.

Duration of the professional learning opportunity: 1.5 hours

Audience: Educators

Materials:

- projector and computer with internet access
- screen and extension cord
- appendixes A, B and C

Preparation:

- Before the professional learning opportunity, send a notice to all participants to bring a device to access online *The Kindergarten Program, 2016*, or to bring a hard copy of the program document.
- Photocopy appendixes.
- On the day of the professional learning opportunity, arrange the venue so the participants are sitting in at least four groups.

Purpose:

The goal of this professional learning opportunity is to deepen educators' understanding of the four frames of Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.



Objectives:

Educators will

- think of learning in terms of integrated frames instead of subjects and
- begin to understand the overlap of frames and the relationship between and among overall expectations.

Procedure:

Welcome

The facilitator welcomes the group and gives an overview of the purpose and objectives of the professional learning opportunity explaining that the content involves a learning module, work with *The Kindergarten Program, 2016*, individual, small group and large group activities.

Introduction

The facilitator directs the participants to view the images on slide 2.

Question to engage the group:

How do the images align with the four frames?

Part I – The partners involved in education

Please Note: Part I has slides that are common to all seven learning modules. If your participants have already attended some of the learning module professional learning opportunities, this section can be used as a review only section.

Pre-viewing activity (individual)

To give context to this professional learning opportunity, the facilitator begins with the partners that are involved a child's learning.

Each participant is asked to complete appendix A as a warm-up activity. Before taking up the activity, begin the slide deck.

View

Slides 3-5. The facilitator can elaborate on the slides' message using the slide notes included.

Post-viewing activity (whole group)

Discuss characteristics of the partners in education: educators, parents and children.

Questions: Where do educators, parents and children intersect?

How is our view of assessment linked to our view of children?

Extension: View slide 6 that introduces "environment" as one of the partners. Discuss view of the importance of environment.

Discuss relationships between families, educators and environments (degree of importance, significance, positive and negative impacts).

Expand on relationships by viewing and discussing slide 7.

Part II – What’s new for educators

Pre-viewing activity (individual or pair sharing)

To assess knowledge and queries of the participants, and to validate their concerns, the facilitator asks the participants to complete appendix B.

View

Slides 8-11.

Post-viewing activity (whole group)

The facilitator elicits from the group ideas they have about learning in the 21st Century and facilitates discussion.

Questions: What factors have necessitated a change in teaching and learning methods for the 21st Century?

Why are we moving away from compartmentalizing learning?

Extension: View slide 13 How do you identify with the four frames of learning?

Part III – Hands-on frame analysis

Pre-viewing activity (small group presentation to whole group)

The facilitator invites each table group to choose one of the four frames and asks the group to delve into the components of their chosen frame. (See the slides pertaining to each frame.)



Participants are asked to make chart paper notes and prepare to present information about their frame to the rest of the group. (If there are more than four groups, two groups can choose the same frame, but the facilitator should ensure that all four frames have been chosen.)

The facilitator encourages each group to come up with concrete examples of learning in their frame. Each group is also asked to prepare two reflective questions they will pose to the whole group.

View

Slides 12-17.

Post-viewing activity (whole group)

Each group poses their reflective questions to the whole group to stimulate discussion.

Questions: Example: How can we connect literacy and mathematics to real-life, relevant contexts? Or How does the flexibility of the four frame approach enable the development of a strong foundation for future success in learning?

Extension: Participants are invited to share educator team reflections, similar to the one on slide 16.

Part IV – De-constructing the four frames

Pre-viewing activity (small group)

To consolidate some of the learning about the four frames so far in the professional learning opportunity, give participants time to reflect and complete appendix C, (Reflection on the four Rs – repeating, re-thinking, removing, replacing).

View

Slide 18 on de-constructing the four frames.

Post-viewing activity (small group interacting with another small group)

The facilitator directs the participants to the overall expectations found on pages 306-318 of *The Kindergarten Program, 2016*.

Questions: Discuss within your groups how overall expectations overlap the frames.
How do you see this overlap in helping or informing how you organize your documentation?

Extension: View slide 19. How might you embrace parent questions to build relationships and understanding with them about the four frames?

Wrap-Up

The facilitator presents slide 20 and encourages a group discussion about the four frames.

Time can be given for further reflection and discussion of appendix C.

Opportunities for Further Learning slide 22.

Participants can consider how they could facilitate further conversation through Twitter, board chat room and Teach Ontario.

List of resources

The four frames

Belonging and contributing

- [*The Power of Positive Adult Child Relationships: Connection is the Key*](#)
- Pedagogical Leadership: [*“Reflective Thinking” and “Relationships”*](#)

Self-regulation and well-being

- [*Calm, Alert and Happy*](#)
- [*Understanding Self-Regulation: Why Stressed Students Struggle to Learn -*](#)

Demonstrating literacy and mathematics behaviours

- Video - [*Kindergarten Matters : Re-imagining Literacy and Mathematics Throughout the Day*](#)
- [*The Third Teacher*](#)
- Video - [*Re-imagining Learning Materials*](#)

Problem solving and innovating

- [*The Environment is a Teacher -*](#)
- Video - [*Knowledge Building Helps Classrooms Grow*](#)
- Video - [*Improvable Ideas in the Classroom -*](#)

Appendix A

Instructions:

Sort the characteristics below under the appropriate heading.

Characteristics:

competent experts
curious life-long learners
caring hardworking
loving knowledgeable
reflective resourceful
influencers creative
fun-loving rich in experience
rich in potential capable of complex thinking
_____ (add your own)

Educators	Parents	Children
<i>Characteristics</i>	<i>Characteristics</i>	<i>Characteristics</i>

Appendix B

Instructions:

Take a moment to reflect and write brief answers to the questions below.

What do you Know	What do you Want to Know	What do you want to Learn
<i>About the theme in the learning module</i>	<i>About the theme in the learning module</i>	<i>About the theme in the learning module</i>

Appendix C

Instructions:

Reflect on what you are learning about *The Kindergarten Program, 2016*.

	What am/are I/we thinking or wondering about, as a result of this learning?	How might I/we act on my/our wonderings?
Repeating These practices have proven successful and are supported by current research.		
Re-thinking These practices have had some measure of success but may need some modifying to enhance their effectiveness.		
Removing These practices have had little measure of success and are not supported by current research.		
Replacing These practices are based on current research and have proven successful for others.		