

# Full Day Kindergarten

## *Exemplar Video Viewing Guide*



# Full Day Kindergarten: Exemplar Video Viewing Guide

The purpose of this *Exemplar Video Viewing Guide* is to help teachers make the best use of the video series through reflection and discussion. Teachers can engage in their personal learning journey or share this reflection with colleagues. The questions for reflection are designed to help educators develop a deeper understanding of the importance of learning environments; the role of the teacher; the importance of learning through play, inquiry and projects; and the part that self regulation plays in the learning process.

This guide is a companion to the videos and the [Full Day Kindergarten Program Guide](#). All these resources were created to support teachers in delivering vibrant, effective Kindergarten programs for British Columbia's children.

## How to use the Exemplar Video Viewing Guide:

The Exemplar Videos can be watched all at one sitting or one at a time. It's best to watch them when you have time to be thoughtful. The questions for each video are divided into four sections organized to stimulate thinking and discussion before the viewing the video, guide the viewing itself, and then stimulate reflection after the viewing. Enjoy and be inspired!

## Topics Covered in Each Exemplar Video:

- **Exemplar Part 1: The Learning Environment**

The early learning environment is often described as the third teacher, along with the teacher and the other students. The design of learning environments is one way teachers express beliefs about children, learning and teaching. Every Kindergarten classroom in the province will be unique. This video is intended to stimulate reflection on how we can create rich, responsive learning environments for Kindergarten children.

- **Exemplar Part 2: Teaching and Learning in a Play-Based Environment**

The central role of the Kindergarten teacher is to facilitate children's development and learning. Play is fundamental to all young children's learning experiences. This video is intended to stimulate reflection on facilitating children's play experiences and on creating a balance between child-initiated play and teacher-initiated learning experiences.

- **Exemplar Part 3: Inquiry-Based Learning and Development of Self Regulation**

The open-ended nature of effective Kindergarten programs emphasizes learning through inquiry as well as play. Involved, engaged Kindergarten learners construct new knowledge through learning experiences driven by curiosity and questioning. This video is also intended to stimulate reflection on

the importance of helping children develop self-regulation—the ability of the child to stay calmly focused, shift attention, inhibit distractions, resolve conflicts, delay gratification and tolerate frustration.

- **Exemplar Part 4: Extending and Deepening the Learning Experience**

This video is intended to stimulate reflection on how to use children’s interests to extend and deepen their learning. When a teacher listens to a child’s question and then builds upon it, this opens up the opportunity for an extended project where one learner or a group of learners can explore further.

### **Discussion Topics for Principals and Vice Principals**

The guide includes a special section for reflection by principals and vice principals on their role in making full day Kindergarten a success. The transformation of Kindergarten to full school days provides new opportunities to engage with families and community services that parents might need, as their children make this transition into the school system. Leadership provided by principals and vice principals can have a tremendous influence on the experience of Kindergarten children and their families.

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## Exemplar Part 1- The Learning Environment

Use these guiding questions to reflect on the learning environments you create for children. As you prepare to watch the video, you may wish to refer to Section 4 of the *Full Day Kindergarten Program Guide*, which focuses on planning Kindergarten environments, routines and schedules.

### Reflecting on your classroom

<i>Before viewing the video</i>	How does your classroom reflect your image of the child? Your views about families and communities? Your beliefs about children's learning?
	What have you done so far to make your Kindergarten classroom environment welcoming for all children and their families?
	How does your classroom promote acceptance of all children? Does it reflect the community surrounding the school?
	How is your classroom space divided? Does it enable a variety of activities?
	What elements in the classroom support children in developing a sense of well-being and belonging?
	What attractive and engaging materials are present in your classroom that invite children to explore, inquire and investigate?
<i>While viewing the video</i>	How are light and natural or found objects used in the classroom?
	What things or places in the learning environment are wonder-inspiring?
	How are materials and toys organized in the classroom to promote independence and responsibility?
	Did you notice a range of learning centres? Areas for individual play? Spaces that encourage small group activities?
	Do the learning centres provide space conducive to children using their imaginations and testing their theories?

<i>After viewing the video</i>	How are children's ideas and interests reflected in learning centres and activities?
	In what ways can spaces outside the classroom be used to extend the learning environment? How could you use these spaces to broaden children's learning?
	How could you support children to explore the natural world within the walls of the classroom?
	The class's routines and schedule form a structure for children's experiences in the learning environment. Reflecting on your classroom routines/schedule, does your class have: <ul style="list-style-type: none"> <li>• a balance of active and quiet times throughout the day?</li> <li>• opportunities to play outdoors daily and for daily physical activity?</li> <li>• sufficient time for smooth transitions and routines, such as clean-up?</li> </ul>
	The learning environment goes beyond the physical setting to include the culture you create and the relationships you foster in your program. What are some ways the teacher created a caring environment for students? How do you create a caring classroom for your students?
<i>Extending beyond the video</i>	How could you better organize your classroom to engage families? To set the stage for building positive relationships?
	How do you reflect Aboriginal language and culture in your classroom? Where could you go for help if you do not know what to do about this?
	How does your classroom address children's needs for varying levels of stimulation? What could you do to enhance this?
	How do you use learning centres to help you scaffold children's learning?
	What could you do to make sure your classroom remains interesting, dynamic and responsive to children's interests over time?
	What other ideas would you like to explore about full day Kindergarten environments? How can you pursue your own personal professional development in this area?

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### Exemplar Part 2- Teaching and Learning in a Play-Based Environment

Use these guiding questions to reflect on your teaching role and the importance of play-based learning in full day Kindergarten. As you prepare to watch the video, you may wish to refer to Section 3 of the *Full Day Kindergarten Program Guide*.

#### Reflecting on your role as a teacher and the role of play

<i>Before viewing the video</i>	How do you see your role as a Kindergarten teacher? Are you largely motivating and inspiring children as a facilitator of learning or are you mostly delivering content to them as a main mediator of knowledge?
	What part does play-based learning play in Kindergarten classrooms? Is learning through play a significant part of children's experiences at your school?
	What is the purpose of circle or carpet time in Kindergarten programs? How do the large and small group meetings support children's learning and development?
	How do you support and enhance emergent literacy in your classroom?
	How does play help children experiment with their ideas and realize their intentions?
	What is the benefit to you as the teacher in observing children in their play?
<i>While viewing the video</i>	Do you see a balance between child-initiated experiences and teacher-initiated experiences? Reflect on why this balance is important.
	What is the connection between emergent literacy and oral language? What kinds of invitations to literacy do you see teachers using?
	How are open-ended learning centre materials and activities used to provoke curiosity and extend learning experiences?
	How do real objects facilitate the children's play experience? Do you notice any natural materials? How were they used?

<i>After viewing the video</i>	How did the teacher(s) demonstrate that they value the unique qualities and potential of each child?
	How are the various types of play represented in the video? Which of these would someone see demonstrated in your classroom?
	Think about or discuss how the farm field trip formed a basis of play back in the classroom.
	How did the teachers support children to stay on task and make good choices as they engaged in play at learning centres?
	How can teachers use play-based learning to address the prescribed learning outcomes of the curriculum?
<i>Extending beyond the video</i>	What are the opportunities and challenges to providing a play-based program for a Kindergarten/Grade 1 combined class? What have you done to work with other teachers to address this challenge and discover the opportunities?
	The Full Day Kindergarten Guide describes various roles for Kindergarten teachers ( <a href="#">page 17, Full Day Kindergarten Program Guide</a> ). In what ways do you fill these various roles in your work with Kindergarten children? <ul style="list-style-type: none"> <li>• The Model</li> <li>• The Coach</li> <li>• The Advisor</li> <li>• The Mentor</li> </ul>
	The guide discusses student-initiated play and teacher-initiated play. How could you use teacher-initiated play to model possibilities for children?
	What new approach might you try to foster play that supports development of social competence in children?
	What are some strategies you might use to encourage children to express themselves in a variety of ways—for example, through words, movement, drawing, sculpting, building or music?
	What other ideas would you like to explore about full day Kindergarten and play? How can you pursue your own personal professional development in this area?

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### Exemplar Part 3- Inquiry-Based Learning and Development of Self Regulation

Use these guiding questions to reflect on providing opportunities for inquiry-based learning and supporting children’s development of self regulation. As you prepare to watch the video, you may wish to refer to Section 3 of the [Full Day Kindergarten Program Guide](#) .

#### Reflecting on your classroom

<i>Before viewing the video</i>	How do you support children to formulate questions and look for answers?
	What are your own feelings and beliefs about making mistakes, and how can you help children to feel comfortable that mistakes are part of learning?
	Are you familiar with the term self regulation? How does your understanding of the role self regulation has in learning help shape your beliefs about children and learning?
	What role do you see for teachers in helping children develop self regulation?
<i>While viewing the video</i>	How is curiosity being fostered by the teacher? How is self-initiated learning being encouraged?
	Look for ways that materials and unusual resources are combined in unexpected and interesting ways to stimulate inquiry.
	How does the teacher support children’s social-emotional development?
	How do intentional play experiences support the development of self regulation?
	In what ways does the teacher scaffold children to play cooperatively? How are children being supported to use language to solve conflict?



<i>After viewing the video</i>	How did the teacher incorporate discovery, observation and measurement into learning activities? What other ways might you accomplish this with your students?
	In what new ways could you encourage children to inquire about and explore their ideas?
	How could you support children to make a plan, test their questions and develop their ideas?
	How do you see this strategy as helpful in supporting your kindergarten students to develop self regulation?
<i>Extending beyond the video</i>	How can you provide more opportunities for children to explore in the areas of: <ul style="list-style-type: none"> <li>• oral language?</li> <li>• emergent Reading?</li> <li>• emergent Writing?</li> <li>• emergent Numeracy?</li> </ul>
	How can you organize the class schedule so that your students have enough time for authentic inquiry-based learning?
	What are the opportunities and challenges in accommodating individual, small group and large group inquiry simultaneously? What are some strategies for addressing these challenges?
	What strategies could teachers use to help families understand the importance of play and inquiry-based learning?
	Routines and predictability are important for children to feel safe and confident. How do you see the connections between your class's routines and the development of self regulation?
	What other ideas would you like to explore about full day Kindergarten and inquiry-based learning or development of self regulation? How can you pursue your own personal professional development in this area?

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### Exemplar Video 4- Extending and Deepening the Learning Experience

Use these guiding questions to reflect on extending and deepening children’s learning experiences. As you prepare to watch the video, you may wish to refer to Section 3 the [Full Day Kindergarten Program Guide](#) .

#### Reflecting on your classroom

<i>Before viewing the video</i>	What is the teacher’s role in project-based learning? How do you help children to channel their interests into action?
	What do you see as the purpose of providing children with opportunities for extended, open-ended exploration?
	How would project learning fit into your class’s schedule and environment? Is there a dedicated space where children could leave their projects and build on them over a number of days or weeks?
	Does your current classroom organization enable group work? If it doesn’t, what ideas do you have to facilitate extended group project work?
<i>While viewing the video</i>	A guiding principle of the Reggio Emilia approach is for teachers to use provocations. This is when the teacher listens closely to the child’s thoughts and ideas and creates a plan for provoking further thought and actions for the child. What provocations do you observe the teacher setting up for children to consider?
	Notice the different types of materials provided to children to use in expressing their ideas. How does this extend and deepen the learning experience for children?
	How is observation and documentation used in the classroom to capture significant moments in children’s learning and create a narrative that describes their learning?
	What opportunities do you notice for children to engage in problem solving?

<i>After viewing the video</i>	In project based learning, teachers can help children think and talk about what they accomplished so far and, through provocations, support them to explore further aspects in the project. What are some ways that teachers can provide these bridges to those next steps in project learning?
	In what way can you imagine a play experience in your Kindergarten class evolving into a long-term project?
	How do projects, like the butterfly example, allow children to work at their own pace and level?
	How can oral language be supported through project-based learning? Other outcomes of the prescribed curriculum?
	In what ways do you see the concept of pedagogical narration ( <a href="#">page 21, Full Day Kindergarten Program Guide</a> ) as consistent with assessment for learning? How can such observation, recording and reflecting on what is observed be used to deepen children’s learning?
	How do the relationships formed in the Kindergarten program support the deepening and extending of group learning? Of individual learning?
<i>Extending beyond the video</i>	Emergent curriculum is the concept describing instances when teachers’ planning matches the spontaneity of interests that evolve out of children’s daily lives. How does emergent curriculum inform project based learning?
	In what ways could families and community members (for example, First Nations Elders) be engaged in supporting children’s project-based learning?
	What are the challenges of inquiry-based learning in a multi-age classroom? What are the benefits?
	How can written observations, photos, audio and video recordings, scrapbooks and portfolios make project based learning visible for children, parents and others?
	How do you involve parents in documenting their child’s learning?
	What other ideas would you like to explore about extending and deepening learning? How can you pursue your own personal professional development in this area?

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### Early Learning Discussion Topics for Principals and Vice-Principals

Use these guiding questions to reflect on your role as an education leader for your school. As you prepare to watch the videos, you may wish to refer to Section 5 of the [Full Day Kindergarten Program Guide](#).

#### Reflecting on your role

*After viewing the video(s) consider*

Does your school provide a welcoming and engaging environment for parents of Kindergarten children, setting the foundation for a strong, positive relationship between the family and school?

How do you best support Kindergarten teachers in your school to:

- access resources they need to create a rich, play-based learning environment?
- engage in professional development to further develop their practice?
- help parents understand the importance of a play-based learning program in Kindergarten?

We know that early childhood services are most effective when they are coordinated. What steps are you taking to build relationships among other early learning programs and family support services in your school and the school's neighbourhood?

How are you fostering connections and relationships among the staff who work with young children (e.g. StrongStart BC facilitators, Kindergarten teachers, Grade 1 teachers, relevant support staff, teacher-librarians, district early learning coordinators)?

Considering that over 70% of families have parents who work outside the home, what efforts have you made to ensure that before and after school activities at your school meet these families needs?

If early learning is not your area of expertise, how do you plan to enhance your knowledge about key early learning ideas such as early brain development, the value of play, project and inquiry-based learning and the critical importance of supporting children's development of self regulation?

In what ways are you supporting and motivating your staff to create rich play-based learning environments?

How are you supporting any teachers who are teaching Kindergarten for the first time or have only been in this teaching assignment for a few years? Have you considered mentoring as a strategy to help them?