



PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

Welcome to Kindergarten



An Effective Kindergarten Program

An effective Kindergarten program builds on the principles of early learning and pays particular attention to the environment and the roles of conversation and play in children's learning experiences. The teacher facilitates inquiry through the children's play and is continually reflecting to ensure opportunities are provided to support and encourage holistic learning and deeper understanding.

The Principles of Early Learning

Kindergarten programs in Prairie Spirit School Division are based on the following principles about children and their early learning experiences. These principles guide the kindergarten program.

- ***Children as Capable and Competent Learners***

Children have different strengths, interests, and ways of learning. They come to school competent, inventive, and full of ideas that can be expressed in many ways.

- ***Development and Learning as Holistic***

Holistic development and learning is based on the premise that each person finds identity, meaning, and purpose in life through connections to people, places, values, and beliefs.

- ***Relationships as Opportunities***

Children develop many relationships with their families, with other people, and with the physical and spiritual worlds. Relationships are opportunities for young children to create a sense of self, identity, and belonging while learning about the world around them.

- ***Environments as Stimulating and Dynamic***

Stimulating and dynamic environments are carefully designed to be aesthetically pleasing and inspire children to wonder, ask questions, and be curious. Children are active learners and construct their own understanding of the world by reflecting on and responding to their environments.

Distinguishing Features of an Early Childhood Education Program

The distinguishing features of environment, conversations, and play provide the foundation for children's learning. It is through these features that relationships among peers and with the educator can be established and strengthened.

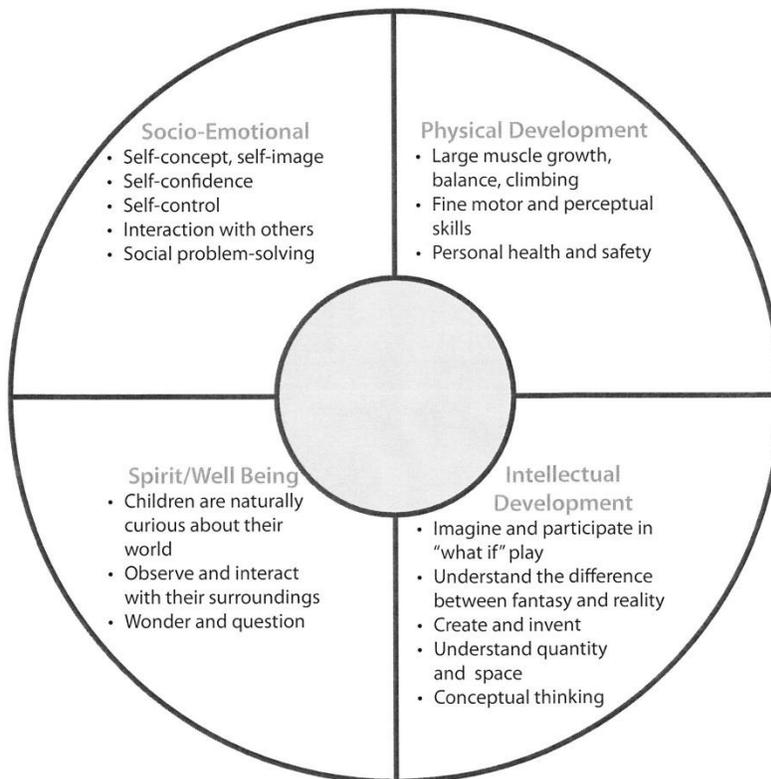
“Play is a child's work...” ([Alfred Adler](#))

Kindergarten Report Card

The report card is completely **comment-based**. There is no check-list saying whether or not students know or do not know certain things. Through the comments, the teacher will highlight your child's strengths and next steps.

The report card gives equal weight to the following four developmental areas: socio-emotional, physical, spirit/well-being, and intellectual (see diagram below).

This report card also leaves space for parents and their child to comment. This is an opportunity for you and your child to reflect on some of the learning that takes place at home and what kind of person your child is within your family. This bridges the learning that goes on at school and at home and demonstrates that they are both important. We hope that you take the time to fill this out with your child. They are helpful to teachers to further understand who your child is and where they come from.



As Kindergarten Teachers, We Appreciate How You.....

- Understand that your child will learn at their own pace.
- Foster a love of reading by reading daily.
- Encourage your child to be independent.
- Work in cooperation with your child's teacher by communicating questions or concerns.
- Ensure that your child has adequate rest.
- Help your child to feel confident.
- Celebrate your child's successes, big or small.
- Encourage your child to dress independently.
- Communicate changes in your child's daily routine (i.e. absences, appointments, transportation...)

"Reading is the single most important thing you can do to help your child become a better reader." (Susan Kempton, *The Literate Kindergarten*)

UNITY

I dreamed I stood in a studio
And watched two sculptors there
The clay they used was a young child's mind
And they fashioned it with care
One was a teacher – the tools he used
Were books, music and art,
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.
Day after day, the teacher toiled with touch
That was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold or bought.
And each agreed they would have failed
If each had worked alone.
For behind the teacher stood the school
And behind the parent, the home.

Author Unknown