

Facilitator's Guide
for
Learning Module:
Revisions at a Glance

Revisions at a glance

Overview:

Revisions at a glance prepares educators for the changes in the program and highlights elements that have remained the same. The positives of the revised program shine during this module that explains the enhanced front matter, integrated learning and the positive impact the revisions will have to learning and teaching.

Duration of the professional learning opportunity: 60 minutes



Audience: Educators

Materials:

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

Preparation:

- Before the professional learning opportunity, send a notice to all participants to either bring hard copies or a device to access online *The Kindergarten Program, 2016*.
- Photocopy appendixes.
- Request the participants print and bring to the professional learning opportunity pages 8-17 of *The Kindergarten Program, 2016*. Participants can consider reading these pages beforehand.
- On the day of the professional learning opportunity, arrange the venue so the participants are sitting in at least five table groups.

Purpose:

The goal of this professional learning opportunity is to explore some of the changes in *The Kindergarten Program, 2016*.

Objectives:

Educators will:

- Feel comfortable with the changes to the program supported by the enhanced front matter,
- Be confident continuing their practice that has foundational importance of play- and inquiry-based learning,
- Understand the reorganization of subject areas into Four Frames that support the integrative way in which learning occurs in children's play and inquiry in Kindergarten and
- Be guided by the conceptual understandings for the Overall Expectations and the illustrative examples in the specific expectations section of the program to illuminate the new way of learning and teaching in the revised program.

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 various documents; and individual, small group and large group activities.

Introduction

The facilitator directs the participants to *The Kindergarten Program, 2016* online with slide 2. With slide 3, the facilitator invites the group to ponder the quote from the Ontario government's 2014 resource *How Does Learning Happen: Ontario's Pedagogy for the Early Years* and the graphic that is taken from *The Kindergarten Program, 2016*.

Questions to engage the group:

What is meant by a responsive program?

What does active learning through exploration, play and inquiry mean?

Who is at the centre of the graphic? Why?

How does the inner circle (the four foundations of learning from *How Does Learning Happen?*) relate to the outer circle (the four frames of Kindergarten)?

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 4-6. 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 7 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 8.

Part II – What's new for educators

Pre-viewing activity (individual or pair sharing)

With the goal of assessing knowledge and queries of the participants, and to validate their concerns, the facilitator asks the participants to complete appendix B (K-W-L on *The Kindergarten Program, 2016*).



View

Slides 9 and 10.

Post-viewing activity (pair sharing)

The facilitator invites the participants to share and discuss with a partner their K-W-L sheet. The facilitator may also give time for the participants to read pages 8-17 of *The Kindergarten Program, 2016*, and then invites the participants to code the text as they read to flag:

- 3 interesting ideas or concepts
- 2 questions
- 1 concept or idea that challenges their thinking

Questions: Where will you seek clarification and support for your questions?

Where will you seek support for the challenges?

Extension: The facilitator gives participants time to share with a partner their ideas, questions and challenges.

Part III – Preparing for changes

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

To prepare for the next set of slides and what's new in *The Kindergarten Program, 2016*, the facilitator invites each table group to review specific sections of the front matter. For time's sake each table could focus on a different section then present the information to the whole group. The following are the divisions of the front matter:

- Pages 27, 35 and 43 re clarifying misconceptions about play- and inquiry-based learning
- Pages 33-35 re strengthening and enhancing understanding of program pedagogy
- Pages 24, 25, 30, 39 and 96 re supports for reflective practice and collaborative inquiry
- Pages 12-13 re fundamental principles of play-based learning
- Pages 13-15 re the Four Frames

View

Slides 11-18 re what's new and what stays the same.

Post-viewing activity (small group)

The facilitator directs the participants to page 126 of *The Kindergarten Program, 2016* as an example, to point out the addition of the Conceptual Understandings and the expansion of the Specific Expectations section.

Questions: How can I use these examples to inform my planning and teaching?

Extension: Ask yourself how *The Kindergarten Program, 2016* has inspired you to rethink your practice. Discuss with your group.

Part IV – How to move forward with the changes

Pre-viewing activity (small group)

With the goal of consolidating some of the learning about the revisions to the program so far in the professional learning opportunity, the facilitator gives participants time to reflect and complete appendix C (Reflection on the four Rs – repeating, re-thinking, removing, replacing).

View

Slide 19.

Post-viewing activity (small group)

The facilitator asks the participants to discuss the questions on slide 19 and any of their reflections from appendix C.

Extension: View slide 20.

The facilitator urges the participants to attend future learning module professional learning opportunities to assist them in answering these parent questions.

Wrap-Up

The facilitator presents slide 21 and encourages a group discussion about how the changes to *The Kindergarten Program, 2016* impact learning and teaching in their particular context.

Time can be given for further reflection and discussion of appendix B and avenues for pursuing support for issues that present challenges.

Opportunities for Further Learning slide 23.

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

List of resources

Revisions at a glance

[How Does Learning Happen?](#)

[Growing Success: The Kindergarten Addendum](#)

[The Kindergarten Program, 2016](#)

Appendix A

Instructions:

Sort the characteristics below under the appropriate heading.

Characteristics:

- competent
 - curious
 - caring
 - loving
 - reflective
 - influencers
 - fun-loving
 - rich in potential
 - _____
- experts
 - life-long learners
 - hardworking
 - knowledgeable
 - resourceful
 - creative
 - rich in experience
 - 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.		