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Final Report:
Evaluation of the Implementation of
the Ontario Full-Day Early Learning-
Kindergarten Program



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Please note that without the hours and hours and hours of accurate transcribing, coding and data entry, this work would have been much more difficult.

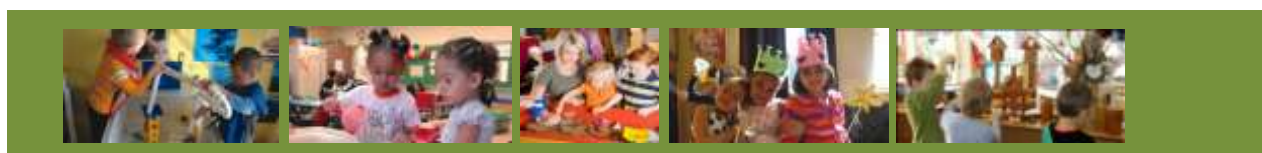
Without the skillful project management of **Sandy Youmans** this work would have been impossible.





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Executive Summary

In response to a growing body of evidence about the importance of early childhood education, Ontario is moving towards implementation of the Full-Day Early Learning Kindergarten (FDELK) Program in every school across the province. The first phase of

implementation began in the fall of 2010, with nearly 600 schools offering the FDELK program (Ontario Ministry of Education, 2010). According to the Full-Day Early Learning Kindergarten Program document, there are four goals of the program:

- to establish a strong foundation for the early years by providing young children with an integrated day of learning
- to provide a play-based learning environment
- to help children make a smoother transition to Grade 1
- to improve children's prospects for success in school and in their lives beyond school (Ontario Ministry of Education, 2012, p. 1)

To promote early learning in the school context, FDELK is made available to four- and five-year old children. The key components of the program encompass: kindergarten children going to school all-day every-day from Monday to Friday, the use of play-based curriculum to promote engagement with learning and self-regulation in young children, a team-teaching approach to instruction involving a certified teacher and an early childhood educator (ECE) in each class (with at least 16 students), and the siting of extended care in the school setting to make transitions for young children easier (Pascal, 2009).

During the first phase of implementation, the Ontario Ministry of Education contracted the Social Program Evaluation Group (SPEG) from Queen's University in conjunction with Brock University to evaluate the implementation of the new kindergarten program during the first two years of implementation. The intention of the evaluation was to identify key successes and challenges associated with implementation in order to generate recommendations for future phases of implementation. The approach to the evaluation was twofold: to collect qualitative data from case study schools and to analyze

quantitative data provided by the Ontario Ministry of Education.

For the case study portion of the evaluation, 16 case study schools were visited by the Evaluation Team. Schools included in case studies were selected to ensure representation from each of the six Ministry's education regions (i.e., Sudbury, Thunder Bay, Ottawa, Toronto, London, and Barrie), English speaking and French speaking schools, and both Public and Catholic schools. Case study site visits involved the following methods of data collection: classroom observations; interviews with FDELK team members (e.g., administrators, teachers, and early childhood educators, parents, and community stakeholders); educator surveys; a class/group activity used to elicit kindergarten students' experiences; photographs of classrooms and playgrounds (without children); collection of program documents; and collection of children's work samples. During the first year of the evaluation, hard copies of educator surveys were distributed, whereas in the second year of the evaluation an online educator survey was mounted.



The Evaluation Team was given 3 years of historical data for Education Quality and Accountability (EQAO) school scores and Low-Income Cut-Off (LICO) school scores to use as indicators of the needs of individual schools, EQAO was used as an indicator of academic needs and LICO was used as an indicator of material needs (e.g., schools with low EQAO scores have high academic needs and schools with high LICO scores have high material needs). While the Evaluation Team expected to receive Grade 1 report card marks in the second year of the evaluation and data collected from the Early Development Instrument (EDI) for the first two years of implementation, they only received EDI measures collected from the first year of implementation.

This limited the analyses that could be conducted. Moreover, EDI data could not be analyzed in relation to data from the Kindergarten Parent Survey (KPS) because the return rate was extremely low (17%) and initial analyses indicated a strong sample bias.

Results from the school case studies and online educator surveys are organized around the following themes: ELK Teams, Professional Development, Play and Inquiry-Based Learning, Pedagogy, Assessment and Evaluation, Physical Environment, Emotional Climate, Family Partnerships, Community Partnerships, Student Progress and Self- Regulation. One of the most critical issues for the successful implementation of FDELK hinges around successful team teaching of kindergarten teachers and ECEs. While there is evidence to suggest that some teams engaged in interchangeable roles that are beneficial for students, the majority of the teaching teams struggled with the idea of team teaching and were unclear about the roles and responsibilities of ECEs. In many cases, this led to ECEs being treated more like Educational Assistants (E.A.s) than educators. The roles and responsibilities of ECEs need to be more clearly defined. Moreover, planning time must be allocated to ECEs so they can establish a collaborative partnership with kindergarten teachers.

Professional development identified by administrators and educators as most helpful for facilitating FDELK implementations were opportunities to discuss the FDELK program, particularly through Professional Learning Communities (PLCs), and opportunities to visit FDELK classrooms to gain a better understanding of the program. The FDELK program document and the ETFO document, *Thinking It Through*, were also identified as invaluable resources for implementation. Almost half of administrators surveyed indicated they did not attend FDELK professional development sessions and, in some cases, ECEs were not able to make it to FDELK Professional Document (PD) because there was a lack of ECE supply coverage available in their school boards. Providing PD opportunities for all team members targeted at important FDELK issues (e.g., team teaching and play-based learning) is necessary to support a unified vision as implementation continues.

In terms of play/inquiry-based learning, some administrators, educators, and parents appear to be gaining a better understanding and appreciation of play-based learning. Some are even advocating for a play-based approach to learning that continues in grades 1 to 3. However, two notable challenges hinder teachers from incorporating a more play-based approach in kindergarten: they are unsure of

how to integrate their school boards' emphasis on literacy and numeracy instruction with play-based learning and they are mistaking structured learning centres for more open-ended play-based learning. As implementation continues, a stronger understanding of play-based learning and its benefits needs to be established. This may be done in part by relying more heavily on ECEs' strength in this area.



A number of benefits associated with FDELK pedagogy were highlighted in the evaluation. Administrators and educators alike commented that FDELK provided a safe and stimulating environment, especially for students from high need areas. Teachers appreciated having students at school every day because they had more time to work on concepts with them, they got to know their students better, and they had greater scheduling flexibility. Most parents appreciated the consistency and routine of the

FDELK program. In some FDELK classes, children benefitted from spending more time in small group instruction because teachers and ECEs split the class into two smaller groups. Generally, children spent more time in learning centres, were more engaged in their learning, and their interests were incorporated in the classroom. However, some ECEs were constrained to more of an E.A. role and some teachers tended to over-rely on whole group instruction, especially planning-time teachers.

As far as assessment and evaluation is concerned, educators used a variety of strategies and were learning how to document students learning in a play-based context through observations (e.g., pictures, videos, students' own words). Teachers struggled with how to organize their records when it was difficult to track which students did what because they were not all required to do the same thing. Educators suggested funding for technological supports (e.g., iPads, cameras, video-cameras) would support their assessment and evaluation practices, and they were interested in learning more about how to organize their records in a play-based learning environment. Parents indicated they would like more frequent reporting about their children's progress, more opportunities for face-to-face meeting with educators, and more consistent reporting practices for JK and SK.

FDELK classes with optimal physical environments included adequate space, resources to support play-based learning both indoors and outdoors, a quiet area for students who required some down time, and technological instructional supports (e.g., Smartboards, iPads). Overcrowded classes had less opportunity for play-based learning because they could not house proper play-based equipment, and they also had more behavior issues because students found it difficult to self-regulate when their personal space was consistently invaded. There were a number of teachers who lacked the proper resources to support play-based learning and many school yards had inadequate play equipment for young children.

While a number of FDELK classes had positive emotional climates, many experienced challenges. The greatest challenge to a positive emotional climate arose in large classes (e.g., 30 students) with a number of students with special education needs who were not receiving

proper support. The issue was compounded in smaller physical classrooms. Even with two adults, meeting the needs of 30 demanding young children is difficult, but this is even more challenging (if not impossible) in classes with students who need more support, like in the case of students with special education needs. In these cases, ECEs took on the role of E.A.s and teachers were left to manage the class. Without proper E.A. support, students in the class do not receive the one-on-one attention they require and there are more opportunities for students to harm each other, physically or emotionally. Emotional climates were also negatively impacted by incompatible teaching teams.

To promote positive emotional climates in FDELK classes, consistent E.A. support needs to be provided for students who require it (e.g., students who are formally and informally identified), collaboration in teaching teams should be encouraged, and a policy for addressing incompatible teaching teams should be established.



Family partnerships are essential for the success of children in the FDELK program. Administrators and educators believed it was essential for parents to be informed about the new program. However, often they did not have enough information or understand the program well enough to relay necessary information. Administrators and educators need to be equipped with information and resources to pass on to parents. Parents described wanting to know what their children were learning, and they wanted strategies to support their children's learning at home. Seeing as parents know the needs of their children best, they should be consulted when planning how to best transition their children into school (e.g., staggered entry, intake interviews, have parents identify any additional supports their child may require). Because some children require a modified version of the FDELK program and some parents do not wish to send their children to school every day, it will be important to develop policies to address these realities.

Community partnerships enable kindergarten children to develop optimally by receiving any additional support or services they require. The FDELK program makes it easier to provide community supports and services in the school setting because children are at school every day. However, some children do not receive the extra attention they need because there are no consistent assessments in place to flag students and sometimes students are placed on waiting lists because school boards do not have enough personnel support. Given that early intervention is a key factor in children's success, more work needs to be done in identifying students who need additional supports, and then ensuring there is staff to meet those needs. Many FDELK case study schools incorporated a food program to meet the nutritional needs of children. This practice is recommended for all FDELK schools.

With respect to student progress and self-regulation, many administrators and educators believed the FDELK program was having a positive impact on students. This was reported as particularly true for students from high need schools. The FDELK was noted as having a positive impact on social skills, language development, problem solving abilities, creativity, and growth in numeracy and literacy. Parental beliefs about the impact that FDELK had on their children were mixed: some believed it was positive and some believed a more traditional approach would be better. A number of administrators pointed to the need for quantitative data to determine the effectiveness of the FDELK program.

When considering student progress and self-regulation in the evaluation, it is clear that the overall FDELK program quality has a definitive impact. An optimal FDELK learning environment requires the following elements: an effective teaching team in which roles are interchangeable, the incorporation of play-based learning, support for students with special education needs, adequate classroom space, and resources to support play-based learning, in both indoor and outdoor spaces.

Given the importance of the overall quality of the FDELK program in regards to student progress and self-regulation and the variability of the program in the initial phases of implementation, the Evaluation Team has developed an FDELK Fidelity Index to be used as a practical tool by administrators and educators to measure the degree to which their program matches the Ministry's vision. The Fidelity Index is based on the FDELK Program document and data collected from the two-year evaluation commissioned by the Ministry of Education. It will need to be field tested and may require adaptations.



The Evaluation Team received Early Development Inventory (EDI) data after the first year of implementation to answer the following two research questions:

- Does the FDELK program improve school readiness in JK and SK students as indexed by differences in scores on the (EDI) when compared to the non-FDELK program?
- Is the FDELK program effective in decreasing the academic gap in kindergarten programs in high need schools?

Quantitative data results are presented separately for SK and JK students, students from French speaking and English speaking schools, and students without special education needs and students with special education needs. Quantitative analyses yielded mixed results concerning the effectiveness of FDELK. There was a pattern for JK FDELK students to show higher school readiness scores in classrooms in high need schools. If this effect can be replicated in future studies with more representative samples, and possibly more sensitive measures, it suggests that FDELK may be able to contribute to a decrease in the academic gap currently seen in many high need primary schools. However, these results must

be interpreted with caution as this was not the case for SK students. With respect to students with special education needs, students with special education needs in non-FDELK classes had higher EDI scores than students in FDELK classes. It is recommended that future analyses aimed at examining the effectiveness of the FDELK program use Grade 1 report card marks as the dependent variable with EDI as a covariate to get at the unique contribution of the FDELK on Grade 1 marks.

It is also recommended that alternative measures that reflect the goals of the play/inquiry-based curriculum be considered to measure the outcomes of FDELK on kindergarteners.



Introduction

In September, 2010, the Ontario Ministry of Education began implementation of its new Full-Day Early Learning Kindergarten Program (FDELK) in nearly 600 schools across Ontario.

The Social Program Evaluation Group at Queen's University was commissioned by the Ontario Ministry of Education in October, 2010 to do a two-year evaluation of the implementation of the FDELK.

The purpose of the evaluation is twofold:

1. To identify early indicators of effective practices related to the implementation of the FDELK;
2. To gain knowledge from the first phases of implementation to help inform program delivery moving forward to full implementation.



This report provides the results of the stakeholder's experiences and recounts during first two years of FDELK implementation from both the French and English 16 Case Study sites where data was collected between March 2011 and May 2012. This report also incorporates the online survey results administered to the educators in both the case study sites and booster sample schools across Ontario as well as the analysis of the Early Development

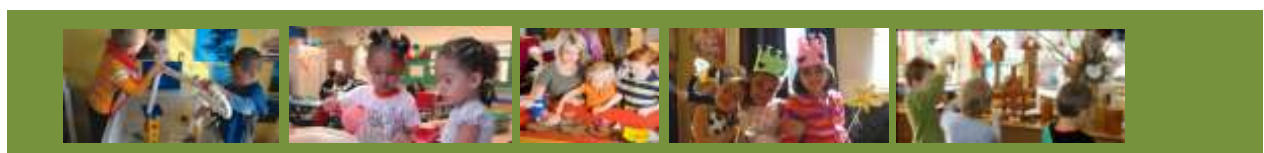
Inventory scores, OnSIS and EQAO data from the booster sample and case study schools.

Organization of the Report:

The report is organized around the following sections:

- **Introduction** provides some background to the evaluation project as well as the logic model.
- **Methodology** of the site selection, number and description of participants, data gathering tools and process for the case study sites and brief introduction to the quantitative data for the booster sample.
- **Findings** of the evaluation of the FDELK implementation are presented in two sections. The initial section contains the case study findings presented in a narrative style with key findings and follow up discussion of each program area. The second section of findings presents the quantitative results, also identifying key findings along with discussions.
- **Conclusions** of the study bring together the key findings from both results sections and present the recommendations for the Ontario Ministry of Education, Early Learning Division to consider as they move forward with the full implementation of FDELK in every elementary school across Ontario.
- **Appendices** include the supporting tables for the statistical analysis from Results: Section 2, Tables with challenges, success and recommendations for each program area, Play Tables, and the Year 2 online survey.

Note: The majority of the pictures that appear in this report were taken during site visits.



FDELK Evaluation Logic Model

The logic model was developed by the FDELK Evaluation Team and modified based on feedback from the Ontario Ministry of Education, Early Learning Division’s - FDELK Steering Committee. It is the logic model that guided the process of evaluating the implementation of the Full Day Early Learning – Kindergarten (FDELK) program across Ontario.

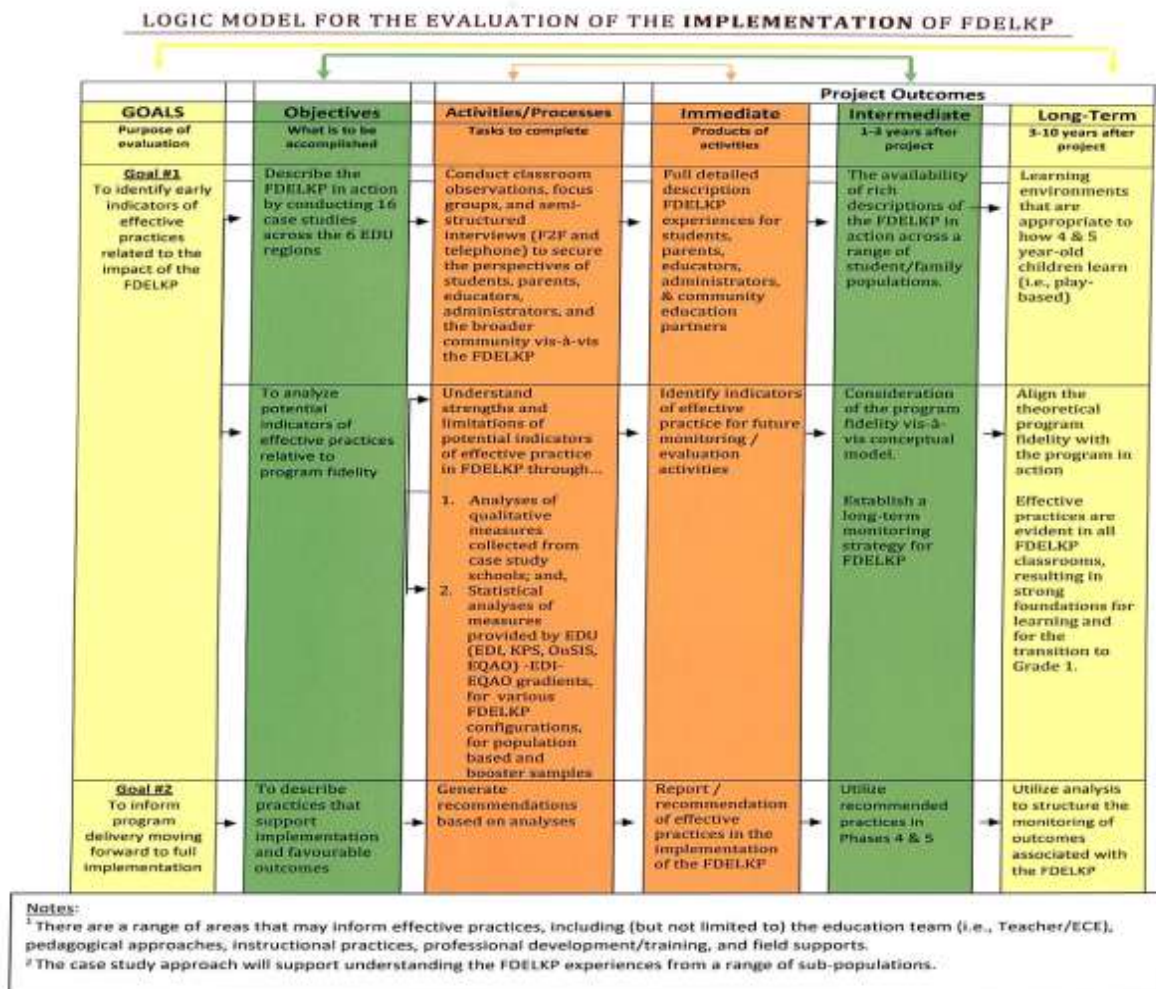
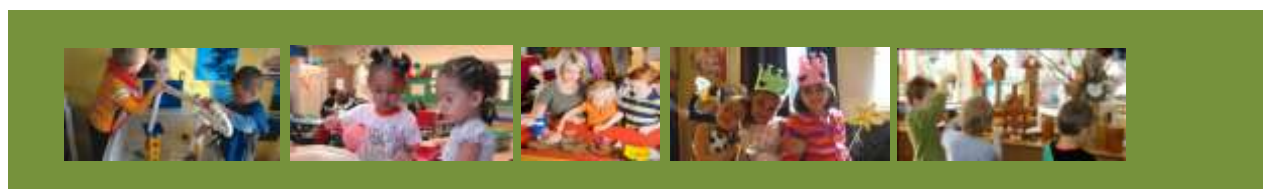


Figure 1. Logic model for the evaluation project.



Methodology

Within the methodology section, we begin by describing the sampling methods employed, identify the number and description of participants in the study and follow this with a description of the tools and procedures for both the qualitative and quantitative data generation.

Sampling: Case Study School Selection

All school boards across Ontario were invited to participate in the evaluation process by Jim Grievies the Deputy Minister of Education, Early Learning Division. Given the prohibitive financial implication of including all interested school boards in participating in the evaluation process, the final selection of the school boards, was based on the following:

- representation from each of the Ministry's six regions (London, Barrie, Sudbury, Thunder Bay, Toronto, and Ottawa),
- representation from both the Francophone and English School Boards
- implementation of FDELK in stages

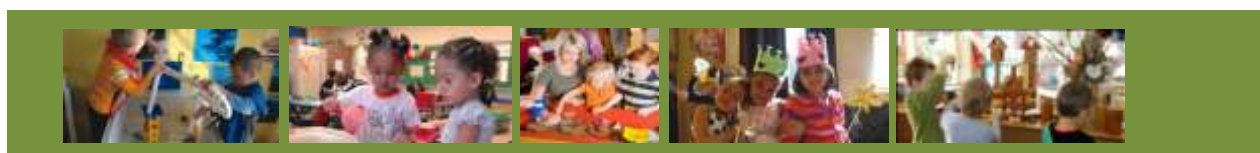
Hence, the final selection of case study site schools included:

- twelve English-language schools
- four French-language schools
- nine FDELK schools,
- two non-FDELK

Year 2 schools and non-FDELK schools were selected as part of the sample to allow for comparisons with FDELK schools; they were "control" schools that presented the opportunity for evaluators to document the transition into the FDELK. The chart that follows presents the characteristics of the case study sites.

Table 1. Characteristics of the sixteen case study schools.

Case Study School	Region	Kindergarten Configuration			Language	
		Year 1 FDELK	Non-FDELK	Year 2 FDELK	English	French
1	Thunder Bay	X			X	
2	Thunder Bay	X			X	
3	Sudbury	X			X	
4	Sudbury			X		X
5	Sudbury		X			X
6	London	X			X	
7	London			X	X	
8	London		X		X	
9	Barrie	X			X	
10	Barrie	X			X	
11	Barrie			X	X	
12	Ottawa	X				X
13	Ottawa	X			X	
14	Ottawa			X	X	
15	Toronto	X				X
16	Toronto			X	X	



Sampling: Booster Sample School Selection

The booster sample was a collection of 140 schools. Just as with the case study school site selection, the booster sample school sites were selected based on the same criteria, plus matching criteria; there needed to be a match between the case study sites and the booster sample in terms of LICO, and EQAO, scores, rural, urban and population base.

The purpose of the booster sample was to have a sample large enough to enable analysis that would support the comparison of the outcomes of FDELK versus non FDELK kindergarteners. Moreover, the analysis was intended to determine the strength of FDELK influence on children's grade one academic achievement.

Participants

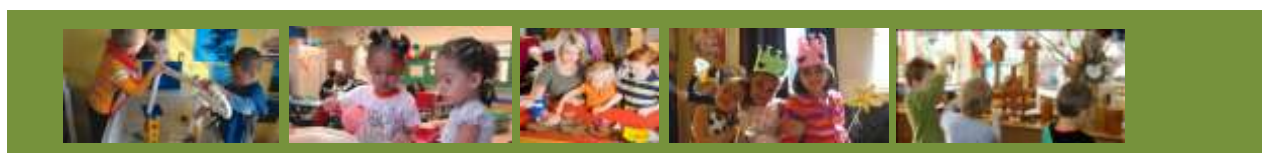


Stakeholder groups were identified as being typically directly involved and/or as having a vested interest and in the outcomes of the FDELK program implementation. Hence the stakeholder groups of participants included: administrators, both at the school board (i.e., ECE or early year consultants or coordinators) and school level (principals and vice principals); educators, including both Ontario certified

teachers (OCT), and early childhood educators (ECEs); kindergarteners; and the kindergartener's parents. The final stakeholder group was the community partners which included representation from a variety community groups and organizations providing services to families with young children as well as professional development services to the educators and administrators.

Table 2. Total number of participants from each stakeholder group over the two years of evaluation.

Stakeholder Group	Total Number of Participants
Administrators interviewed	35
Non-FDELK Teachers interviewed	12
FDELK Teachers interviewed	41
ECEs interviewed	38
Educators responding to survey (both teachers and ECEs)	125
Children who were in direct conversation with researchers	300+
Parents interviewed	80
Community Partners interviewed	19



Demographic Profile of Participants

All individuals invited to participate in the interview process were asked to complete a demographic form. With this we were able to determine that the voices represented in this report come from each of the stakeholder groups within each of the six Ontario regions.

Although there was a rather good match in the first year of data collection, between the number of demographic forms and number of interviews for administrators, teachers and ECEs, not all items on the form were filled in by each participant. Fewer participants in the second year completed the form. However, educators completed similar information in the surveys.

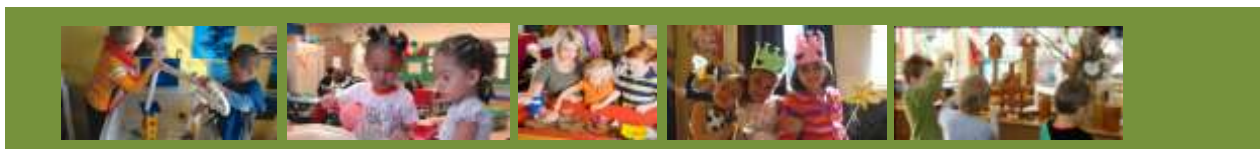
The number of parents and community members actually participating in the interviews were much higher than the actual demographic forms completed. So the demographics presented are based on the forms completed, the items completed, hence provide only a partial glimpse into the gender, age, race/ethnicity and primary language of the participants. The most complete collection of demographic information were completed by administrators and educators, therefore detailed administrator and educator profiles are included and follow the general description of the age, gender, race/ethnicity and primary language of the stakeholders.

Primary language. For each of the stakeholder groups, the majority selected English as their Primary Language (73%). French was the subsequent primary language selected (18%). Too few identified other languages as their first language. Hence these will not be reported to ensure the confidentiality of the participants.

Gender. There was a balance in gender for the participants self-identifying as holding administrative positions at the school level. However, more females were represented in those self-identifying as administrators at the school board level (100%), teachers (99%), early childhood educators (100%), parents (65%) and community partners (100%).

Race/Ethnicity. The majority (83%) of those who completed this item from the stakeholder groups, including the parents, self-identified as White or Caucasian. Very few self-identified as Aboriginal First Nations/Metis/Inuit or other (< 5%). This was the least filled in item in the demographic form with approximately 38% not responding.

Involvement with the FDELK program. While all administrators and teachers identified themselves as being a key player in the implementation of the FDELK program, only 59% of the ECEs identified themselves in the same light with approximately 30% identifying themselves as being peripherally involved. All community stakeholders and parents identified as being peripherally or not involved. Administrators identified their involvement as including planning meetings, consultations, training and supporting their teaching teams as they engage in implementation or prepare for implementation.



In addition to the above, the Administrators and educators were asked to state the number of years they have been employed in education as well as the number of years they spent teaching 4 and 5 year old children. ECEs were also asked to identify how many years they had been teaching 4 and 5 year old children and how many years they had been employed as an ECE. All administrators and educators were also asked to identify the specialized training they have received focused specifically on the early years.

Important to note is that from the demographic information from both the demographic form and educator survey, we were able to identify some of the general characteristics that may be related to the fidelity of FDELK implementation. For instance, those administrators or teachers with little or no educational background in child development, or early childhood education, or teaching experience in the early years, would have a much steeper learning curve when it came to supporting the kindergarten teaching team and implementation of the new FDELK program.

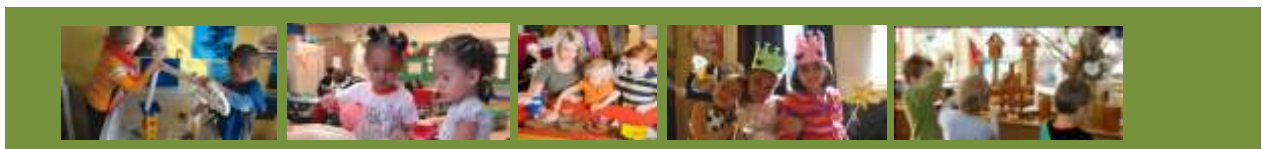


Close up: Administrator's profile.

Administrators interviewed ranged in age from the mid-thirties to early-sixties. Importantly, although administrators indicated they had between 10 and 34 years of employment in education, only a minority (<7%) of the administrators had experience teaching 4 and 5 year olds. Additionally, fewer than 5% had a specialized educational background in early child development, with 3% reporting they had a Master's degree in Child Studies. Interestingly, 21% of the administrators had taken the additional qualification of Primary Specialist Part 1 while just over half of the administrators had taken additional qualifications in Special Education Part 1(14%) and Part 3(42%).

Close up: Educator's profile.

Both teachers and ECEs identified their age during the first year of interviews. While teacher's ages ranged from the late twenties to the late fifties with the majority being under 40, the ECEs were in general somewhat younger with their ages ranging from the early-twenties to late-fifties, with the majority being under their mid-thirties. Both groups of educators had both newly certified teachers/ECEs and others with upwards of twenty years of teaching experience. However, the majority



of the teachers reported to have less than 3 of those years teaching at the kindergarten level and the majority of ECEs had up to 8 years of teaching experiences with four and five year olds. Although a few of the newly hired ECEs also had little to no years of experiences with 4 and 5 year olds .

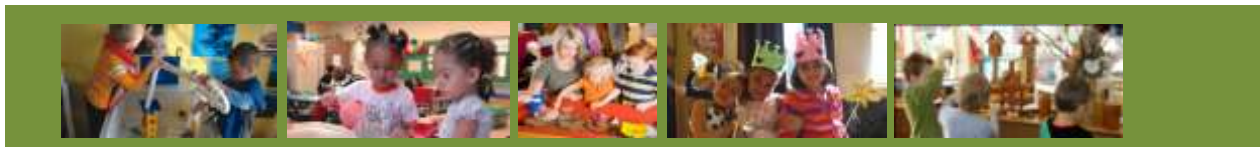
In the second year of data collection, we included the booster sample schools in the collection of survey data. In total there was a 37 % survey response rate. 125 (70 teachers, 55 ECEs) of 325 invited educators completed the online survey; however, not every item was answered by each individual. Additionally, while 11% of the educators identified themselves as not being in a FDELK classroom, 46% were in their first year and 44% in their second year of FDELK. The following tables summarize the years of employment, experience teaching 4 and 5 year olds, and education and training background.

Table 3. Average Years of teaching by educator.

Educator	Average number of years employed	Average number of Years teaching 4 & 5 Year olds
Teachers	15.0	7.5
ECEs	10.4	6.3

Table 4. Proportion of educators with early years/developmental background (% - rounded up).

Educator	Percentage of Educators having specific training/Education
Teachers n=56	Primary Specialist Part 1 (34 %), Part 2 (20 %), Part 3 (23%)
	Kindergarten Part 1 (18 %), Part 2 (4 %), Part 3 (2 %)
	<u>Special Education</u> Part 1 (38 %), Part 2 (13 %), Part 3 (2 %)
	<u>Degree in Child Study</u> M.A. or M.Ed. (6%), 3-Year or 4-Year (24 %)
	Diploma in Early Childhood Education (11 %)
ECEs n=48	Diploma in Early Childhood Education (88 %)
	Degree in Child Study: M.A. or M.Ed. (6 %), 3-Year or 4-Year(24 %)
	Ontario Teaching Certification (5 %)





Approach to the Evaluation

The case study data collection protocol was developed by the Evaluation Team and included consultation with the Ministry of Education.

After a comprehensive review of each kindergarten document published by the Ministry, The Evaluation Team participated in teleconferences with the following Ministry Branches to receive input and gain a better understanding of critical educational issues related to the Full-day Early Learning Kindergarten Program:

- Aboriginal Education Office (AEO) – December 9, 2010
- French-Language Education Policy and Programs Branch (FLEPPB)- December 9, 2010
- Early Learning Implementation Branch (ELIB)- December 13, 2010
- Special Education Policy and Programs Branch (SEPPB)- December 16, 2010

- Curriculum and Assessment Policy Branch (CAPB) – January 6, 2011

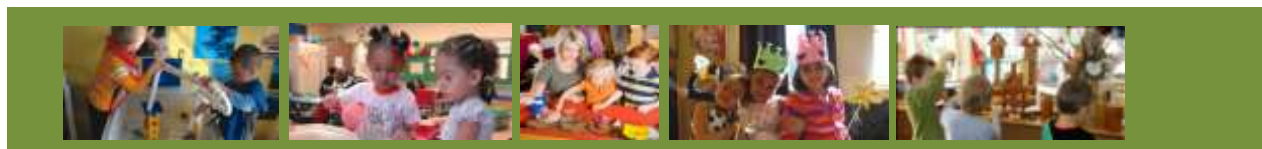
The Ministry of Education's Early Learning Division (ELD) requested certain interview questions be included in the data collection protocols. After lengthy discussion with the Evaluation Team about the purpose of the evaluation, and being mindful of the nature of case study approaches, a selection of questions around Assessment and Evaluation were incorporated as a means of informing CAPB's development of a standard provincial reporting procedure for Kindergarten (presently, each school board has its own methods of kindergarten reporting). French-language protocols were reviewed by FLEPPB and revisions were suggested to the French-language evaluation lead, Dr. Myriam Rousseau.

Prior to beginning data collection at the case study sites, ethics clearance was obtained from the General Research Ethics Board (GREB) at Queen's University as well as from Brock University and Wilfred Laurier University.

After ethical clearance was received, the Assistant Deputy Minister (ADM) of the Early Learning Division, Jim Grieve, held a

teleconference with prospective school board participants to inform them about the Evaluation and invite their participation.

Contact information for school boards willing to participate in the Evaluation were given by the Early Learning Division to the Evaluation Team to set up school site visits. Only a couple of school boards required the



Evaluation Team to submit application packages for their approval. Most Boards considered the academic clearances as adequate for their participation.

Administrators were contacted by the Evaluation Team to follow-up on their acceptance to the invitation to participate in the Evaluation. School board administrators

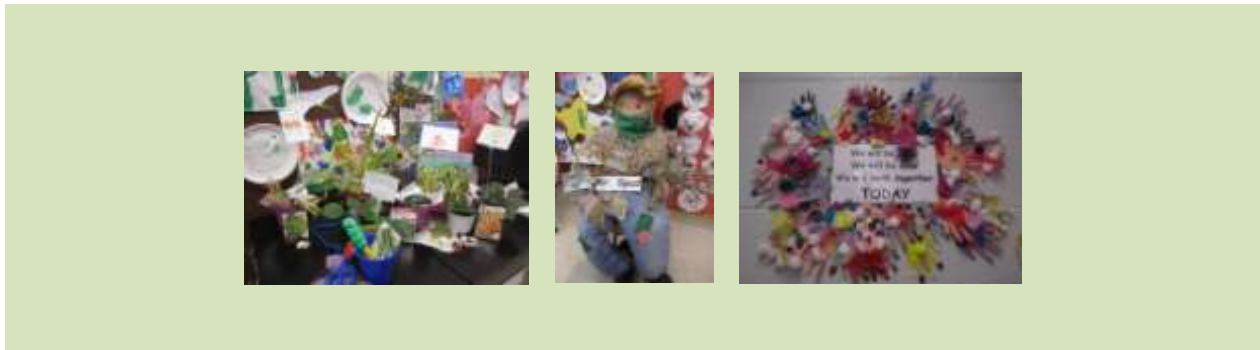
provided school principal contact information to the Evaluation Team so school site visits could be confirmed and scheduled.

Site visits were conducted at each of the sixteen case study schools between the months of March 2011 and April 2012. Site visits included multiple days (typically between 2 to 4) at most of the 16 case study site schools.

Evaluation Teams

To ensure consistency in the collection of data at each site visit, two English speaking teams and one French Language Evaluation Team were established and trained in the protocols. A team of two individuals would make the site visit. Depending on the comfort level of the team members, one would interview the administrators, and the other

would interview the educators. Both team members were initially required to make the observations together. However, with the number of classes and interviews to complete, classroom observations were often conducted by one individual. The only consistent team activity across all sites was the student activity. Data collection protocols are described in detail.



Data Collection Protocols

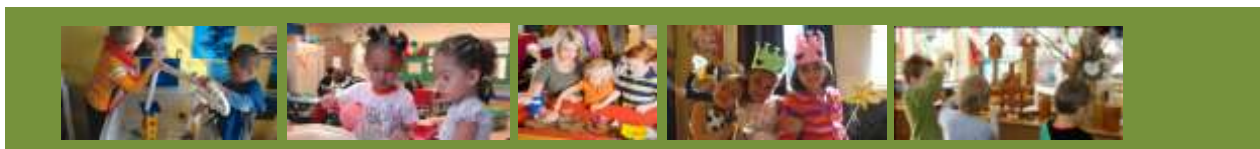
As indicated in the description of the participants, multiple stakeholders were invited to participate in the case study element of the Evaluation. Data was obtained from school board administrators, school principals,

kindergarten teachers, ECEs, parents, community stakeholders, and kindergarten students. This section describes data collection protocols, indicating which protocols were used with which participants.

Individual and Focus Group Interviews

One of the primary sources of data collection for the case studies was interviews.

Individual interviews were done with those directly involved with the implementation



(school administrators, school principals, kindergarten teachers, ECEs, and Special Education Resource Teachers) in order to allow individuals to freely express their experiences regarding the FDELK implementation, without worry of negative consequences for unfavorable responses. Steps were taken to create a sense of security for the participants in the evaluation process.

For example in one school, the kindergarten teachers requested that they be together during the interview process and the early childhood educators requested that they also complete their interviews together. To ease their sense of anxiety regarding the interview process the Teachers and ECEs said they would feel more comfortable answering the interviewer's questions collectively and reported to be very happy with such accommodations. The remainder of

Important to acknowledge is the anxiety administrators, teachers, and ECEs expressed at the onset of the interview process.

While some stated they felt like they were engaged in a job interview, others asked if they were stating what I wanted to hear.

Never before has a newly implemented program in Ontario undergone such scrutiny (Field Notes, Yr1).

Fortunately the second year seemed to generate much less anxiety for the participants (Field Notes, Yr2).

kindergarten teachers and ECEs, as well as administrators and community stakeholder interviews were done on an individual basis.

Parents however were invited to participate in focus groups, and individual interviews were accommodated when parents expressed a desire to participate but could not make the set time for the focus group.

Educator Survey

The Educator Survey was given to kindergarten teachers and ECEs to complete on an individual basis. The surveys asked questions about general classroom characteristics, like how many children there are in the class and if there are any students who have been identified as having special education needs. It also asked educators to identify what type of assistance they receive in the class (EA support, parent volunteer, etc.), the behaviour of students in the class, what type of instruction is used, and what their work environment is like.

The final question on the survey is open-ended, allowing educators to share whatever they like with the Evaluation Team about their Kindergarten experience.

Included in the survey for the FDELK teachers was the Indicators of Change Survey.

It is a survey adapted from the Toronto First Duty project used to measure the degree of collaboration occurring in the FDELK. Major areas of the FDELK program are identified with descriptors for each attached to a scale ranging from 1-5 (lowest to highest). Examples of major areas highlighted in the survey include the following: curriculum framework and pedagogical approach, roles and responsibilities, behaviour guidance, and extended day.

In year 2 the Educator Survey was mounted online and an invitation was extended to all kindergarten teachers in the both the booster sample and case study site schools. Both an English and French version of the survey was made available.



Based on responses to the Year 1 survey and from information gleaned from the educator interviews, modifications to the survey were made and included requests for examples of practices the teachers and ECEs engaged in. The online survey also included questions



about changes in practice experienced or expected based on the transition to FDELK and what they felt was the purpose of FDELK. Both the first year and online survey are included in the appendix.

Classroom Observations

Observations were scheduled for each kindergarten class in year one so evaluators could actually see how the FDELK (or non-FGDELKP) was being implemented at the classroom level. Observations lasted from 45 minutes to an hour.

Observers often need to reassure the educators that they were not being evaluated; specific features of the program were the focus of the observations.

During the course of each observation, field notes were taken that described specific

activities and interactions, as well as the classroom space and how it was utilized. The richness of the data gathered from the first year observations were congruent with the information obtained from the interviews.

Hence, with the changes made to the educator survey in year 2, we felt we had the opportunity to capture enough detail to eliminate the observations during most year two site visits.

Student Activity

In order to hear about students' experiences first hand, a student activity was conducted in Kindergarten classrooms. Although many of the children in the classroom spoke with the Evaluation Team, only the responses of students who received parental permission were collected by evaluators.

First Site Visit Student Activity

The Evaluation Team read students the story, *Franklin Goes to School* (Benjamin Va A L'Ecole), which describes Franklin's (Benjamin's) experiences with Kindergarten.

After the story, students were asked to think about what they liked best about Kindergarten. They were instructed to draw their response (and write it, if able to). Evaluators then spoke with individual students and scribed their responses verbatim.

Second Site Visit Student Activity

The Evaluation Team would ask children with parental consent if they would like to give the Evaluation Team a tour of their classroom. The Evaluation Team would say thank you and then ask another child in the class for a tour when the initial child responded negatively.

Only those children who wished to participate did so. During the tour children were asked to identify what they like most and least about their day in kindergarten. The Evaluation Team would scribe their responses.



Program Artifacts

Teachers and ECEs were asked to collect samples of their program planning documents and assessment and evaluation tools and submit them to the evaluators. Samples included daily schedules, weekly plans, long-term plans, report cards, reading assessments, and anecdotal record templates.

Photos: Pictures of Kindergarten classrooms (without students) were taken. Pictures demonstrate the amount of space available in individual classrooms and how space is being



used. Photos providing examples of student work and play-based learning were also taken to show what type of learning is taking place.

Classroom Sketches and Playground Sketches:

Sketches of each classroom and school playground were done by the Evaluation Team. The purpose of these sketches was to document the amount of classroom and playground space available in the FDELK (and non-FDELK) and to identify what it is being used for.

Table 5. Summary of Data Collected in Relation to Stakeholder

Stakeholder	Data Collection Protocol	Collected/Completed
Administrators	Interview	35 administrators interviewed
Educators Includes both Teachers and ECEs	Interview Educator Survey Artifacts (Program Planning Documents; Assessment, Evaluation and Reporting Documents)	91 educators interviewed 42 Educator Surveys (yr1) 125 online surveys (yr2) 500+ documents collected
Kindergarten Students	Student Activity; Classroom Observation Pictures of classrooms, displays, and playground	300+ children provided responses 48 classrooms visited 60 classroom observations (those transitioning from non-FDELK to FDELK visited twice) 1000+ photos
Parents	Focus Group Interview (with some individual interviews)	80 parents involved with the interviews
Community Partners	Interview	19 partners interviewed



MOE QUANTITATIVE DATA

The Ministry of Education provided the Evaluation Team with quantitative data which included the scores from the spring 2011 administration of the Early Development Instrument (EDI), OnSIS data, and EQAO and LICO scores for 140 schools in the booster sample as well as the 16 case study sites.

Although we were hopeful to have the administration of the Kindergarten Parent Survey (KPS) provide us with data to contextualize the EDI scores, there was a minimal 17 % parent participation rate.

Moreover, when the demographic data was analyzed for representativeness of the parent population within the schools, the demographic section of the survey revealed skewed parental participation. The KPS was essentially completed by parents self-identifying with education and income levels well above the school LICO levels of those not responding to the KPS. Hence, the KPS data is omitted from this report.

Greater depth and detail of the quantitative data will be presented in Results: Section 2 – Quantitative Data.

Data Management

Data management includes the collecting, storage, validating, organizing, coding, and analysis. This section will briefly discuss the data management process.

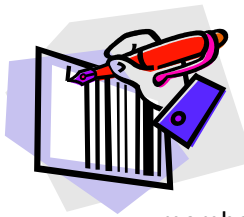
Storage: Space on the Queen’s University Server was secured to upload files of data collected from each site visit for the Evaluation Team. Files for each school were created with subfolders for the audio files, pictures, artifacts, etc. Given that the Evaluation Team includes individuals from a variety of Universities, access to the data for transcribing, coding, and analysis could easily be undertaken by any team member or by research assistants from any of the Evaluation Team members’ home base institutions.

Please note that only the case study data collections are located on the secure server. All Quantitative Data obtained from the Ministry of Education (i.e., the ONSIS , EDI, KPS data) for the quantitative data analysis is stored on site at Queen’s with the Evaluation Team’s project manager. The statisticians are at Queen’s,

hence there is no access issue requiring technological intervention.

Transcripts: All interviews were audio taped and transcribed verbatim. For each hour of interview, there were approximately 15 pages of text. The interviews with School board administrators, principals and community members lasted anywhere from 45 minutes to 2 hours, whereas the educator interviews were about 45 minutes to one hour for teachers and 20-30 minutes for early childhood educators, educational assistants and resource teachers. Of course there were exceptions to each of these. During the transcription process, all identifying information was removed to ensure confidentiality of the participant. All names were removed and only school and participant ID codes and stakeholder groups were noted in the transcripts.





Coding: Once the audio files were transcribed a meeting was held with the coders and Evaluation Team

members to review the process and ensure a systematic approach was in place for the coding. Inter coder reliability ranged from 83 to 99% with a Kappa Coefficient of 1. We believe the results were strong because of the way we approached the coding.

All coders initially coded the transcripts for the four broad areas of: program descriptions, successes, challenges, and recommendations

Once the initial coding was complete, the coder then sub-coded each of the 4 broad sections for each of the 10 key FDELK program areas: ELK Teams, Professional Development, Play and Inquiry-Based Learning, Pedagogy, Assessment and Evaluation, Student Progress and Self-Regulation, Physical Environment, Emotional Climate, Family Partnership, and Community Partnership.

Educator Survey: All educators associated with the kindergarten programs at the 16 case study sites as well as from the booster sample schools were invited to complete a survey. As acknowledged in the description of the participants, there was nearly a 40% response rate. However, only 114 useable surveys are included in the analysis. Surveys less than 40% complete were omitted.

Survey responses were analyzed from a variety of angles. First the frequencies of the responses to each item were noted for all surveys. Then the data from the survey were separated by FDELK and non FDELK and frequencies of the responses to each item were noted for the surveys from the FDELK and then the Non-FDELK Educators. Data from the survey were then separated by class size, large, medium and small and frequencies for the survey responses for each class size was noted.

Given previous research by Vanderlee (2009, 2004, and 1995), we expected that teachers in various class sizes would consider the survey items in light of the number of children they are responsible for, with teachers in large classes being more concerned with managing the children as opposed to the teachers in smaller classes who would be more able to focus on the opportunities to enrich the quality of individual experiences. We also expected the interactions with each child in the

class, and with the parents of the children in the class to be different for teachers in large as opposed to small classes. Additionally, we anticipated that the teachers in FDELK programs with larger numbers and having a teaching partner may also respond to the survey items differently than teacher with large classes in Non-FDELK programs, without teaching partners.

To help interpret the findings from the Educational Survey it is important to know the population attached to them. Hence the following list identifies the essential characteristics from the various partitioning of the Education Survey data.

- **A class was considered large when there were more than 25 students**
- **A class was considered Medium when there were between 20 & 25 students**
- **A class was considered small when it contained fewer than 20 children.**

Survey data was included in the various discussion sections wherever appropriate.

"Class size makes a difference in how teachers think, feel and act in their classrooms"
Vanderlee, 2009



Results: Section 1-Case Study Findings

From the first year of the evaluation of the FDELK implementation process, the team generated a detailed report capturing the voices, experiences, and expectations of administrators, educators, parents and community partners in relation to their success challenges and recommendations. Given the voices of the stakeholders in the implementation process have been clearly presented in the initial report submitted to the Ministry of Education, Early Learning Division, the findings presented in this report focus on the summary of the findings.

Additionally, the entire collection of data gathered by the Evaluation Team from March 2011 through April 2012 informs the findings presented in this section.

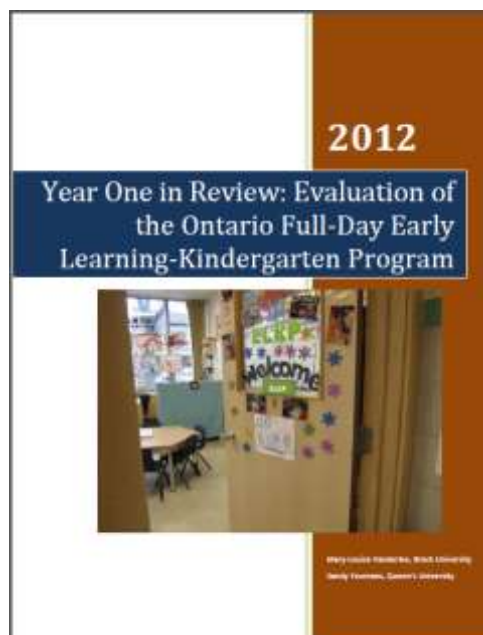
To facilitate the organization and reporting of the findings, the Full-day Early Learning Kindergarten program draft was once again consulted and the entire collection of data analyzed. From this process, the Evaluation Team developed a fidelity rubric that best represents the conceptualized, actual, and expected experiences of the FDELK implementation. The fidelity rubric is organized around the FDELK program areas of Team Teaching, Family Partnerships, Community

Partnerships, Emotional Climate, Physical Environment, Pedagogy, Play/Inquiry Based Learning, and Self-Regulation. Within each of the program areas are indicators with high, medium and low fidelity descriptors. This index presented within the next several pages, was then used as a guide to organize the summary of the data into three narratives. Each of the three narratives contains a variety of characteristics from the collection of classroom observations, stakeholder interviews, educator surveys, artifacts, and documented responses from the kindergarten children.

In other words, the **three narratives presented do not reflect a single classroom observed**, they are hybrid versions to exemplify the high, medium, and low FDELK implementation fidelity. The features of FDELK implementation that are

common across all programs are not the focus, as they are typically linked to ministry or school board reporting mandates and mechanisms.

Following each narrative are the key features that shape the rating of the narrative as being high, medium, or low fidelity. After all three narratives and key features are presented; a discussion of the findings will complete this section and are organized around the FDELK program areas.



FDELK PROGRAM IMPLEMENTATION FIDELITY INDEX *Program Area: Team Teaching*

Indicators	Fidelity		
	High Fidelity	Medium Fidelity	Low Fidelity
<i>Administrator PD</i>	Principal and/or VP attends all FDEL-K PD sessions and shares information with the K- educators at their school	Principal and/ or VP attends some FDEL-K PD sessions and shares information with the other K- educators at their school	Principal and/ or VP rarely or never attends FDEL-K PD sessions
<i>Administrator Support</i>	Administrators provide ongoing support and resources for team planning, reflection, and assessment	Administrators provide some support for team planning, reflection, and assessment	Administrators provide little or no support for team planning, reflection, and assessment
<i>Educator PD</i>	Educators (both OCT and ECE) attend all or almost all joint FDEL-K PD sessions	Representative K-educators (either OCT or ECE) attend joint FDEL-K PD sessions and share information with other K- educators	K-educators (OCT and ECE) rarely or never attend joint FDEL-K PD sessions
<i>Educator PD</i>	Ongoing joint Professional Learning Communities(PLC) for both team members	Ongoing individual PLC for both members	Sporadic or no PLC participation by one or both team members
<i>Planning</i>	Educators participate in ongoing joint planning	Educators participate in some joint planning	Educators participate in little or no joint planning
<i>Assessment & Evaluation</i>	Both educators participate in a variety of ongoing child assessment and evaluation practices	ECEs participate in some child assessment and evaluation practices	ECEs make little or no contribution to child assessment and evaluation practices
<i>Educator Roles</i>	Educator roles are interchangeable	Some aspects of educator roles are interchangeable	Teachers and ECEs have distinct roles and responsibilities
<i>Decisions About Use of Space</i>	Educators make ongoing joint decisions about use of indoor and outdoor space	ECEs contribute to some decision making about use of indoor and outdoor space	ECEs make little or no contribution to decisions about use of indoor and outdoor space
<i>Classroom Set-Up</i>	Both educators participate in classroom set-up	ECEs make some contribution to classroom set-up	ECEs make little or no contribution to classroom set-up
<i>Classroom Routines</i>	Both educators participate in joint decisions about classroom routines	ECEs make some contribution to decisions about classroom routines	ECEs make little or no contribution to classroom routines
<i>Behaviour Guidance Strategies</i>	Both educators participate in decisions about behaviour guidance strategies	ECEs make some contribution to decisions about behaviour guidance strategies	ECEs make little or no contribution to decisions about behaviour guidance strategies
<i>Dealing With Conflict</i>	ELK team members are comfortable with confronting all or almost all conflicting pedagogical or philosophical issues	ELK team members are comfortable with confronting some minor conflicting pedagogical or philosophical issues	ELK teams are not comfortable with confronting any conflicting pedagogical or philosophical issues
<i>Reciprocal Learning</i>	All ELK team members (i.e., ECE, teacher, E.A., SERT) learn from each other, allowing partners' strengths to be recognized and optimized	Some ELK team members (i.e., ECE, teacher, E.A., SERT) are open to learning from each other, allowing some partners' strengths to be recognized and optimized	ELK team members exhibit (i.e., ECE, teacher, E.A., SERT) little or no openness to learning from each other, resulting in partners' strengths being overlooked and underutilized
<i>E.A. Support</i>	Consistent availability of full-time EA support for children with special education needs	Some EA support provided for children's special education needs	Little or no EA support provided for children's special education needs
<i>Program Quality</i>	Educators monitors program quality using a common approach	Teachers and ECEs use approaches to monitor program quality that complement each other	ECEs and teachers assess program quality using their own distinct approaches if at all
<i>Extended Day</i>	Educators in the core and extended day plan together, have common PD and complementary programming, and share behaviour guidance protocols	Educators in the core and extended day share some planning, have some common PD, and complementary programming, and share some behaviour guidance protocols	Educators in the core and extended day plan separately and have separate PD, separate programs, and separate behaviour guidance protocols

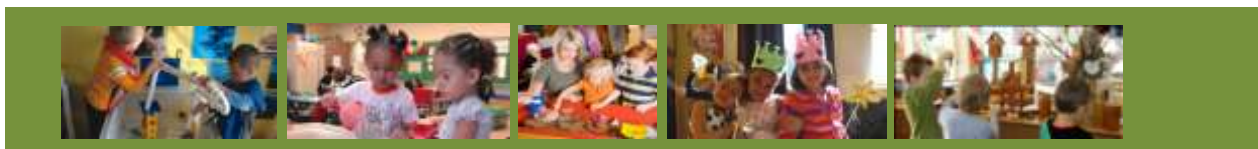


FDELK PROGRAM IMPLEMENTATION FIDELITY INDEX**Program Area: Emotional Climate**

Indicators	Fidelity		
	High Fidelity	Medium Fidelity	Low Fidelity
<i>Supportive Social-Emotional Environment</i>	A safe caring environment free from violence/harassment; respect, caring, trust, empathy, and dignity are explicitly honoured and supported	A safe caring environment free from violence/harassment; respect, caring, trust, empathy, and dignity are implicitly honoured and supported	K-Educators struggle with ensuring a safe caring environment for any number of reasons (e.g., insufficient classroom space, children with special education needs do not have the support they require, etc.)
<i>Behavioural Expectations</i>	K-Educators discuss and hold the same expectations for children's behaviour for the entire day	K-Educators share common behavioural guidance for most of the day	Discrepancy between behavioural guidance from the K-Educators for a large portion of the day
<i>Promotion of Self-Help Skills</i>	Children are regularly encouraged to engage in self-help skills (e.g., dressing, clean-up) independently and/or with appropriate support	Children are periodically encouraged to engage in self-help skills independently and/or with appropriate support	Children are rarely or never encouraged to engage in self-help skills independently and/or with appropriate support
<i>Independence or Social Skills</i>	Children regularly follow basic instructions and routines independently and/or with appropriate support	Children sometimes follow basic instructions and routines independently and/or with appropriate support	Children rarely or never follow basic instructions and routines independently and/or with appropriate support
<i>Emotion Regulation-Self-Directed</i>	Children are regularly encouraged to recognize their emotions and impact on others, independently and/or with appropriate support	Children are periodically encouraged to recognize their emotions and impact on others, independently and/or with appropriate support	Children are rarely or never encouraged to recognize their emotions and impact on others, independently and/or with appropriate support
<i>Emotion Regulation-Other-Directed</i>	Children regularly respond appropriately to the emotions of others independently and/or with appropriate support	Children sometimes respond appropriately to the emotions of others independently and/or with appropriate support	Children rarely or never respond appropriately to the emotions of others independently and/or with appropriate support
<i>Response to Challenging and Novel Situations</i>	Children regularly cope with challenges and novel situations independently and/or with appropriate support	Children sometimes cope with challenges and novel situations independently and/or with appropriate support	Children rarely or never cope with challenges and novel situations independently and/or with appropriate support

FDELK PROGRAM IMPLEMENTATION FIDELITY INDEX**Program Area: Physical Environment**

Indicators	Fidelity		
	High Fidelity	Medium Fidelity	Low Fidelity
<i>Space and Resources</i>	Sufficient space and resources to support the activities and storage needs for the number of children and adults in the classroom	Minimal space and resources to support the activities and storage needs for the number of children and adults in the classroom	Insufficient space and resources to support the activities and storage needs for the number of children and adults in the classroom
<i>Displays of and for Learning</i>	The majority of wall displays are children's representations (visual arts, photographs, and print)	Some wall displays are children's representations (visual arts, photographs, and print)	Few wall displays are children's representations (visual arts, photographs, and print)
<i>Organization to Support Children's Independence</i>	All materials, resources, equipment are labelled and organized so children can access and put them away safely and independently. Consistent, multiple visual prompts about daily routines and expectations	Some materials, resources, equipment are labelled and organized so children can access and put them away safely and independently. A few multiple visual prompts about daily routines and expectations	Few materials, resources, equipment are labelled and organized so children can access and put them away safely and independently. No visual prompts about daily routines and expectations
<i>Variety of Resources and Activities</i>	Many varied materials and resources that offer potential for inquiry (e.g., exploring, investigating and sharing communication)	Some materials and resources that offer potential for inquiry (e.g., exploring, investigating and sharing communication)	Little or no varied materials and resources that offer potential for inquiry (e.g. exploring, investigating and sharing communication)



<i>Literacy and Numeracy Rich Environment</i>	Many literacy and numeracy materials and resources are distributed throughout environment (e.g. letter, number and word cards and labels, classifying, sorting, predicting)	Some literacy and numeracy materials and resources are distributed throughout the environment (e.g. letter, number and word cards and labels, classifying, sorting, predicting)	Few literacy and numeracy materials and resources are distributed throughout the environment (e.g. letter, number and word cards and labels, classifying, sorting, predicting)
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FDELK PROGRAM IMPLEMENTATION FIDELITY INDEX**Program Area: Pedagogy**

Indicators	Fidelity		
	High Fidelity	Medium Fidelity	Low Fidelity
<i>Child Engagement</i>	Consistently engage children in activating prior knowledge, hands-on activities, and reflecting on outcomes (Know, Do, Review)	Intermittently engage children in activating prior knowledge, hands-on activities, and reflecting on outcomes (Know, Do, Review)	Seldom or never engage children in activating prior knowledge, hands-on activities, and reflecting on outcomes (Know, Do, Review)
<i>Extended Learning Opportunities</i>	Frequent opportunities to revisit and extend activities/experiences of interest to children	Infrequent opportunities to revisit and extend activities/experiences of interest to children	Very few or no opportunities to revisit and extend activities/experiences of interest to children
<i>Variety of Instructional Strategies</i>	A balance of indoor/outdoor, whole group/small group, and independent hands-on activities	Evidence of some balance of indoor/outdoor, whole group/small group, and independent hands-on activities, but an emphasis is placed on one area over another	Little or no evidence of balance of indoor/outdoor, whole group/small group, or independent activities; often the majority of time is spent in teacher-directed activities
<i>Transitions</i>	Few transitions; children have flexibility in transitions and routines (e.g., open-ended snack)	Moderate number of transitions during the day, some include whole group focus	Many transitions; all children move through routines (e.g., snack, dressing, hand washing) as a group
<i>Program Development</i>	The outcomes of a variety of assessment strategies/ sources and curriculum standards inform program development	Curriculum standards and the outcomes of few assessment strategies/ sources inform program development	Curriculum standards or assessment strategies alone inform program development
<i>Crafts and Worksheets</i>	Little or no evidence; if available access is initiated by individual children	Some evidence of predetermined crafts or worksheets	Substantial evidence of predetermined crafts or worksheets that all children complete as a group
<i>Literacy and Numeracy</i>	Daily literacy and numeracy educator-guided and direct instruction is evident	Daily literacy or numeracy direct instruction is evident	Literacy and numeracy instruction is irregular
<i>Universal Design</i>	Consistent use of Universal Design for Learning	Some use of Universal Design for Learning	Little or no use of Universal Design for Learning
<i>Differentiated Instruction</i>	Consistent use of differentiated instruction	Some use of differentiated instruction	Little or no use of differentiated instruction
<i>ELL and FLL</i>	Regular efforts to ensure ELL or FLL children are included in all activities and encouraged to maintain and expand home language	Occasional efforts to ensure ELL or FLL children are included in all activities and encouraged to maintain and expand home language	Few efforts to ensure ELL or FLL children are included in all activities and encouraged to maintain and expand home language
<i>Peer Interactions</i>	Regular opportunities for sustained peer interactions	Some opportunities for sustained peer interactions	Little or no opportunities for sustained peer interactions
<i>Sustained Shared Attention</i>	Children regularly have sustained shared attention opportunities with educators	Children occasionally have sustained shared attention opportunities with educators	Children seldom have sustained shared attention opportunities with educators
<i>Working memory</i>	Children regularly have opportunities to build working memory skills.	Children sometimes have opportunities to build working memory skills.	Children rarely have opportunities to build working memory skills.
<i>Games with rules</i>	Regular use of 'games with rules' that allow children to practice regulation of attention and behaviour – e.g. Simon Says.	Occasional use of 'games with rules' that allow children to practice regulation of attention and behaviour – e.g. Simon Says.	Seldom or never use of 'games with rules' that allow children to practice regulation of attention and behaviour – e.g. Simon Says.

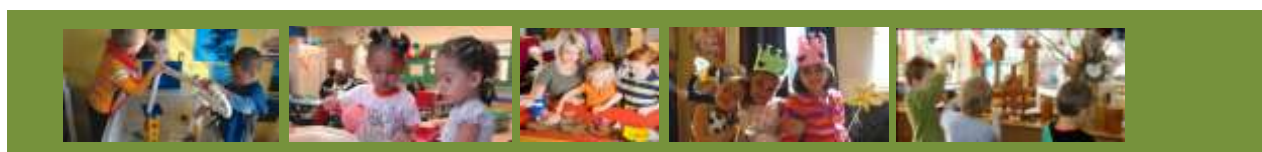


FDELK PROGRAM IMPLEMENTATION FIDELITY INDEX *Program Area: Play/Inquiry-Based Learning*

Indicators	Fidelity		
	High Fidelity	Medium Fidelity	Low Fidelity
<i>Time for Play</i>	Large blocks of uninterrupted time(minimum of 1 hr. both am & pm) for child-directed activity	Large blocks of uninterrupted time(min. 1 hr. either am or pm but not both) child-directed activity	Short periods of uninterrupted time(<30min) for child-directed activity
<i>Type of Play</i>	Complex socio-dramatic/constructive play	Episodic, short-term socio-dramatic and constructive play	Little evidence of socio-dramatic/constructive play
<i>Integration</i>	Integration of arts, numeracy, literacy, and science/social science in play-based/inquiry (or project) activities	Some integration of arts, numeracy, literacy, and science/social science in play-based/inquiry (or project) activities	Little or no integration of arts, numeracy, literacy, or science/social science in play-based/inquiry (or project) activities
<i>Assessment During Play</i> (documentation of child's representations)	Consistent assessment of K children's knowledge and skills within play-/inquiry- based activities	Intermittent assessment of K children's knowledge and skills within play-/inquiry- based activities,	Seldom or no assessment of K children's knowledge and skills within play-/inquiry- based activities,
<i>Supporting Play</i> (introduce new resource, concept, or challenge)	Consistent use of scaffolding to enhance children's engagement during play-/inquiry- based learning	Intermittent use of scaffolding to enhance children's engagement during play-/inquiry- based learning	Little or no scaffolding to enhance children's engagement during play-/inquiry- based learning
<i>Focus /Attention</i>	Children regularly maintain sustained engagement in tasks and activity, tuning out distractions	Children sometimes maintain sustained engagement in tasks and activity	Children rarely maintain sustained engagement in tasks and activity
<i>Children's Planning Ability</i>	Children regularly plan and engage in sustained play, inquiry, and learning independently and/or with appropriate support	Children sometimes plan and engage in sustained play, inquiry, and learning independently and/or with appropriate support	Children rarely or never plan and engage in sustained play, inquiry, and learning independently and/or with appropriate support
<i>Reflection</i>	Children regularly, identify their own new learning, reflect on progress and adapt to meet goals (or revise) goals independently and/or with appropriate support	Children sometimes reflect on progress and adapt to meet goals (or revise goals) independently and/or with appropriate support	Children do not reflect on progress and do not adapt to meet goals independently and/or with appropriate support

FDELK PROGRAM IMPLEMENTATION FIDELITY INDEX*Program Area: Family Partnerships*

Indicators	Fidelity		
	High Fidelity	Medium Fidelity	Low Fidelity
<i>Administrator Support</i>	Administrators regularly invite and support FDELK parent engagement	Administrators invite and support FDELK parent engagement periodically	Administrators seldom invite and support FDELK parent engagement
<i>Reciprocal Learning- Output</i>	FDELK parents are regularly invited to share knowledge about their child	FDELK parents are sometimes invited to share knowledge about their child	FDELK parents are rarely or never invited to share knowledge about their child
<i>Reciprocal Learning- Input</i>	Parents are regularly present in the classroom to learn about child development by watching and listening to educators work with their children Open door policy Sign on door - parents welcome	Parents are sometimes present in the classroom to learn about child development by watching and listening to educators work with their children Parents invited at specific times Sign on door –list of times for parents visits	Parents are rarely or never present in the classroom to learn about child development by watching and listening to educators work with their children Parents not invited to classroom. Sign on door - child pick up and drop off times



<i>Communication - Formal</i>	Parents contacted by K-educators regularly to be informed about child's progress and curriculum initiatives/objectives	Parents contacted by K-educators periodically to be informed about child's progress and curriculum initiatives/objectives	Typically one way communication: sending home /posting of information and scheduling of formal parent teacher meetings
<i>Communication - Informal</i>	Both educators regularly communicate with parents	Teacher or ECE regularly communicates with parents	No regular communication with parents
<i>Extended Day-Family Benefit</i>	Extended day program in place to meet the family demand	Extended day program available, but not meeting the needs of all families	No extended day program available although some families desire it

FDELK PROGRAM IMPLEMENTATION FIDELITY INDEX***Program Area: Community Partnerships***

<i>Indicators</i>	<i>Fidelity</i>		
	High Fidelity	Medium Fidelity	Low Fidelity
<i>Administrator Outreach</i>	Administrators regularly extend invitations to community partners to use school space	Administrators periodically extend invitations to community partners to use space	Administrators seldom or never extend invitations to community partners to use space
<i>Administrator Collaboration</i>	Administrator collaborates with community partners to deliver programs and services within the school setting	Administrator provides information to parents/families about available services and programs to meet family needs	No provision or information about available community services
<i>Educator Collaboration</i>	Educators regularly collaborate with community partners to deliver programs and services within the school setting	Educators sometimes collaborate with community partners to deliver programs and services within the school setting	Educators rarely or never collaborate with community partners to deliver programs and services within the school setting

Narratives

The three narratives presented are hybrids created from the data gathered over two years and do not as a whole represent one individual classroom from the case study sites.

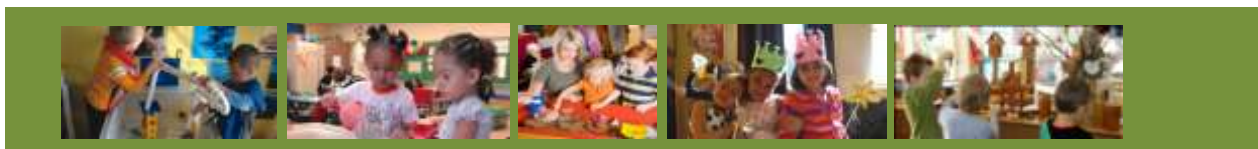
High Fidelity Narrative

At 7:45 am Aisha walks with her son, Hakeem, into the school and they are greeted by Ms. P, the ECE in Hakeem's class, who standing in the classroom doorway. Hakeem goes directly to his cubby and exchanges his outdoor shoes for his indoor shoes, while Ms. P. and Aisha have a brief conversation. After sharing an update about Hakeem's weekend, Aisha gives Hakeem a hug and heads out. Hakeem smiles at Ms. P and joins three of his his friends who are playing "teacher" on the carpet. Another small group of children are at the breakfast table and four others are drawing pictures.

Hakeem's friend, Joel, suggests that they make some boats out of plasticene and asks Ms.

P. if they can fill the water table. Last week the water table was set up with a variety of objects and on their own the children decided to explore which ones would float and which would sink. A nearby chart documents what they children discovered. They had drawn pictures of objects that floated and ones that sunk and pasted them into one of the two categories on the chart, including three toy boats that were grouped with 'things that float'. The teacher had asked them 'why do the toy boats float but blocks the same size sink?'

The four boys get out the plasticine and various rolling pins and go to a nearby table. They break off pieces and roll them flat and then the start to fold up the sides.



Ms P. helps Joel carry water in a pail from the sink to the water table.

The boys take their boats to the water table and place them in the water. All of the boats float on top of the water. Ms. P walks over and places a small ball of plasticine in the water – it drops to the bottom of the water table. Hakeem tells her that she needs to make the plasticine ball into a boat if she wants it to float. She asks him why and all four children offer suggestions. “Because the plasticine weighs less if it is flat.” “The plasticine is spread out so it doesn’t sink.” “Round things sink, flat things don’t”. Ms. P then asks why they have sides on their boats. Hakeem quickly answers “So water won’t get in the boat and sink it”. Ms. P carefully rolls out her ball of plasticine and makes a boat that floats. She points out that the same amount of plasticine now floats. One of the boys says “Hey, it weighs the same but now it floats!”.

The boys decide to find out how they can sink their boats. They choose marbles for their experiment and bring over a small container of different size marbles. Carefully placing one marble at a time in the boats, they try out little marbles and then big ones. As they experiment, the children notice how many marbles it takes to sink the boats. Four other children join the activity and begin to make their own boats.

Hakeem and Joel take a quick break from the water table to have some juice and toast at

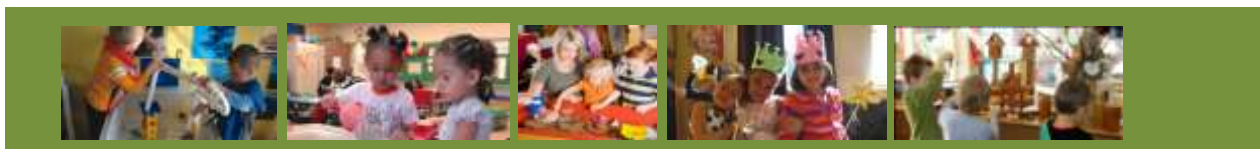


the breakfast table. After they return their glasses to the dirty dish bin and put their napkins in the recycling bin, they return to test out an idea. They want to make a ‘double boat’ that is much bigger and see if it can take ‘double’ the marbles. Joel suggests that they try out little marbles and then switch to big ones to see if this changes number of marbles it takes to sink a boat. Also he and Hakeem point out that the double boat takes a lot more marbles to sink.

Ms. P. looks around the room and sees that other children are engaged at the breakfast table, drawing at the art table or looking at picture books on the carpet. She smiles and welcomes each child as they arrive and makes a point of sharing a few words with each parent. At the same time, she remains attentive to the growing water play experiment. Using her pocket camera she takes photographs of each child’s boats and makes quick anecdotal notes.

It is now 8:25 and 12 children have arrived. Ms. P. announces to everyone that it is time to get ready to go outside. She assures the group at the water table that they can come back to this when they return to the class. She sees an opportunity to explore some early math concepts, including data management, spatial awareness and graphic representation.

At 8:30, the kindergarten teacher enters the classroom. Just before Ms. P. takes the children outdoors, she and the children describe the boat experiments to the teacher. Ms. P. suggests that there are some opportunities to extend the activity.



Once in the playground, children find bikes and the climber. Ms. P. has brought out a couple of large balls for kickball and several children join her on the grass.

The teacher stays in the class and reviews Ms. P's notes and photos. She too is thinking about opportunities to extend the children's morning into a broader inquiry project that builds on last week's exploration of sink and float concepts the children generated. She places some new library books about boats in the reading centre and selects one that describes how different types of boats float in the water. She sets up a flip chart with graph paper near the water table.

At 8:45 am, the school day begins and the rest of the FDELK have arrived. The older children go inside to their classes, leaving the playground to the FDELK children. More children join the kickball game with Ms. P. who demonstrates how she guides the direction of the ball with the way she kicks it.

The teacher and the Educational Assistant (EA) join Ms. P and the children in the playground and brings out some bikes. She moves around the playground, greeting each child. She notices one girl is standing on the edge of the climber area, watching others playing. The teacher asks her if she would like to join the children on the climber and she then

leads her over to the group and bridges her entry into the play.

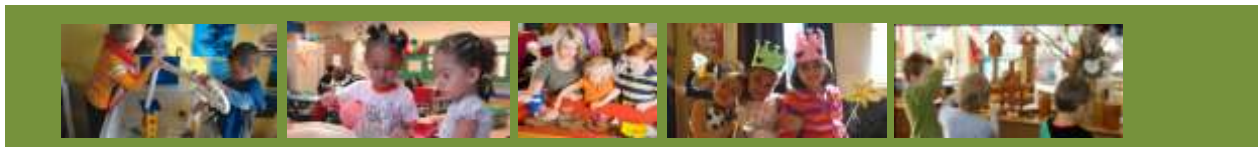
At 9:30 Ms. P and the teacher announce that it is time to go inside. Together the children and educators bring in the bikes and balls. They enter into the cubby area of the classroom from the playground. The teacher, Ms. P., and the Educational Assistant (E.A.) work together to help students who require additional assistance change into indoor shoes and get ready. Everyone gathers on the big carpet for the morning group time. Ms. P and the teacher point out the experiments underway at the water table and point out other centres that are open.

Children select a centre. The water centre is expanding and Ms. P. brings out a couple of big bins that can be placed on nearby tables to provide more space for the emerging experimentation. After a quick consultation with the teacher, Ms. P asks some of the children who had participated in the morning to help her document what they had learned about sinking and floating on the graph paper. As the graphing of the experiments proceeds, Ms. P make notes about individual children's conceptual understanding. Hakeem chooses to go back to the water table and do some more experimenting.

The teacher goes to the writing centre where all of the children keep their daily journals. Children are encouraged to document their own learning in the journals through drawings and printing (either their own or dictating to an educator). Each entry is dated. The journals are significant to each child and are shared regularly with parents. They provide concrete evidence about children's literacy, numeracy and inquiry skills.

Today, the teacher encourages the early morning children to record information related to the sink and float inquiry. She asks each child

questions to provoke their thinking about his or her theories.. She encourages them to sketch their observations and print descriptions. The teacher is aware of each child's current skill level in writing and adapts accordingly. For some she records their observations alongside sketches and encourages them to add a few word labels to the sketch. Others do their own printing and the teacher prompts more detail with her questions. Nearby magnetic letters, word cards with high frequency words and alphabet cards with objects support children's emerging skills.



There are several opportunities to make letter-sound connections explicit, noting each child's skill level. The children are encouraged to read back their own or the teacher's recording on their page. Many decide they have more to document and add to their journals. The teacher makes note of some common

words that are emerging – boat, sink, float, marble and starts a word wall related to the sink and float inquiry. The E.A. works through a daily events social story with the child she supports and has him select the activity he wishes to start with.

The principal pops into the classroom to say hello to the children and to ask the educators if they need anything from her to prepare for the PLC being held later in the week. They playfully hint that chocolate would be nice and indicate they will think about it and follow-up at the end of the day. The principal waves goodbye to the class and leaves the room.

A few of the children have gathered in the block area and have started building a boat that they call the Titanic. As the play evolves, children take on specific roles as passengers or crew members. They bring over dolls and assorted dishes from the nearby dramatic play centre. The size of the boat grows and eventually about 7 children are taking part. One child makes a sign that says "Titanic" and asks an adult to help her tape it to a pole that is now at the front of the boat. Five of the children remain with the play for over an hour. At one point, a child asks Ms. P to come for a minute to take some pictures. Ms. P takes pictures that include all of the children and notes their roles and makes an anecdotal note about the children's description of the play narrative. She is back in the water centre within 5 minutes.

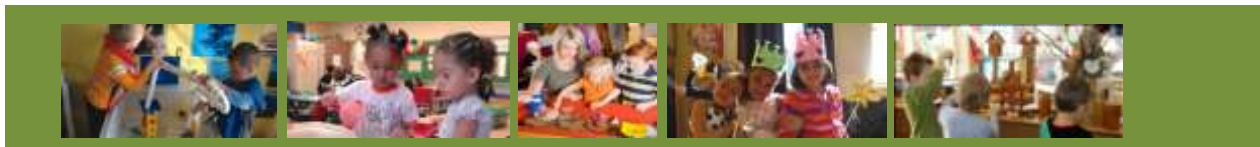
Around 10:30, Ms. K, the second ECE arrives. The teacher and the ECEs touch base for a few minutes to review the day and coordinate their next steps. The teacher also speaks to the E.A. about the day's events and asks for her input. Ms. P then leaves for lunch. The teacher continues in the writing centre, inviting children to join her with their journals. Ms. K goes to the water centre and continues

At 11:25 the teaching team lets students know clean up will begin in 5 minutes. The group in the block area who are on the Titanic, negotiate with Ms. P to leave the boat structure in place.

As the children finish tidying up, they join one of three groups – one is on the red carpet, one is on the blue carpet and one in the breakout room. Children are grouped mostly at random and stay in the same group each day. The ECEs and the teacher rotate between the groups from week to week.

Today each group reviews morning activities and discusses the sink and float experiments. Not all of the children have participated at the centre yet. The ECEs, EA (who accompanies the child who needs extra support) and the teacher assure the children that everyone will have a chance to join the experiment. The ECEs and the teacher each read a book on boats, re-visiting the concepts of floating and sinking. They review some of the pictures taken and make a list of new questions about sinking and floating. Children are encouraged to expand their theories and negotiate ideas with each other.

At noon, the teacher and EA leave for lunch break. Hakeem and the other children go over to the sink to wash their hands and then collect their lunch from their backpack cubbies. Within minutes, the majority of children are enjoying their lunch and conversation continues about the morning activities



and how many marbles it takes to sink the biggest plasticine boat. The ECEs sit with the children and eat some lunch too. While they have their own lunch breaks, they try to bring something to eat along with the children.

After children are finished lunch and have tidied up, the ECEs accompany them outside to the playground. They join the teachers on yard duty in supervising and guiding the children's play. Ms K asks one of the children who often has a hard time staying on task and is easily distracted to help to help out organizing a game of Simon Says.

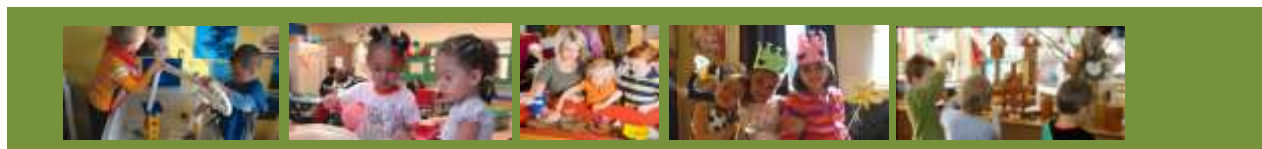
The children select centres and many return to what they left off in the morning. Hakeem looks at his photo and asks if he can write a story about his experiment in his journal. He joins Ms. P who is now at the writing centre along with a couple of his classmates go. They all want to use the "Spiderman" pencil and begin arguing over it. Ms. P states the problem – the pencil is wanted by all of them at the same time. She asks them to think about how to solve the problem. The boys decide to take turns and let everyone have five minutes with the pencil. One of the children retrieves the 5 minute timer from the shelf. Hakeem gets to go first.

The teacher goes to the water centre where she invites children who did not participate in the morning to join. She points out the graphs about the number of big and small marbles it

At 1:00 the ECEs and children return to the classroom where the teacher awaits their arrival. The teacher and Ms. P support the transition of students from outdoor play back to the classroom. Before beginning classroom activities, Ms. P. leads students in deep-breathing Yoga exercises to re-focus the children for the afternoon. The teacher and EA join in. Ms. K goes for lunch. takes to sink plasticine boats. One child decides to use play dough instead of plasticine. He predicts it will take fewer marbles to sink a play dough boat than a plasticine boat. Another child decides to experiment with a plastic toy boat.

The teacher invites a couple of students to another centre to do some guided reading. She and the ECEs use guided reading with those children how have print concepts, know letters and sounds and can recognize letters and sounds and recognize some words. Children who are still acquiring these skills, participate in shared-reading sessions. During the afternoon several children participate in guided reading with the teacher. Other children rotate freely between the water table, the snack table, the drama centre, big blocks, house centre, and the artists' corner.

At 2:00 a community service provider enters the room and lets the teacher know she is taking Hakeem to the occupational therapy room for his session. The itinerant music teacher comes into the classroom to teach the children music. The E.A. supports the music teacher. The kindergarten teacher and ECEs leave the classroom and go to the library to program plan together. Together they consider strategies to provoke further investigation of float and sink concepts, including a focus on how the shape of the boats (or other vessels) affects whether it floats or not. They identify questions that might be useful – e.g. What would happen if you put two small marbles on either end of the boat instead of one big marble in the middle? Or your boat just sank – what can you do to make it float? Another possibility is experimenting with fresh and salt water. They decide that if children's engagement and curiosity continues a field trip to the nearby harbour might extend learning opportunities. Also they discuss if they should bring in resources to extend the Titanic dramatic play. The children's interest is partly fuelled by events over the summer and a new television series.



During the planning time the educators also write in communication books as necessary. The FDELK specific communication books contain pages with icons representing typical features of the classroom and room to note messages. The teacher and ECEs return to the classroom together and distribute communication books to the children for them to record what they did and how they felt about the day. Hakeem makes a big circle around the water table with some little circles inside and draws a big happy face on the page. In noticing this, the teacher says, "Looks like you had a great day!" The children put their communication books in their backpacks and prepare for outdoor play.

Children who are being picked up by parents and caregivers at the end of the school day take their belongings with them and set them against the wall. Ms. P leaves for the day at 3pm.

One of the children's mothers has arrived



early to pick up her daughter and has joined the children. She is now reading a book about boats to a small group of children

As parents and caregivers collect their children at 3:30, they have the opportunity to touch base with the teacher and Ms. K. Students remaining for extended day return to the classroom with Ms. K. The teacher asks for Ms. K.'s input about the upcoming PLC before following up with the principal.

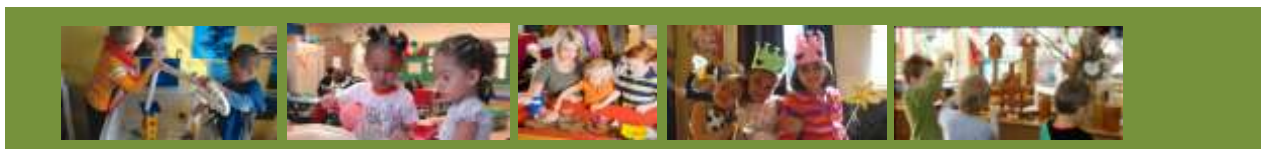
Ms. K. gathers the children around a classroom table and places a surprise sack on it. She has the children guess what's inside. After the children run out of ideas, she opens her

sack and pulls out everything needed to make cupcakes. The children take turns contributing to cupcake making. Ms. K brings over the flip chart and with the children's help records the ingredients and steps to making the cupcake batter. The custodian, Mr. B., comes by and checks in. Ms. K asks if he would be so kind as to preheat the oven. He does so and comes back to pick up the cupcake tray filled with batter to put in the oven. While the cupcakes are baking children return to various centres. A few of the



children want to read the recipe with Ms K and suggest some additional details that Ms. K records. One child asks Ms. K to take a picture of the recipe chart. Forty minutes later, Mr. B. returns with the baked cupcakes and Ms. K. and the children sit down for a picnic. More pictures are taken.

Hakeem is building a boat with big blocks on the carpet, his mom comes to pick him up. Ms. K. and Hakeem's mom chat about the day's events. Hakeem collects his belongings, grabs his mom's hand, and goes home.



Key Features of High Fidelity FDELK Program:

- ECEs in the extended day program are part of the core teaching team
- Children have access to multiple learning opportunities during extended day
- Time in the program is allocated for centre-based learning (structured activity centres), play-/inquiry-based learning (open-ended play/inquiry involving guiding questions), and free play (child-directed play with no adult intervention)
- Assessment of children's growth and development occurs while children are engaged in centre-based learning (structured activity centres), play-/inquiry-based learning (open-ended play/inquiry involving guiding questions), and free play (child-directed play with no adult intervention), using a variety of methods (e.g., anecdotal records, checklists, pictures, video, audio-recording, portfolios)
- There is ample opportunity to revisit, reflect on, and extend learning opportunities (e.g., boat floating/sinking activity)
- A variety of instructional strategies are incorporated: whole group, small group, and individual activities
- Minimal time is spent in whole group instruction
- There are minimal transitions throughout the day
- There are two lengthy (e.g., minimum of one hour) opportunities for free play, one in the morning and one in the afternoon
- There is scheduled time for outdoor play, above and beyond time given for recesses
- Literacy and are integrated into a variety of centre-based activities
- Both teacher and ECEs communicate regularly with parents and caregivers
- Educators support children's self-regulation with complimentary strategies and practices
- Student interests are used to enhance centre-based activities
- When there is one or more students in the class with special education needs, an E.A. is available to provide support throughout the entire core day
- Any type of additional support required by a child (e.g., speech and language therapy, occupational therapy) is available in the school setting; FDEL-K parents do not have to withdraw children from the program to access these additional services

Key Features of Teaching Team:

- There are multiple intentional opportunities to debrief about the program and children's progress throughout the week
- There is scheduled planning time for teacher and ECEs during the ECEs' paid work day; planning time may be alternated each week from morning to afternoon to ensure both ECEs have the opportunity to participate in joint planning with the teacher bi-weekly
- All educators (including E.A.) participate in documenting student learning
- All educators (including E. A.) contribute to assessing student learning
- Educator roles are interchangeable with both teacher and ECE taking part in leading whole group, small group, and individual instruction
- Administrator provides support for professional development and programming of the FDEL-K program
- Teachers and ECEs participate in some joint professional development opportunities



Medium Fidelity Narrative

As the third party ECE supervises and interacts with the children in the before school program in the designated carpet area of the kindergarten classroom, the teacher and classroom ECE, Ms. P, prepare literacy centres and discuss some of the previous day's events. At 8:45 am, children in the before school program who are in their regular classroom are given instructions to "sign in" on a piece of chart paper and settle on the carpet with a book, while the third party ECE accompanies the other children to their classrooms.



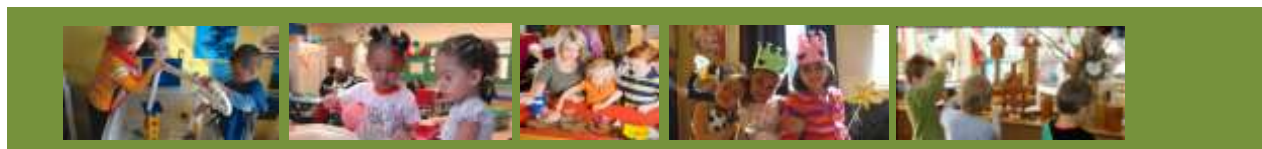
Ms. P. goes to the cubby space with the Educational Assistant (E.A.), who is assigned to the class for the mornings, and welcomes children entering through the classroom door that leads outside. While Ms. P. and the E.A. help the children with their backpacks and coats, the teacher greets parents and children and ushers children in. The teacher takes a seat on the carpet and encourages students to "sign in" and look at a book while waiting for their friends to join them. Children are seated quietly on the carpet when announcements start. Ms. P. collects the children's books and joins them on the carpet, near the E.A. who has a child seated closely beside her. Part way through the announcements, Leif, an ESL student, appears in the doorway with his mom. Leif resists being led into the room by his mother so the teacher leaves the circle and joins Leif. Ms. P. steps in for the teacher and



begins the morning message. The teacher engages in a conversation with Leif and his mom. By the time Ms. P. gets to the weather, the teacher says goodbye to Leif's mom, takes Leif by the hand, and leads him into the cubby area.

While a child is putting up a weather symbol on the chart, Ms. P. and the teacher exchange roles. Ms. P. sits next to Leif and tries to help him settle into the classroom routine as the teacher reads the students a story about community helpers. The teacher introduces literacy centres to the students and lets them know they can circulate freely through them. Ms. P. asks Leif which centre he would like to go to. Being unresponsive, Ms. P. selects the play-dough letter making centre because she thinks he might enjoy it. She stays with him at the centre to encourage his participation. After Leif rolls the play-dough, Ms. P. demonstrates how to shape it in to letters that match the selected flashcards on the table.

The teacher visits each centre taking anecdotal notes about the children's structured activities. Ms. P. is also visiting centres to support children's engagement with activities and to help them select new centres. The E.A. works closely with the student she supports. Ms. P. goes over to the designated snack table and sanitizes it before letting children know that snack table is open; children have the option of having snack if they would like one. Immediately, Leif runs over and takes a



seat. Seeing Leif at the table, Ms. P. checks his backpack to see if he has a snack. When she realizes he doesn't, she grabs food out of the class snack bin and brings it over to him. He takes the food and eats it. After his first bite, he looks up and smiles up at Ms. P. Leif remains at the snack table until it is time to go outdoors.

The teacher and Ms. P. help students get ready for recess. Ms. P. takes the students to the fenced in Kindergarten area and the teacher goes to the staffroom for a break.

At 10:30 am, Ms. P. brings the students back into the classroom and directs them towards numeracy centres. Leif selects the sorting centre with coloured bears. The

teacher takes a seat next to Leif to assess how he sorts and classifies objects. She helps him label the characteristics he is sorting with. The teacher recalls Leif's mother's use of the word "little" in their home language. The teacher repeats the word in both languages and points to the little bear in Leif's hand so he can understand the meaning of the word little. Leif excitedly holds up the little bear and says little, first in English and then in his home language. The teacher claps enthusiastically.

After instructing the children to tidy up, the teacher has the students to get ready for library and waits at the classroom door while they line up. The principal enters the classroom holding a small box. He lets the teacher know

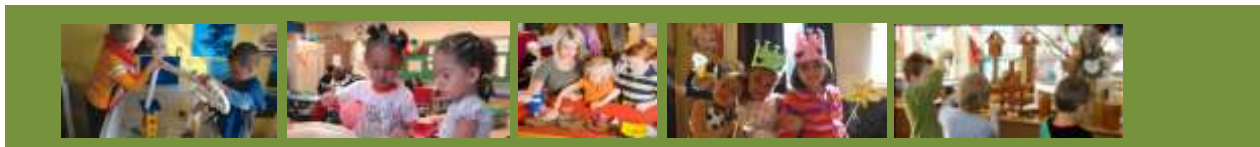
that her glue sticks have finally arrived. After thanking the principal, the teacher drops the children off at the library and has a prep time. Ms. P. goes to the staffroom for her half an hour lunch and then returns to the library to bring the children back to the classroom for their lunch. The E.A. departs for her afternoon assignment at another school.

Ms. P. directs the students to their cubbies to retrieve their lunchboxes. During this time, a parent arrives to pick up her child who has special education needs for an appointment in the community. The parent lets Ms. P. know that the student will not be returning in the afternoon and asks to speak with the teacher about an issue. Ms. P. directs the parent to the staffroom. Children

sit at their tables and eat. The teacher pops her head in the classroom to see if things are okay. She quickly touches base about the library session before she heads to the staffroom for lunch. After lunch, Ms. P. helps the students prepare for outdoor recess and takes them outside.

The children return to the classroom with Ms. P. and the teacher is there to greet them. Children excitedly go to free choice activities. Several children bring out robots they have

built themselves the week before and use them in the block area. Seeing this, the teacher pulls out the camera and takes a few pictures to put in the children's portfolios. The teacher asks a few guiding questions to enrich their block play.



After a lengthy free play period, children are given a few minutes to tidy up before afternoon recess. Ms. P. helps the students get ready for recess and escorts them outside.

When the children return to the classroom, the teacher leads a whole group lesson on Community Helpers. She helps the children complete a “KWL” chart and then students select one of five community helper puppet templates to work on. Once the



community helper puppets are completed, the teacher has the children meet her at the hallway bulletin board to show her where they would like their puppets mounted.

After all the puppets are displayed, children gather at the carpet for story time with Ms. P. After reading another story about

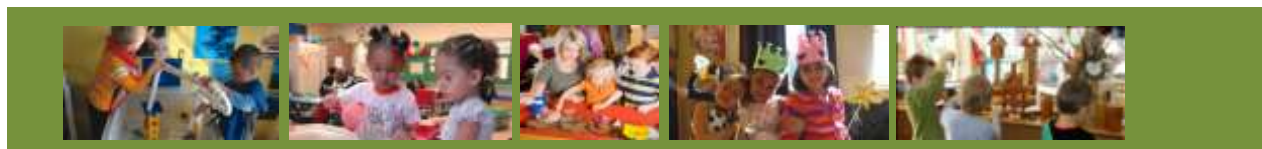
community helpers and doing a couple of community helper finger plays, Ms. P. and the teacher lead the children into the cubby area to get ready for outdoor play and home time.

Once outside, some are picked up by parents and caregivers. At 3:15, the remaining children are joined by the third party ECE for the after-school program. Ms. P. and the teacher extend their goodbyes and return the classroom. They engage in a brief discussion about the day’s activities. Ms. P. leaves for the day and the teacher jots down some notes in her day planner.

At 4:15 pm, the teacher leaves the classroom and the afterschool program comes in. One of the kindergarten children ask if they can play in the house centre. The third party responds, “I’m sorry, but that’s off limits. Would you like to colour a picture instead?”

Key Program Features:

- The same ECE and teacher are part of the full core day
- A non-core day ECE is responsible for the extended day program
- Children have limited access to learning opportunities during extended day
- The majority of time in the program is allocated to centre-based learning (structured activity centres), with some opportunity for play-/inquiry-based learning (open-ended play/inquiry involving guiding questions), and free play (child-directed play with no adult intervention)
- Limited amount of small group instruction, with a preference for whole group instruction over small group instruction
- Assessment of children’s growth and development is mainly done by the teacher while children are engaged in centre-based learning (structured activity centres) using a variety of assessment strategies



- Opportunities to revisit, reflect on, and extend learning opportunities are taken up as the responsibility of the teacher and are limited
- More transitions throughout the day when compared to a high fidelity classroom
- One lengthy (e.g., minimum of one hour) opportunity for free play in either the morning or afternoon
- Multiple brief periods of scheduled time for outdoor play, which mostly coincides with the school schedule
- There are distinct time periods for literacy and numeracy centre-based activities; there is less evidence of literacy and numeracy being integrated into all of the program areas when compared with the high fidelity program
- The teacher is primarily responsible for communication with parents and caregivers
- The teacher focuses on children's academics while the ECE focuses on children's self-regulation and pro-social behaviour (e.g., the ECE helps Leif transition into the school routine and the teacher works with Leif on a numeracy activity)
- There is some evidence of children's interests being incorporated into the program
- When there is one or more students in the class with special education needs, an E.A. is available to provide support for part of the core day
- Some additional supports required by a child (e.g., speech and language therapy, occupational therapy) are available in the school setting, while others are not.



Key Features of Teaching Team:

- The teacher and ECE have distinct roles that are complimentary. For example, the teacher does the program planning and assessment of children's learning and the ECE focuses on centre set-up and clean-up as guided by the teacher and focuses on guiding children's behaviour
- There are incidental opportunities to debrief about the program and children's progress
- Joint planning occurs outside of the ECE's paid work
- All educators (including E.A.) participate in documenting student learning
- ECE provides information about assessment of students when invited to do so by the teacher
- There is limited scheduled opportunity for the ECE to lead a brief whole group activity
- Administrator provides some observable support for professional development and programming of the FDEL-K program
- Teacher and ECE participate in limited joint professional development opportunities



Low Fidelity Narrative

The home care provider calls Olivia and two of her friends to get ready for the bus. She escorts them to the end of her driveway where the three children board the bus together. After travelling for about 45 minutes and picking up peers along the way, Olivia is greeted by Ms. P., her classroom ECE, as she steps off the bus. Ms. P. gathers all the kindergarten students and takes them through the main entrance of the school, leading them through the lengthy corridors, to the space outside the classroom where they hang their coats and backpacks and change into their indoor shoes.

The teacher waits on the carpet area for the students; she greets them as they join her for the first circle of the day. As soon as she has a few children gathered around her, she engages them in a sing song, while Ms. P. continues to assist and supervise the children in the hall.

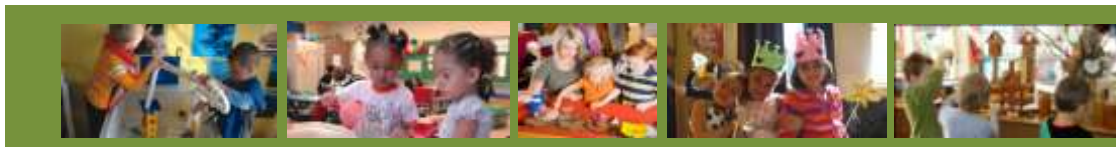
Once all the children are settled on the carpet, the morning announcements start. As the children and teacher are listening to the announcements, Ms. P. reads through the list of

tasks the teacher has left for her so she can prepare the centers for the children.

As Ms. P. finishes the tasks on the list, she returns to the space outside of the classroom to retrieve the communication books for the two students in the class who have special education needs. Ms. P. reviews a note from one of the parents and leaves it on the teacher's desk for the teacher to respond to.

Ms. P. takes her place on the carpet between the two students who require extra support. At this point, the teacher is in the midst of calendar activities. Once calendar is wrapped up, Olivia is one of three children asked to retrieve their show and tell from their backpacks. After show and tell, the teacher proceeds to do a whole group literacy lesson. Following this, she introduces 12 literacy centres. The teacher lists the centres on the boards and assigns each student to one.

Olivia rushes through her cut and paste worksheet so that she can go to her favourite centre, house, to play with her favourite dolly. However, she needs to have her work checked by the teacher first and, when she does this, she is asked to re-do it because she has too much glue on her sheet. Being a JK, Olivia is very disappointed about having to start her work



over. By this time, most of Olivia's peers are taking part in open centres.

The teacher calls Ms. P. over to sit with Olivia and guide her through the steps. The teacher reminds Ms. P. to clean the gluey table when Olivia is finished. While Ms. P. works with Olivia, a student comes over and asks Ms. P. if she can have a snack. Ms. P. reminds the student that she will have to wait until snack time, which will be in about 15 minutes.

The teacher interrupts the free play of a few children in order to conduct a literacy intervention with them. The children reluctantly leave their play and join their teacher at the guided reading table. The teacher completes reading assessments during this time.

Just as Olivia finishes her worksheet and heads over to the house centre, the teacher announces that there is five minutes left of free play before snack. After cleaning the glue in the cut and paste centre, Ms. P. quickly wipes down the tables for snack. As children are tidying up, two children holding a bin of small blocks bump over a peer's tower because of tight quarters, causing the child to shout out in anger. The teacher leaves her small group to intervene and tells the children to apologize to each other. After apologizing, children go over to the sink and line up to wash their hands.

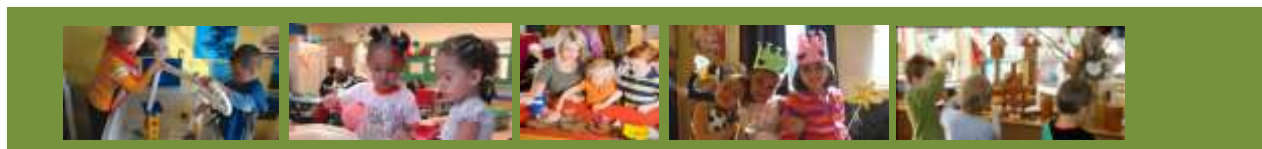
Children sit at tables and eat their snack. Ms. P. assists the two children with special education needs with their snacks. Children finish their snack, go to the hall to change their indoor shoes, and wait in line for Ms. P. to take them outdoors for recess.

After reading and responding to the parent letter on her desk, the teacher goes to the staffroom for her break. Children return to the class accompanied by Ms. P. once their 15 minutes of outdoor play in the sparingly equipped primary playground is over. They join the teacher at the carpet for a story. Every once in a while, the teacher pauses and asks for student input about what's happening in the story. After hearing the story, the teacher instructs the students to draw a picture about their favourite part and then record a sentence about their picture. All children go their desks to complete the activity. Ms. P. works with the two students with special education needs and scribes for them.

When children are finished with their writing task, they are assigned to another one of the literacy centres outlined earlier in the morning. Some of the children are still completing their writing assignment during this block.

Once Olivia completes her writing assignment she shows it to the teacher and asks if she can play in the house centre. The teacher gently reminds Olivia that she needs to complete another literacy centre first before she can play with the dolls in the house centre.

At lunchtime, Olivia brings a doll tucked under her arm to the hand washing line. Ms. P. holds the doll for Olivia as she washes her hands. Ms. P. returns the doll to Olivia and asks her to return in to the doll centre before she gets her lunch. The teacher leaves the classroom and goes to the staffroom for lunch. Ms. P. stays with the children during lunch and accompanies them outdoors for recess.



Ms. P. brings the students in after lunch recess and goes to the staffroom for lunch. The teacher begins a science lesson with a demonstration. She provides instruction on how to complete the accompanying worksheet to the students. As the children receive their worksheet, they go back to their desks to complete it.

Ms. P. returns to the classroom from her lunch, along with the itinerant math teacher. The classroom teacher leaves for her prep time. The itinerant math teacher greets the students and tells them to meet her on the carpet. Ms. P. takes her usual place on the carpet in between the two students with special education needs. Five minutes into the whole group lesson on shapes, the itinerant math teacher becomes frustrated with the students with special education needs who are finding it a challenge to sit still for an extended period of time near the end of the school day. She reminds them to pay attention, or they will have to go and sit at their desks so as not to distract the other children. A few minutes later, the two students with special education needs are sent to their tables. While the math lesson proceeds, students are becoming antsy on the carpet. Ms. P. attempts to help manage students behaviour, but the teacher continues to struggle with maintaining the children's attention for the remainder of



the lesson, and ends up sending a few others to sit at their tables. Everyone is relieved at the arrival of recess. In the hallway, the children quickly organize themselves to get ready for recess. Ms. P accompanies her class outdoors once again.

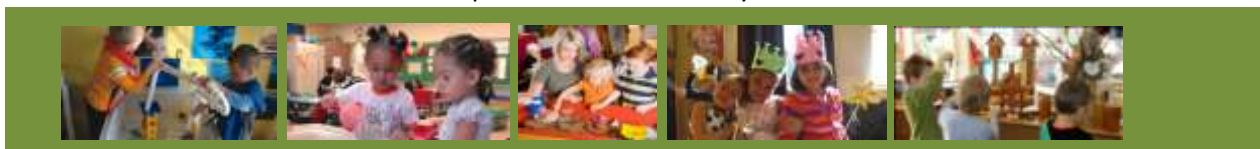
For the last block of the day, the teacher begins by outlining all of the activities the students must have completed before they can take part in free choice play. Olivia is reminded she must complete her second literacy activity. On her way to her table, she asks Ms. P. if she can hold her doll while she completes her work. Ms. P. says, "Go and sit down and I will get it for you." Ms. P. delivers the doll to Olivia and Olivia puts it on her lap and smiles as she completes her worksheet.

The teacher comes over to check on Olivia's progress. When she notices the doll, she asks Olivia to take the doll back to the house centre. Eventually, Olivia finishes her work and reclaims her doll.

After a five minute warning that free choice play will be ending, the teacher asks the children to join her on the carpet. She then invites each child to talk about something they did that day. Ms. P. helps students pack up for home and escorts the bus students outdoors. The teacher remains in the classroom with students who are picked up and responds to parental inquiries during this time.

Key Program Features:

- The same ECE and teacher are part of the full core day



- No extended day program available although some parents have requested it
- The majority of time in the program is allocated to centre-based learning (structured activity centres), with little opportunity for play-/inquiry-based learning (open-ended play/inquiry involving guiding questions) and free play (child-directed play with no adult intervention)
- Over-reliance on whole group instruction in which young children are expected to sit still for extended periods of time
- Assessment of children's growth and development is solely done by the teacher using more structured approaches to assessment (e.g., checklists and inventories preferred over anecdotal records and photo documentation strategies)
- Opportunities to revisit, reflect on, and extend learning opportunities (e.g., boat floating/sinking activity above) are taken up as the responsibility of the teacher and are limited
- There are nearly twice as many transitions throughout the day when compared to a high fidelity classroom, resulting in shorter periods of time available for uninterrupted play
- There are multiple brief periods of scheduled time for outdoor play, which mostly coincides with the school schedule
- There are distinct time periods for literacy centre-based activities and an increased amount of whole group teacher-directed instruction when compared to medium and high fidelity classrooms
- Centre-based activities are assigned and children are required to circulate through each one in a given time frame
- The teacher is primarily responsible for communication with parents and caregivers
- There are some inconsistencies in the approaches used by the teaching team to support children's self-regulation and behaviour (e.g., the doll situation with Olivia)
- There is little evidence that children's interests being incorporated into the program
- Despite having one or more students in the class with special education needs, no E.A. support is available
- No additional supports are available in the school setting (e.g., speech and language therapy, occupational therapy)

Key Features of Teaching Team:

- The teacher and ECE have distinct roles with the teacher taking the lead and the ECE taking a support role similar to that of an E.A.
- There is little or no opportunity for the ECE to have input about programming and student assessment and the ECEs decisions can be over turned by the teacher.
- There is no evidence of joint planning
- The teacher takes on the sole responsibility of programming and student assessment and evaluation
- The ECE provides information about assessment of students when invited to do so by the teacher
- There is no opportunity for the ECE to engage in whole group or small group instruction
- The teacher and/or ECE must seek out support from the administrator with respect to professional development and programming of the FDEL-K program
- The teacher and ECE do not participate in joint professional development opportunities
- The ECE does not have the opportunity to participate in professional development during her paid work day



Discussion of the Case Study Findings

Based on the weak trends noted in the Year 1 surveys, which were limited in terms of numbers (n=45) and stakeholders (included EAs and SERTs), we ran parametric and nonparametric statistics on the Year 2 survey items we anticipated a systematic difference between the teachers and ECEs opinions and perceptions may be found.

This included, but was not limited to the following:

- manageability of one's work environment,
- proportion of time spent with children outdoors,
- amount of contact with colleagues during the day,
- adequacy of additional classroom support,
- the need to improve adult-child interactions or amount of adult-child interactions

• each of the indicators of change categories
Very few statistically significant differences were found, between the responses from teachers as opposed to the early childhood educators. Moreover, those that were found were too weak to have practical significance; hence information drawn from the surveys will be presented as percentages of educators engaging in particular practices. In addition to differences between teachers and ECEs perceptions we anticipated that the class size variable may reveal trends in responses. We

anticipated finding educators with more children in their care would be systematically responding to survey items in terms of salient issues around quantity as opposed to educators having fewer numbers of children in their care. However, this was not found to be the situation with most of the items. Rather, the relation between the number of children, availability of resources and floor space was found to be the salient issue. More about this dimension will be discussed in the Physical Environment discussion section.

Subjective distinctions were noted between the class size variable in the qualitative statements made in the open ended Year 2 survey items as well as within in the interview transcripts. Again, these will be included in the various program area discussions.

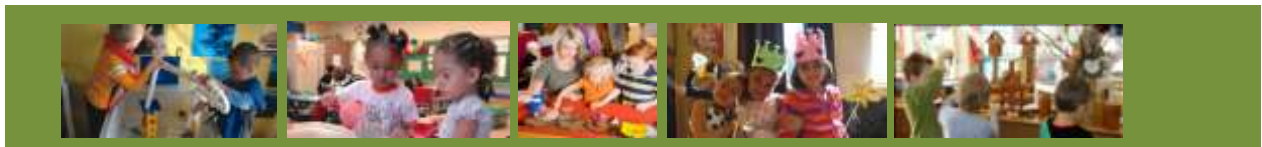
The discussion of the findings are organized by the following headings, ELK Teams, Professional Development, Play and Inquiry-Based Learning, Pedagogy, Assessment and Evaluation, Physical Environment, Emotional Climate, Family Partnerships, Community Partnerships, Student Progress and Self-Regulation.

Comprehensive tables of the successes, challenges and recommendations for each program area are included in the appendices.

FDELK Program Area: ELK Team

Although having two adults in the classroom was well received by all stakeholders, and positioned as having the potential to add richness and quality to the FDELK learning environment, the enactment or practice of

team teaching was perceived to be a foreign, unknown practice in the public school system. Subsequently, administrators and educators, even those in their second year of implementation, consistently expressed the



desire to know more about FDELK in general and ELK teams in particular. Administrators at Just as with the educators, administrators wished to have details about how teams should engage in their practice.

Both administrators and educators found it difficult to support the implementation of ELK teams when the structures do not exist to support teaching teams with program planning, long term planning, setting up the classroom, debriefing, discussing or problem solving during the ECEs paid work day.

Only in one particular case study site did we find a clearly articulated role description for the planning, implementation, assessment, reporting, communication, and behavior management grid for the teacher, ECE and EA team. Within this grid, the ECE's role was essentially to follow what the teacher laid out. Yet, the grid also clearly stated the ECE was to plan daily and weekly play-based activities, meet weekly before or after school with the teacher to discuss the upcoming plans and to discuss briefly each morning prior to class, how the day will play out and who will do what.

What was clear in the grid was that the teacher was responsible for the overall decision making, but the expectation was for the ECE to collaborate. In this particular school, the board was noted as providing support to the ECE by

the school level want direction and clarity regarding ELK team roles and responsibilities. way of a half-hour per week of planning time. Interestingly, clarity in the role for the EA was also included.

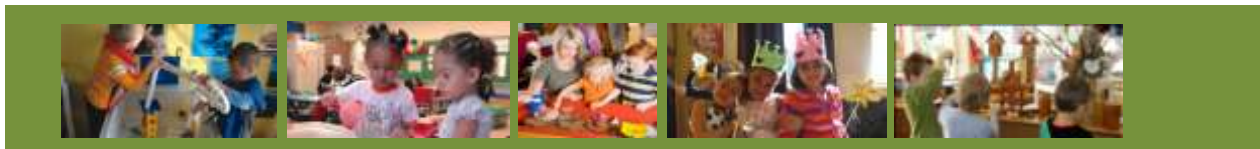
Administrators suggested that the lack of clear guidelines for the roles and responsibilities sometimes lead to ECEs being treated as assistants rather than a teaching partner. While educators pointed out the difficulty in bridging distinct teaching philosophies, parents were more concerned with the impact of ELK team discord on children's outcomes. Moreover, trying to select compatible FDELK teams was a challenge, which became more pronounced the closer to September the teams were formed.

The final critical ELK team issue expressed was the perception of the ECE working in the extended day program not being an integral part of the team. This perception was dependent on whether or not the ECE was referred to as a 'teacher' by the administration, especially in front of parents and teachers, whether or not the ECE was part of the Core FDELK program (only 25% were) and whether or not the ECE was accountable to third party providers. The final consideration was the extended day ECE's ability to use the FDELK space and resources.

FDELK Program Area: Professional Development

Nearly 50% of educators declared that they did not attend ministry or school board FDELK PD sessions, with ECEs being more likely than teachers to report not attending. One contributing factor to such a low participation rate was the number of FDELK classes in the school. With three or more classes the cost

associated with hiring supply teachers and ECEs can be quite high. Additionally, not having a supply list of qualified ECEs is a growing concern. Finally, hiring FDELK teams just before, or during the start of the school year precludes the team's participation, as does the availability of the Ministry FDELK PD sessions.



Ministry documents such as the FDELK draft program are noted to be valuable resources. However, administrators suggested that engaging in active conversation with other FDELK administrators was superior. When it comes to educators, the most successful PD is in the form of Professional Learning Communities where FDELK teams and grade 1 teachers meet together, and when FDELK teams can visit other FDELK classrooms.

Both administrators and ELK teams find it difficult to address the tension between meeting the strongly positioned implementation goals recommended through the Ministry of Education PD sessions and adhere to the school board's academic directions (i.e., alignment of play-based curriculum with numeracy and literacy goals).

School board early learning consultants provide valuable information about the FDELK program and offer helpful programming support. They along with school administrators

were found to be instrumental in setting up the professional learning communities and organizing release time for all members of the FDELK team to attend.

While not all teachers seem to be open to all the new program opportunities, attending FDELK sessions with one's teaching partner increases the chance for developing a shared understanding of the FDELK program as conceptualized. Moreover, specialized orientation sessions for ECE and teachers new to kindergarten teaching continue to be beneficial to acquaint the teams with the school-based, academic and classroom management issues. Moreover, the community partners, including teacher federations and community collaboratives are offering FDELK PD sessions which in essence contribute to accessibility and are catering to the ever increasing demands for new information for those at the various stages of implementation.

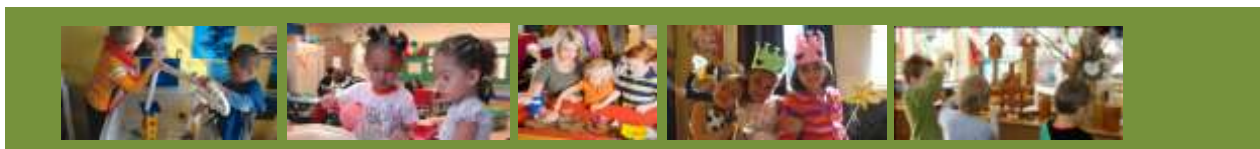
FDELK Program Area: Play and Inquiry-Based Learning

The good news is that there are many wonderful things taking place in the FDELK classrooms, and a multitude of ways to plan and implement play and inquiry-based learning. There is evidence administrators, some teachers and parents are observing and beginning to understand the benefits of play and inquiry-based learning. Hence the value and respect for implementation is being articulated by more and more administrators, teachers and parents, who have been initially hesitant in understanding the value of play in a school setting. But there is still much to accomplish.

While some teachers are dedicating large blocks of time to free play and

play/inquiry-based learning, there are many administrators, parents and even some teachers, who continue to favour, push for, and even demand more academic teacher directed approaches, especially in relation to literacy and numeracy. Moreover, literacy and numeracy are still viewed by many to be impossible to effectively integrate with play/inquiry-based learning.

Some educators are not taking full advantage of the utilizing the ECEs strengths when it comes to play-based learning, with many teachers being challenged to move away from structured thematic programming that involves long range planning. The notion of



flexible, emergent, children's interest based programming is not well understood by many and these teachers tend to feel it actually is in direct contrast to the school boards focus and their past practices around numeracy and literacy.

Not having the confidence to test new strategies along with a lack of understanding how to implement the FDELK program creates tensions for the teachers especially when they trying to respond to questions from administrators and parents about the program. Moreover, the lack of joint planning time limits the potential for the teacher to draw on the

knowledge of the ECE they are teamed with. On the other hand, ECEs feel they have nothing to offer when the teachers are focused on maintaining their past practices and the ECEs have no insight in the methodologies or pedagogy of those practices. Additionally, educators were asked approximately how many hours per week they dedicated to specific program areas, and importantly, they were asked about the primary purpose of the FDELK program. It is very important for educators to reflect on the link between their vision and the Ministry's vision of FDELK and the practice they engage in.

Table 6. Amount of time dedicated to activity in a typical week (n = 105).

ACTIVITY	HOURS per WEEK					
	1-2 %	3-4 %	5-6 %	7-8 %	8-9 %	9-10 %
Teacher Directed	15	39	23	18	5	-
Literacy Activities	-	11	31	32	17	10
Numeracy Activities	-	14	39	26	14	7
Inquiry-Based Activities	3	29	20	26	14	9
Child Initiated	-	10	14	32	18	25
Socio-emotional activities	3	41	18	20	9	9
Creative Arts	-	30	31	27	4	7
Gross Motor Activities	1	21	32	21	11	13
Science & Technology	1	56	21	13	7	1
Fine Motor Skills	3	21	30	24	10	11
Self-help Skills	6	42	14	21	5	12
Social Studies	6	55	22	12	3	3

Teachers (n = 56) reported the following when responding to survey items about their practices:

- 37% spend very little or no time planning with other teaching staff
- 67% have very little or no time to connect with non-partner teaching staff during the work day
- 45% stated their students spend less than one hour a day outdoors
- 26% infrequently or never assign paper and pencil tasks to kindergarteners, 30% do so, daily or more than once daily
- 40% are in whole group < 60 minutes a day,
- 34% are in whole group 60-90 minutes,
- 27% are in whole group 100+ minutes a day



Table 7. Educators' rankings of the primary purpose of FDELK (n = 105).

Purpose	Ranking		
	1st Choice %	2nd Choice %	3rd Choice %
To prepare students for Grade One	5	7	20
To help student develop social skills & self-regulation	33	18	9
To help student develop a positive attitude toward school & learning	24	25	5
To provide quality educational experiences for children who do not normally have access to them	8	9	24

FDELK Program Area: Pedagogy

With an enhanced focus on the continuum of early learning, there are school board and Ministry supports structured to develop FDELK pedagogy. Within these supports there is enough flexibility to adapt to the needs of the school populations, and in many regions, the teachers are working hard to incorporate the board's focus on enhanced literacy instruction in schools situated in high need neighborhoods. Administrators have also observed that the learning connecting the classroom to real-life is becoming much more culturally relevant and holistic in nature than has been observed in the past.

Most parents in recognizing the value of the FDELK program are opting to send their children full day. Hence, more children from

high need areas are being exposed to full day conceptually superior programs, than was the case in the past. Discussion about the outcomes of the program in relation to student progress and self-regulation will be presented in a later.

More collaboration between the grade one teachers in kindergarten teachers is taking place ensuring some consistency and giving recognition to the children's prior experiences before entering grade 1. Given that many ELK teams are engaged in interchangeable and supportive roles, children are benefiting with more one to one instruction, conversation, prompting and goal setting. In many schools, even the administrator is involved in ongoing team meetings, reflections, and discovering multiple ways to support individual students.



Although much is happening that is quite positive, there are some concerns. With the integral role of early years school board consultants in supporting the new pedagogy, those consultants who have diverse portfolios are challenged to direct the needed time and energy to provide the onslaught of requests for support. Without the optimal time and support, the consultants spend much less time supporting the administrators understanding of what needs to be in place in the FDELK program, or advocate for the needs of the ECEs within the board setting and decision making bodies.

With the lack of in-school supports many teachers are struggling to shift from their reliance on direct instruction to play/inquiry-based programming. Compounding the issue is the problem that some parents are choosing to send their child to school for only a half day, and with this, the educators are trying to balance their practice according to their understanding of FDELK and continuing to ensure they meet the needs of the students who only attend half-day. However, in those classes where more than 15 children are enrolled, having the ECE to work with reduces

their tension around this issue. On the other hand, those teachers who do not have the ECE as part of the ELK team, must independently try to navigate the changes while addressing challenges of half day attending children.

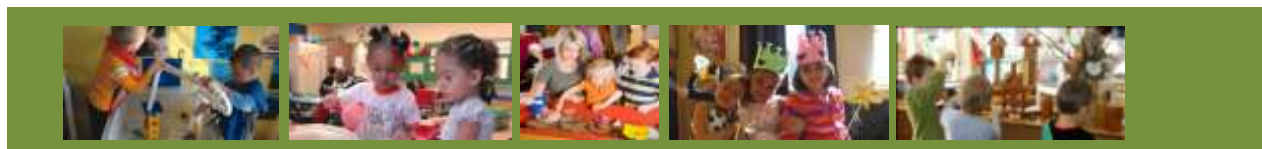
All stakeholders agree that having two teachers in the classroom supports optimal pedagogy. Educators are reporting that more time is allocated to centre-based learning and building on student's interests than in the past. Additionally, the educators are making a variety of materials available to students to keep them engaged and extend their learning.

FDELK Program Area: Assessment and Evaluation

Within FDELK, especially within classes that have an ELK team, educators have more time to observe, record and assess students as they engage in play and inquiry-based learning. Hence, the educators are better able to make comprehensive collections of artifacts and data to assess and evaluate each student's progress.

Formative assessment procedures are diverse and entail a variety of modes and methods within the FDELK classroom. Administrators, educators and parents noted the use of innovative technologies in this process. In addition to using questioning and individual conferencing as formative

assessment strategies, both teachers and ECEs are using iPads and notebooks along with special software packages to document students' activities and cognitive processes. Moreover, observations are being used by the ELK team to generate anecdotal records, while cameras and video recording devices are being used to document students' insights and conversations/explanations as they are taking place. Often these are then made into captions and displayed by pictures of the activities and help parents and students become aware of what they do and what they are thinking when engaged in the various activities in the photos.



Importantly, some schools host special events that are used to showcase student's activities and understandings. During these events, documentation boards, classroom video and portfolios are on display for parents to view and generate parents' questions about the FDELK program as well as about their child's progress. Even children are participants in the show case events and can participate in the report card process by drawing pictures and writing about it. This process engages children and produces documentation that demonstrates a child's current ability level. Parents are also invited into the classroom to observe and make notes then debrief with the educators.

At its most effective, assessment and evaluation practices are engaged in by both teacher and ECEs from the documentation process to the showcase events and report card meeting process. At the informal level, in many classes each ELK team member is accessible to parents to provide ongoing updates and flag concerns. Assessment and evaluation communication is much easier and consistent for parents who are able to drop off and pick up their child from school. Important to note is that agendas and communication books remain a successful form of parent teacher communication regarding children's learning and development. Parents are, however, struggling with trying to better understand how they can facilitate their child's learning at home.

The down sides of the innovative practices are the time consuming activities

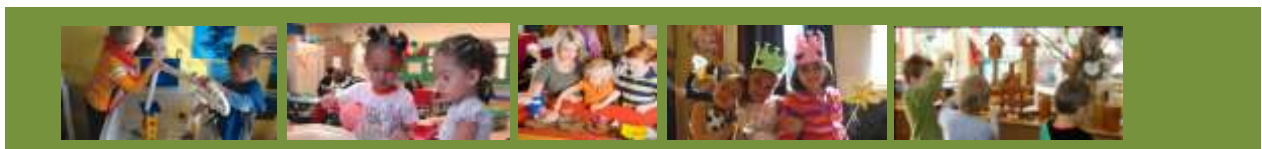
needed to collect, analyze, discuss with teaching partner, reflect on, and assess. In addition it takes a substantial amount of time to organize and post information and documentations for children, parents and administrators to take advantage of. Educators agree however, that it is definitely worth the investment of time, but is much easier to complete these types of assessment and evaluation practices when two educators are involved and limited numbers of children are in the class. Educators also note the difficulty they encounter when children have free choice and do not complete the same activities. They are struggling to effectively generate valid assessment and evaluation practices based on play/inquiry-based learning. Moreover, educators are struggling with how to frame assessment expectations over the two years of the FDELK program.

FDELK Program Area: Physical Environment

As noted earlier in the report, one of the biggest concerns for educators and parents was the amount of classroom space for implementing the FDELK program. With the concept of integrated services, and full day early learning, educators are struggling to find the space they need when they have large numbers of students in their classes. While in some schools break out rooms are easier to organize, the use of space within high enrolment urban based schools are much more limited and problematic; especially for additional services such as speech and language and occupational therapy. In many cases it is

nearly impossible to find spaces adequate to provide individual specialized services.

Even if the specialized additional services are not an issue, it can be difficult to set up a classroom conducive to play/inquiry-based learning in a small space with large numbers of students. Personal space for each student is required in terms of a cubby for belongings, portfolio collections, play space, seating and tables, resources for activities etc. The number of student in a classroom must match the space available to accommodate the needs of the students. After all, the more crowded the environment, the more friction



and behavioral issues can arise. When educators were asked about how manageable they felt their work environment was, most educators responded it was manageable (62%)

or very manageable (21%). Based on the interview data, space would seem to be an issue for at least 25% of the educators.

There are spaces that can be used to extend existing classroom space and these include the hallways and outdoors. To use these additional spaces effectively, safety issues including supervision must be considered. Interestingly, although some play/inquiry-based learning could happen outdoors and the majority (79%) of educators have their own fenced areas, nearly half of the educators (45%) report that their students spend less than an hour outdoors on a regular basis. Additionally, only 30% of the educators reported spending the same amount of time outdoors with their kindergarteners.

Many educators use space in interesting ways, and when ELK teams have the opportunity to visit other classes, they are often inspired to reorganize their classroom space in different ways. Importantly, when the teacher and ECE make decisions around classroom

organization and set up, team teaching is supported. While some principals allocate funds to each FDELK classroom, communication among all ELK teams in a school, optimized the purchasing power and sharing of needed resources.

FDELK Program Area: Emotional climate

A positive emotional climate supports children's understanding of their value and self-worth. Moreover, positive social climate supports positive social interactions, by educators who are emotionally intelligent and emotionally perceptive, who recognize the need for children to be in the least restrictive environment, to have minimal transitions and transition durations, to alter a child's pace with periods of rest, and the need to be active, the need to be with others and the need to be alone. Equally important, a positive emotional climate supports the educator's perception of their value and self-worth.

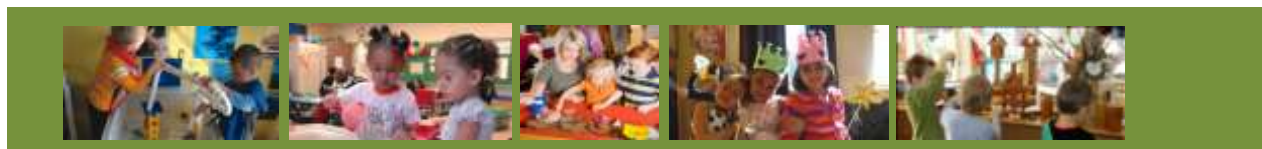
Educators need to understand the influence they have on each other and need to be appropriately supported in developing through the stages of team building.

Administrators also need to understand the role they play in supporting team building by providing time for challenging conversations, perspective taking and building an awareness of what each team member brings to the classroom environment that can contribute to program quality and subsequently to the benefits for the children.

Within a positive emotional climate teachers and children are less stressed, and this translates into high quality interactions between the children, between children and adults, and between adults.

A number of features can contribute to emotional exhaustion and limit optimal engagement and learning. Many of these features were presented in the physical environment program area and included but are not limited to: over-crowded classrooms, not

enough personal or storage space for all classroom members, and disorganized storage of classroom resources that children are expected to retrieve, use and put away, lack of resources or access by extended day or third party ECEs to available classroom resources.



Additionally, the respect shown to the ELK team by others in the school, administrators, and by the teaching partners themselves can have strong influence on the emotional exhaustion level of the teaching partners. Again, many of these features were identified in the ELK team section, especially in relation to the clarity of the image of the teacher as opposed to the image of the ECE.

The numbers of children with additional needs may be an issue when adequate support for those children is perceived to be lacking by the ELK team. When the ECE feels she/he is

essentially providing services deemed to be aligned with an educational assistant position, or those associated with a janitorial position, of cleaning and servicing the physical needs of children or the classroom, low morale, and emotional exhaustion may set in and perpetuate a negative emotional climate.

While there is still effort needed to ensure the best possible emotional climate, the majority of administrators, educators, and parents have experienced a positive classroom environment and the subsequent outcomes associated with the implementation of the FDELK.

Many of the stakeholders interviewed, felt that the FDELK program is more responsive to the needs of younger children, supports self-regulation and the development of the whole child by considering the context children live in. Incorporation of children's languages, cultures, and traditions, inviting community elders into the classroom, having the full day to support children's familiarity with routines and developmentally appropriate expectations are resulting in positive behaviours and notable progress in children's development (more about progress and self-regulation in the final program area section).

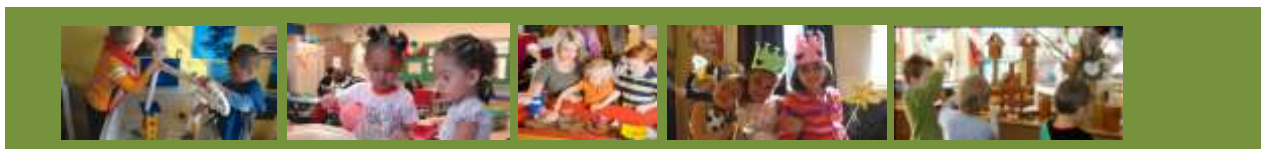
FDELK Program Area: Family Partnerships

Parent engagement in children's schooling is understood to be a major contributor to a young child's academic success and as a result, has received much attention in the FDELK program guide and support documents produced by both the Ministry of Education and various school boards. Fortunately there are many examples of parental engagement at home, at school and in the child's classroom. Moreover, there is evidence of ample communication with some parent populations.

At home parents have the opportunity to receive and review information provided by both the classroom educators and the school. In the case study schools, educators provided examples of the type of information they sent home and how they share information about a

child's progress beyond the formal report cards or interim reports. Importantly, many schools and teachers are engaging settlement workers and translators to facilitate the home– school communications. In many schools, electronic means of communication such as class blogs and email are being used with families, in addition to the traditional communication books or special documents listing all the centres with children identifying which centres they visited each day.

At the school level, many parents are taking advantage of the extended day programs in both the morning and afternoon or just morning or afternoon. Some families are also involved with the family literacy centres to work with their children who were finding FDELK a challenge.



Parents are happy with the FDELK and extended day options as it provides them with the opportunity to return to school or take on employment opportunities while reducing the number of transitions for their child.

In some schools the families are also invited to share their expertise with the school staff and other parents, as well as attend the Welcome to Kindergarten orientation sessions sponsored by the Learning Partnership. Parents are very appreciative of learning about what happens within the play-based programs and how self-regulation is supported.

Within the classroom, parents are often welcome with an open door policy and invited to examine the displays of photographs with captions to learning about what their children do and learn in the program. Parents have also

been invited into the classroom to participate in various events with their child, such as writing workshops. In some cases the invitations are written by the students, which make it more difficult for the parents to turn down.

Unfortunately there are parents who are disenfranchised with schools because of their own childhood experiences so seldom or never visit the school. There are others who work and cannot make it to the school for special events. Then there are those who just do not communicate with the school or teachers under any circumstance.

There is some anxiety for parents around what their children are learning in the play based program and the implications for grade one readiness, or grade one's readiness to receive the FDELK children. Additionally some parents are anxious about the children's supervision outdoors and the personal care routines for the youngest charges. Some parents are quite vocal about the high enrolments in some classes with 30 children, while others are concerned about the long day for their youngest children, and those children whose first language is other than English.

A small minority (13%) of educators responding to the Year 2 survey reported not having any or enough contact with parents, while this response was not significantly related to class size, it was qualitatively related to how positive contact with parents was perceived to be as well as the amount of parent involvement in the classroom. While, only 22% of the educators within ELK teams reported

establishing common information and resources to make available to parents, 38% shared information about the resources and supports available to parents and 32% state that the interactions the teachers and ECEs have with families complement each other. Importantly, 70% of core and extended day staff have separate communications with parents.

FDELK Program Area: Community Partnerships.

With a variety of community partners that can be connected in a multitude of ways, some schools have essentially established a community hub in order to best support service

integration for families with young children. Within these hub schools, a variety of interconnected programs coexist, which may include a mix of some of the following programs: FDELK



programs, Ontario Early Years Centres (OEYC), child care, and Family Literacy Centres. With the Ministry of Education's vision of integrated services providing seamless days with fewer transitions for children, the notion of community hubs are exciting. Unfortunately the available space at many schools required to accommodate these accessible and affordable mix of programs can preclude having the one-stop-service families could make the most use of.

In schools with children from culturally distinct backgrounds, efforts are made to invite elders into school to help support young children's transitions to the school setting. Moreover Aboriginal youth liaison officers support the First Nations children and families feel comfortable and welcome in the school setting. Character education of the Seven Grandfather's Teachings and festivities of the

First Nations are also being offered. Through these and other various initiatives such as the provision of hot lunches, school communities are developing appreciation for and understanding of the First Nations and Inuit cultures and are better prepared to support the FDELK children in a holistic manner.

Beyond incorporating cultural traditions and customs, some schools are inviting community agencies to provide services such as screening programs. During the special multi-day screening events, needs are assessed and children with the greatest needs are provided with access to treatments and services. When these services are delivered through programs like the OEYCs children can start to receive interventions when they can make the most difference and have programs in place as they transition into FDELK.

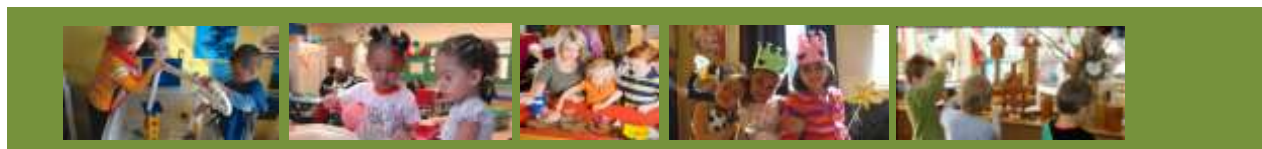
Other important programs that are offered to FDELK children and families include the Roots of Empathy and programs offered by the Ontario Nutrition Programs Network. These programs support the socio-emotional growth of the children as well as provide the nutritional needs to support optimal engagement in learning.

Some of the challenges to community partnerships include the retention of experienced ECEs in the childcare sector, the viability of child care centres dependent on the enrolment of 4 and 5 year olds, and the tension between the free available community supported childcare and the extended day programs with parental fees attached.

Some of the more interesting challenges included; trying to explain the FDELK program to communities whose schools have had full-day every-day learning for many years; helping educators understand the importance of children developing first language skills, and understanding the specialized supports required for children in specific domestic contexts, such as those temporarily living in women's shelters

or in foster homes. Associated with this is having the privacy and confidentiality issues addressed in the policies needed for sharing information about families and children with the various associations and schools.

Finally, trying to determine when to publicly announce a school was offering extended day programming was also challenging to those families requiring subsidies and choosing available child care spaces. In order to accommodate requests for afterschool programs, there needs to be a set number families demanding need for the service. Over the year the number can shift which may result in lost revenues precluding cost recovery programming.



FDELK Program Area: Student Progress and Self-Regulation

FDELK allows for quicker adaptation to routines and expectations. There is ample evidence to show that children are adjusting to the *routines as they are moving away from needing naps to engaging in activities all day long and staying on task* for longer period of time. Children also have more time in the FDELK program to reflect on activities, engage in conversation, cooperative play, and experiences supporting the development of self-regulation. These experiences are resulting in growth in children's vocabulary and ability to articulate their thinking. The child's capacity to both demonstrate their knowledge, skills and thinking process are documented by teachers using a variety of mediums and displayed in classrooms for children to refer to, for parent to examine and understand how and what their children are learning, and for teachers to note as part of the body of evidence collected to assess children's ongoing progress.

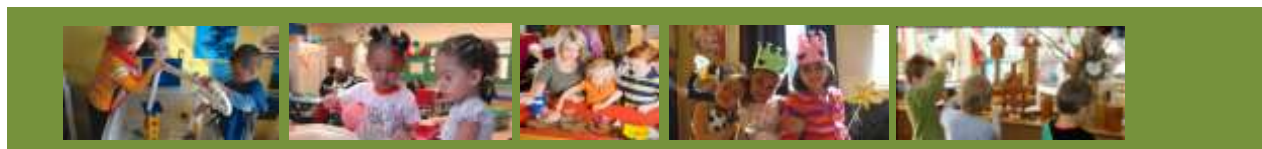
FDELK children are also engaged in self-help skills on a daily basis, hence learning to things for themselves much quicker than students in the past in half-day or full day ever other day programs. Educators have noticed that they are introducing concepts to children much sooner than they had in the past with half-day programs as the children demonstrate readiness for them. Importantly many teachers felt that even though children were learning through play, they would be ready for success in grade one. Parents concur with this sentiment and shared that they noticed growth in their child's social skills, vocabulary, and capacity to work through problem and self-regulate to a greater degree than they had prior to FDELK entry. Importantly, some parents recognize the rate of the progress surpassed that experienced by their children who had gone through the traditional half-day program in the recent past.

Within the Year 2 Educator Survey, educators reported on the amount of time that the children were demonstrating specific behaviors or emotions.

Table 8. Estimate of time children engage in specific behavior.

How often Kindergarteners are:	Seldom		Once in a while		Often		Most of the Time	
	%	n	%	n	%	n	%	n
Noisy	5	5	27	25	54	50	14	13
Quiet	25	23	47	43	26	24	2	2
Cooperative	-	-	5	5	47	44	47	44
Competitive	14	13	51	47	32	30	3	3
Happy	-	-	-	-	34	32	66	61
Miserable	71	65	20	18	9	8	-	-
Task Oriented	-	-	14	13	59	54	27	25
Aimless	61	54	29	26	10	9	-	-

Children are reportedly on task much more often than not. They are happier much more often than not, and typically engage in cooperative behaviours. This evidence supports the notion of a successful implementation of the FDELK.



Educators were asked about what grade one teachers have said about the FDELK children's transition to grade one. Specifically they were asked about how the FDELK children fared in math, reading writing, self-regulation, self-help skills, and staying on task as compared to children in the past. They were to identify whether the FDELK children demonstrated less, the same, or more proficiency. The chart presents the results of the query. Approximately 30 % are reporting grade one teachers talking about the advancement of children's level of readiness when entering grade one.

Table 9. Proficiency of FDELK children compared to previous grade ones.

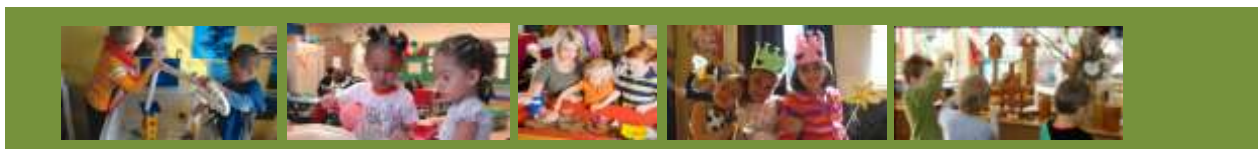
What Grade one teachers have said about FDELK Kindergarteners Transition to Grade One									
	NA		Less		Same		More		
	%	n	%	n	%	n	%	n	
Math	41	21	12	6	18	9	29	15	
Reading	38	20	19	10	11	6	31	16	
Writing	38	20	23	12	11	6	27	14	
Self-Regulation	38	20	8	4	19	10	35	18	
Self-Help Skills	40	20	8	4	24	12	28	14	
Staying on Task	38	19	10	5	26	13	26	13	

For the most part, educators reported the FDELK children's proficiency in grade one was better than children in the past years. There was no statistically significant difference for the responses between the educators in the French language versus English language speaking schools.

What do children have to say?

When children were engaged in conversation with the research teams, they were asked about what they like best and where they most like to spend their time at school. While many of the children said they loved to read and write their own books, others talked about all of the things they could do when they were outside. Many of the children loved to play, outdoors, in the gym, on the carpet with the blocks, with the cars, with the puppets and with the dolls. They truly loved to play. When identifying what they like the least,

some would identify a friend they were currently having a disagreement with, some would pull out a work sheet and say 'I don't like work, but I love to write stories'. So depending on the context, children demonstrated how they were engaged with the program and what they liked best. The children were quite able to voice their opinion and clearly able to express themselves. They really seemed to enjoy the process and were quick to dismiss us when they had the desire to engage in something else.



Results: Section 2- Quantitative Findings Analysis of the EDU Data

The purpose of this section was to examine the relationship between the Ontario Full-day Early Learning Kindergarten Program (FDELK) and children's developmental health and school readiness. A sample of children from across Ontario who were in FDELK classrooms in the 2010-2011 school year (the first year FDELK was available for some schools), were compared to a sample of children in non-FDELK classrooms on a number of school readiness outcome measures.

The study was designed to provide answers to two major research questions. The

first research question was whether children from FDELK JK and SK classrooms would show higher scores on measures of developmental health and school readiness than those from non-FDELK classrooms. A second question was whether FDELK would be more effective for JK and SK students in high need schools than for students in low needs schools, i.e., whether FDELK can be seen as levelling the educational playing field or closing the educational gap for students in high need schools.

METHOD

Participants

The initial sample of children identified by the Ontario Ministry of Education (EDU) to participate in the study was 8640. However, after active parental consent was obtained, the final sample included 3702 children (43% participation rate). Children were included in the final analyses if they met the following criteria: 1) they had been in the classroom for more than 1 month; 2) they had valid scores from the Early Development Instrument (EDI), described below; and 3) they had no Special Education Needs identified by their teacher. This left a total of 3471 children who were included in the analyses (see Figure 1 for a detailed breakdown of participants included in the final sample and Appendix A for further

details regarding who was excluded). The EDI data collected on children with identified Special Education Needs were analyzed separately, and the results also presented in this report.

Participants were from 18 different school boards distributed across Ontario. There were a total of 2844 children from English-speaking schools. Of these, 44% were in FDELK classrooms and 56% were in non-FDELK. From the French-speaking schools there were a total of 627 children. Of these, 46% were in FDELK classrooms and 54% were in non-FDELK. Refer to Tables 1 and 2 for a further breakdown of the participants by JK/SK and gender.

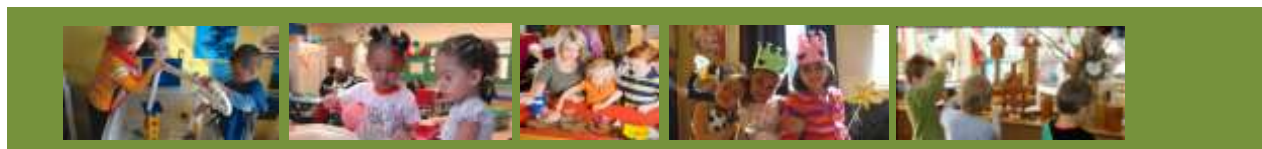


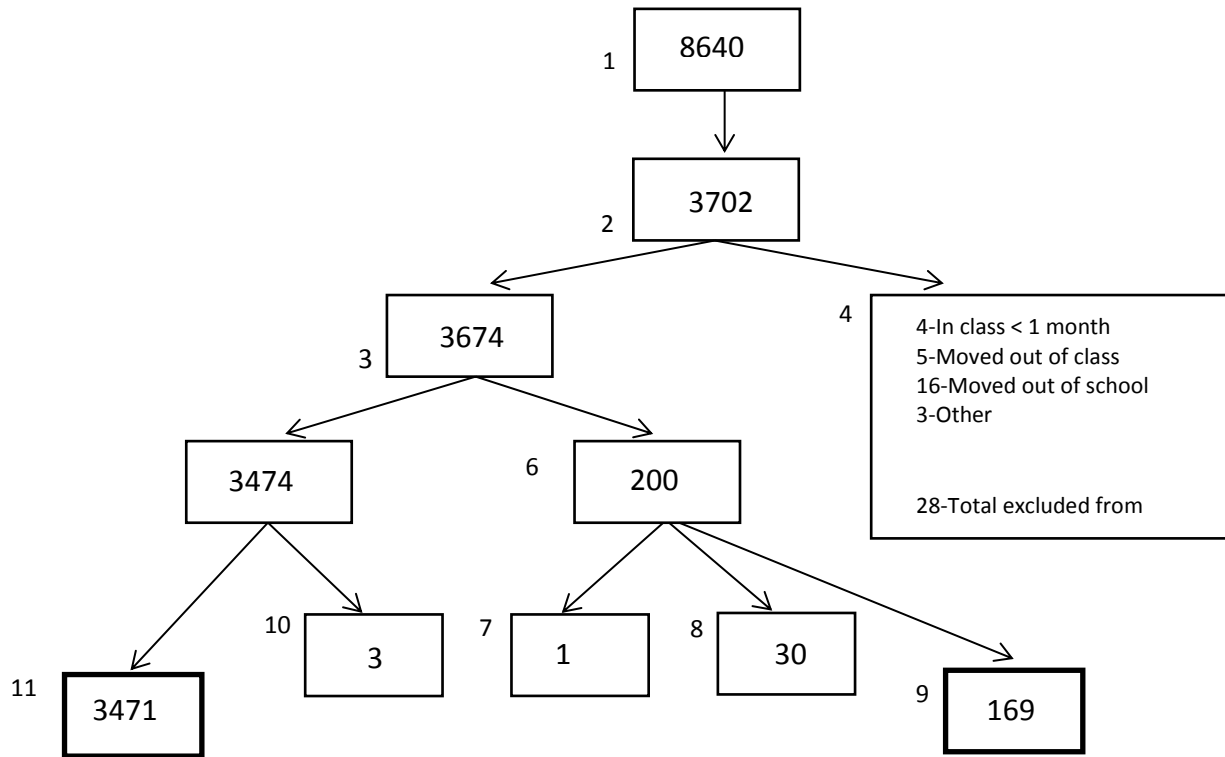
Table 1. *Distribution of Children in English-speaking Schools by Classroom Status (FDELK and non-FDELK), JK/SK, and Gender.*

FDELK Status							
FDELK				Non - FDELK			
JK		SK		JK		SK	
F	M	F	M	F	M	F	M
338	336	304	283	481	494	309	299
674 (53%)		587 (47%)		975 (60%)		608 (40%)	
1261 (44%)				1583 (56%)			

Table 2. *Distribution of Children in French-speaking Schools by Classroom Status (FDELK and non-FDELK), JK/SK, and Gender.*

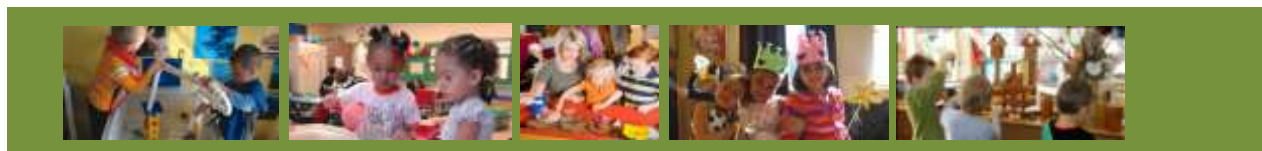
FDELK Status							
FDELK				Non - FDELK			
JK		SK		JK		SK	
F	M	F	M	F	M	F	M
81	69	66	71	105	88	70	77
150 (52%)		137 (48%)		193 (57%)		147 (43%)	
287 (46%)				340 (54%)			





1. Total participants eligible for study.
2. Total questionnaires included after active consent.
3. Questionnaires for children in class more than one month.
4. Questionnaires for children other than those in class more than one month
5. Questionnaires for children with no Special Needs.
6. Questionnaires labelled as Special Needs or missing Special Needs.
7. Special Needs children missing more than one domain.
8. Questionnaires missing Special Needs assignment.
- 9. Questionnaires valid for analyses in reports for children with Special Needs.**
10. Non Special Needs questionnaires missing more than one domain.
- 11. Questionnaires valid for analyses in reports for children without Special Needs**

Figure 1. Breakdown of participants included in the final sample.



Materials and Procedure

All the data that were available for analysis were provided from a number of data bases by the Ontario Ministry of Education (EDU). Measures employed in the analyses are described below.

Children’s Developmental Health and School Readiness:

The Early Development Instrument (EDI) (Janus and Offord, 2000; 2007) is a rating scale completed by kindergarten teachers that is designed to measure children’s developmental health and school readiness across five different developmental domains: 1) Physical Health and Well-Being, 2) Social Competence, 3) Emotional Maturity, 4) Language and Cognitive Development, and 5) Communication Skills and General Knowledge. Within each domain,

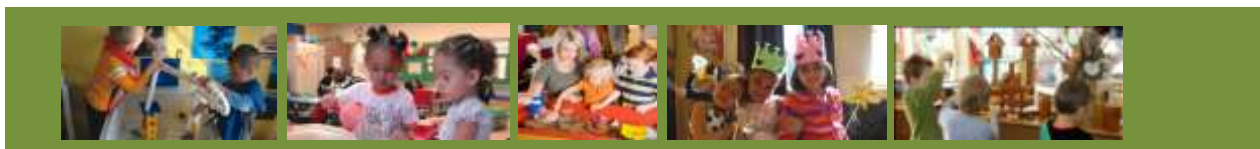
scores range from 0 – 10 with higher scores indicating greater development and school readiness. EDI domain scores were used as outcome variables to examine differences between children from FDELKP and non-FDELKP classrooms. The EDI was completed by the child’s teacher following parental consent, in the spring of 2011, the first year FDELKP was introduced in some Ontario schools.

Measures of Schools’ Level of Need:

Scores from the Education Quality and Accountability Office (EQAO) were used as an academic indicator of a school’s level of need. The EQAO provides educators and parents with information regarding how well students have learned the Ontario curriculum in terms of reading, writing, and mathematics. For each domain, students are given a score ranging from 1 (Falls below the provincial standards) to 4 (Surpasses the provincial standards), which are then averaged together to provide an overall EQAO score for each school. Data from EDU were provided for three consecutive years (07/08, 08/09, and 09/10) for students in Grade 3 and Grade 6. For the purposes of this report, Grade 3 data were used to compute an overall EQAO score for each school by averaging the scores across the three years. These scores

provided a gradient of school need, with high average EQAO scores indicating low need schools, and low average EQAO scores indicating high need schools.

A second indicator of schools’ level of need was Statistics Canada’s Low Income Cutoff measure. LICO is an income threshold below which a family will likely devote a larger share of its income on the necessities of food, shelter and clothing than the average family. LICO scores were provided by EDU for each school across three years (07/08, 08/09, and 09/10) and an average LICO score was computed. Scores represent the percentage of families failing below the low-income cut-off, therefore higher LICO scores were taken as an indication of high need schools and lower LICO scores indicating low need schools.



Parent and Family Characteristics:

To provide context for understanding the outcomes of the EDI, parents' perspectives have been gathered through the 8-page Kindergarten Parent Survey (KPS). This questionnaire can be administered to parents concurrently with the collection of the teacher completed EDI. The KPS has a set of core questions divided into seven sections. The KPS is a useful companion tool to the EDI as it provides information to

assist in interpretation of EDI results. The KPS consists of seven sections:

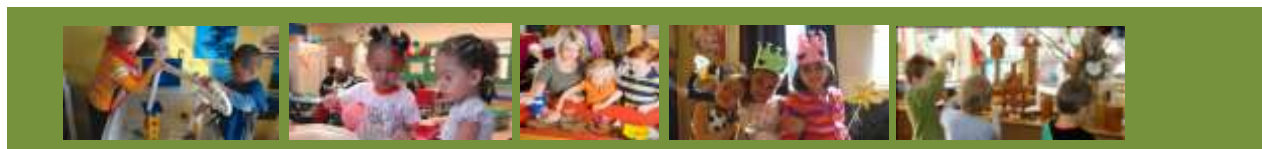
1. Child Health and Development,
2. Child Care,
3. Junior kindergarten,
4. Senior Kindergarten,
5. Family Characteristics,
6. Neighbourhood Characteristics and
7. Background Information.

ANALYSES

The fundamental outcome measures for all analyses were the five EDI domain scores for each student. Thus, to examine the effectiveness of FDELK, differences in EDI scores were examined between both JK and SK students in the first year of FDELK classrooms versus children in non-FDELK JK and SK classrooms. Analyses were run separately for each of the five EDI domain scores as the primary outcome variable. The original intent of the study was to collect a second wave of data on participating children in the Spring of the 2011-2012 school year, the EDI for children now in SK, and information on academic performance for children now in Grade 1 taken from school report card data. These data would have allowed for the assessment of individual longitudinal change scores for participating children from Year 1 to Year 2. Unfortunately, no year 2 data were forthcoming from EDU in time for analysis and inclusion in this report, so the analyses reported here are based entirely on the EDI data collected in year 1.

As a technical matter having to do with the statistics computed for analysis, data were structured in a hierarchical manner, such that

children were nested within classrooms and classrooms were nested within schools (See Table 3 for a classification of the level at which each variable was measured). To account for the hierarchical structure of the data and to provide more accurate predictive models, a series of Generalized Linear Mixed Models were computed. Each model contained a set of four predictor variables: 1) Classroom Status (FDELK and non-FDELK), 2) Gender, 3) Age and 4) School Need as reflected in average EQAO and LICO scores for each school. School Need was included in the models because of the possible effect it could have on EDI scores. EQAO scores were included as an academic indicator of School Need and LICO scores were included as an economic indicator of School Need. This allowed us to examine possible interactions between Classroom Status and School Need, i.e., to determine if the benefits of FDELK (as seen by improvements in EDI scores) were dependent on (or moderated by) the need level of the school. Due to the magnitude of the correlation between EQAO scores and LICO scores, ($r = -.30, p < .00$) we chose to enter each separately into the prediction models.



Classroom Status and Gender were included as fixed factors, while Age and School Need (EQAO & LICO) were included as random factors. Fixed effects factors are generally thought of as fields whose values of interest are all represented in the dataset (e.g., male and female). Random effects factors are fields whose values in the data file can be considered a random sample from a larger population of values and are useful for explaining excess variability in the target. Therefore, a random effect was also included for school and

classroom to account for different sources of variability. For instance, students from the same classroom should be correlated since they are taught by the same teacher, and classrooms within the same school may also be correlated. Therefore two random effects were included to account for the correlation between students within the same classroom and between classrooms within the same school.

All analyses were run separately for children in JK and SK with EQAO and LICO separately.

Table 3. *Level of Variables Included in the Models.*

Level	Variables	Values
School	School Need (EQAO)	Continuous
School	School Need (LICO)	Continuous
Classroom	Classroom Status (FDELK, non-FDELK)	1 = Non-FDELK 2 = FDELK
Student	Gender	1 = Female 2 = Male
Student	Age	Continuous
Student	JK/SK classification	1 = JK 2 = SK
Student	EDI (5 EDI domain scores)	Continuous
Student	KPS	Continuous

It is important to note that active consent to obtain EDI data was granted by parents for only 43% of the eligible participants. EDI data collected by the Ontario Ministry of Child and Youth Services on every SK classroom every three years for the past 10 years does not require active parental consent, and subsequently the participation rates are much higher than the 43% in the EDI data provided by EDU for the present study. Unfortunately, due to the substantial difference in participation rates, it is not possible to determine how biased the EDU EDI data are. Therefore, these data

may not reflect the entire Ontario JK/SK student population, which should be kept in mind when interpreting the results. Of the eligible participants, even fewer parents returned the Kindergarten Parent Survey (KPS); the total number of KPS surveys returned was 1,473 (17.0%). Therefore, although it would have been ideal to include measures from the Kindergarten Parent Survey, such as household income, single parent status, parent education, employment rates, and child care experiences in our analyses as planned, this was not possible due to the extreme potential bias.



A closer inspection of the KPS data that were available for our final sample provides support of this bias. Those children whose parents completed and returned the KPS had significantly higher EDI scores (on all five domains) compared to participants whose parents did not complete the KPS. (See Appendix B for the statistics and analyses of these data). Also, the percentage of students falling below the Ontario provincial 10th percentile on each of the EDI domains, was

much higher for children whose parents had not completed the KPS (See Table 4). Finally, the average school LICO scores for children whose parents completed the KPS were substantially lower than for parents who had not completed the KPS (See Table 5).

This suggest that children whose parents completed the KPS were in lower need schools, and the small sample of KPS scores available were highly biased and not appropriate for analysis

Table 4. *Percentage of Students Falling Below the 10th Percentile for Each of the EDI Domains for Children Whose Parents Completed the KPS vs. Children Whose Parents did not Complete the KPS.*

	Total Sample JK Completed KPS (n=829)	Total Sample JK Did not Complete KPS (n=1163)	Total Sample SK Completed KPS (n=581)	Total Sample SK Did not Complete KPS (n=898)
Physical	17.2%	28.8%	11.5%	18.7%
Social	8.1%	14.1%	6.2%	11.6%
Emotional	10.1%	17.4%	7.9%	12.9%
Language	8.3%	18.1%	4.0%	6.0%
Communication	11.6%	19.2%	8.8%	13.6%

Table 5. *Mean EQAO and LICO scores for Children Whose Parents Completed the KPS vs. Children Whose Parents did not Complete the KPS.*

	Total Sample JK Completed KPS (n=868)	Total Sample JK Did not Complete KPS (n=1250)	Total Sample SK Completed KPS (n=605)	Total Sample SK Did not Complete KPS (n=979)
EQAO	2.54	2.53	2.69	2.55
LICO	14.59	18.71	15.78	17.42

*(Tables 4 and 5 are based on all available participants after exclusion criteria = 3471).



RESULTS

In the following sections, we present the results of the analyses of the five EDI domains first for students from English-speaking schools and then French-speaking schools. For each language, we present the results for SK students, using EQAO as the academic index of school need, and then LICO scores reflecting the level of economic school need. These analyses are then repeated for JK students.

As outlined earlier, the study was designed to provide answers to two major research questions. The first research question is whether children from FDELK JK and SK classrooms would show higher scores on a measure of developmental health and school readiness, the EDI, than those from non-FDELK classrooms. A second question was whether FDELK would be more effective for JK and SK students in high need schools than for students

in low needs schools, i.e., whether FDELK can be seen as leveling the educational playing field or closing the educational gap for students in high need schools. Consequently we present only those results from our analyses that bear directly on these two hypotheses. All analyses included four independent variables: a Classroom Status variable (i.e. FDELK vs. non-FDELK classrooms), a School Need variable (average school Grade 3 EQAO score or average school LICO score), Gender (boys vs. girls) and Age of Child at the time the EDI was completed. The outcome or dependent variables were the five EDI domain scores for each child. Statistically significant results ($p < .05$) for effects involving Classroom Status and School Need are presented, including any significant interactions these two variables have with Age or Gender. A summary of all statistical results are presented in Appendix C.

ENGLISH-SPEAKING SCHOOLS

1. The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using EQAO as the Measure of School Need

The following analyses were performed on a total of 1195 SK students, within 195 classrooms, within 86 schools.

a) Physical Health and Well-Being

There was a main effect of Classroom Status, $F(1, 1166) = 4.63, p = .03$ on children's Physical Health and Well-Being scores. Children in FDELK ($M = 8.72$) had higher Physical Health and Well-Being scores than those children in non-FDELK ($M = 8.48$). (See Figure 2).

There was a significant interaction between Classroom Status and EQAO, $F(1, 1166) = 4.73, p = .03$, indicating that the effect of FDELK on Physical Health and Well-being was moderated by the school's EQAO scores. In schools with the lowest EQAO scores, i.e. high need schools, children in FDELK did better than children in non-FDELK. In schools with the highest EQAO scores, i.e. low needs schools, Physical Health and Well-being scores were comparable between children in FDELK and children in non-FDELK (See Figure 3). This result is an example of how FDELK may be leveling the playing field or closing the educational gap for students in high need schools.



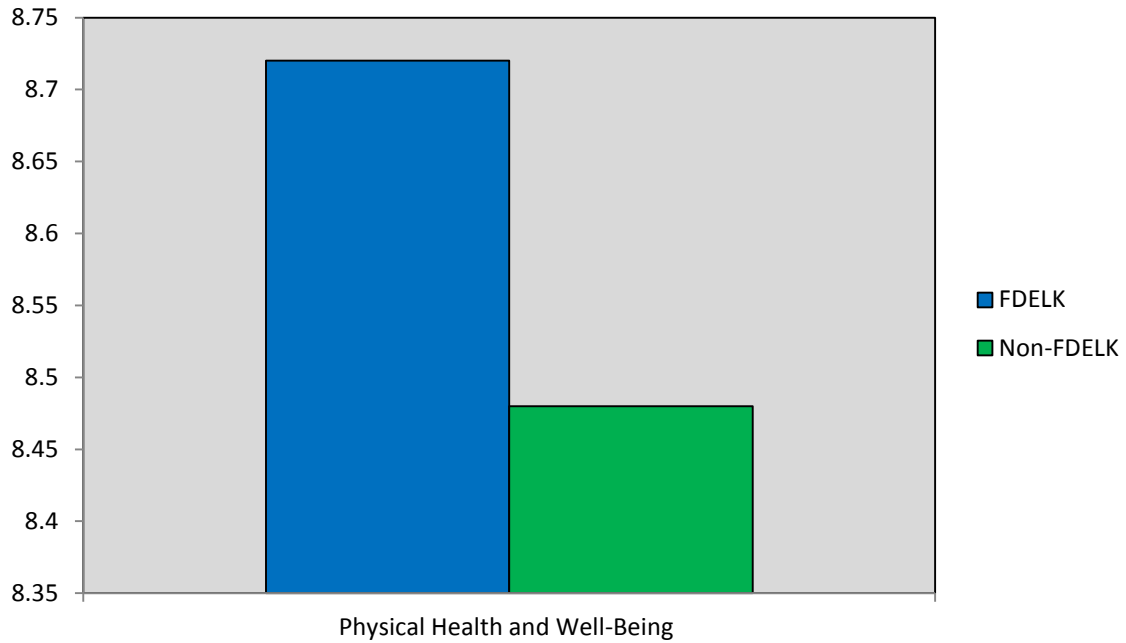


Figure 2. Main effect of classroom status on physical health and well-being.

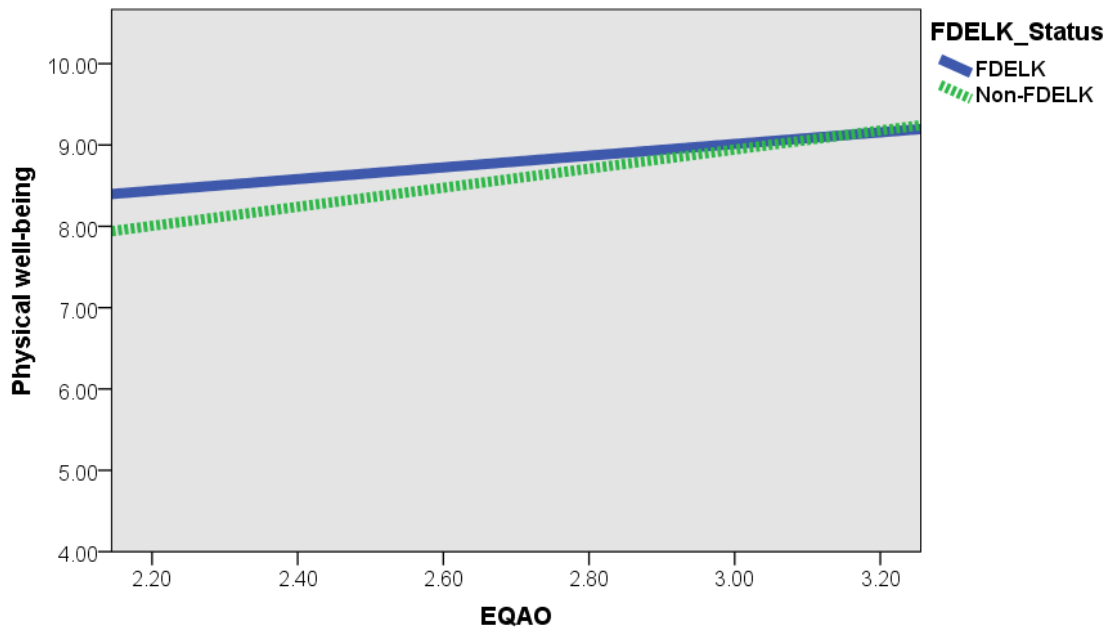
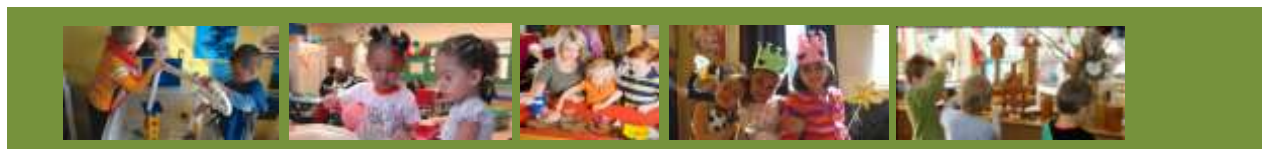


Figure 3. Interaction between classroom status and EQAO scores on physical health and well-being.



b) *Social Competence, Emotional Maturity, Language and Cognitive Development, Communication and General Knowledge*

There were no main effects or interactions involving Classroom Status, i.e., no differences between students from FDELK and non-FDELK classroom on any of the remaining EDI domains.

2. The Results of EDI Analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using LICO as the Measure of School Need

a) *Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, Communication and General Knowledge*

There were no main effects or interactions involving Classroom Status, i.e., no differences between students from FDELK and non-FDELK classroom on any of the remaining EDI domains.

3. The Results of EDI Analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using EQAO as the Measure of School Need

The following analyses included a total of 1649 JK students, within 217 classrooms, within 87 schools.

a) *Physical Health and Well-Being*

There was a significant three-way interaction between Classroom Status, EQAO, and Age, $F(2, 1616) = 4.35, p = .01$. For younger children (but not older children), Physical Health and Well-being scores were higher for children in FDELK when they were from high need schools, i.e., schools with lower EQAO scores. In low need schools with the highest EQAO scores, Physical Health and Well-being scores were lower for children in FDELK than children in non-FDELK (See Figure 4). This suggests that FDELK had a positive effect on the youngest JK students in high need schools but a reverse finding in low need schools.



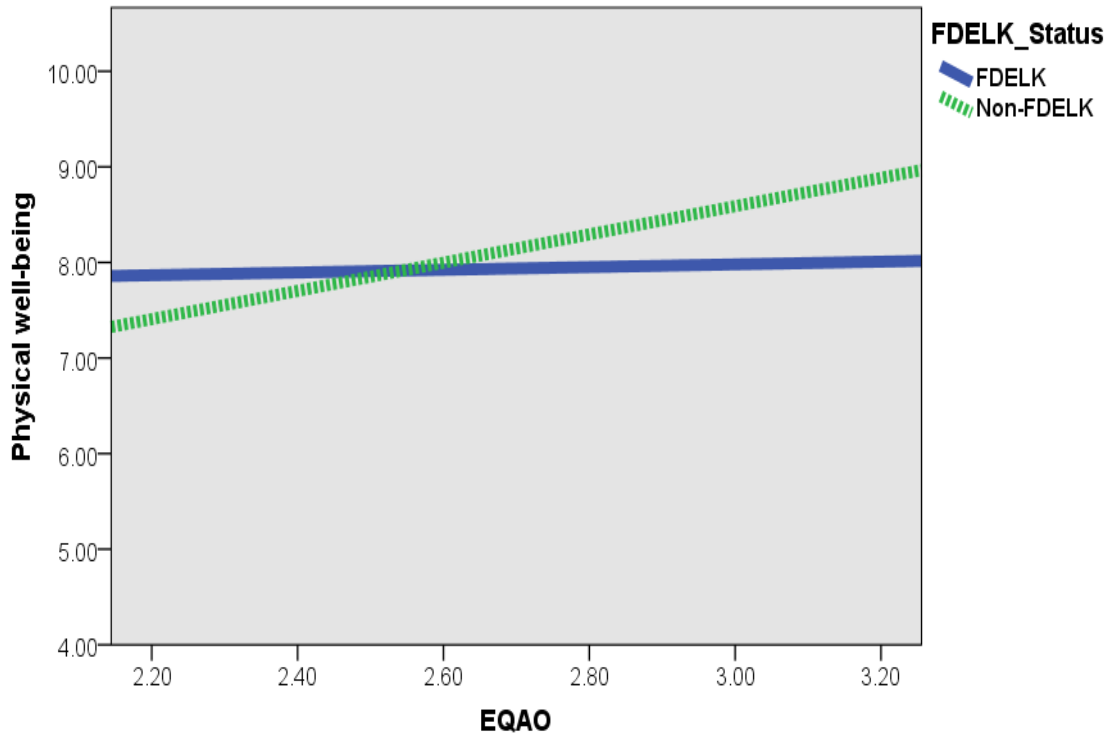
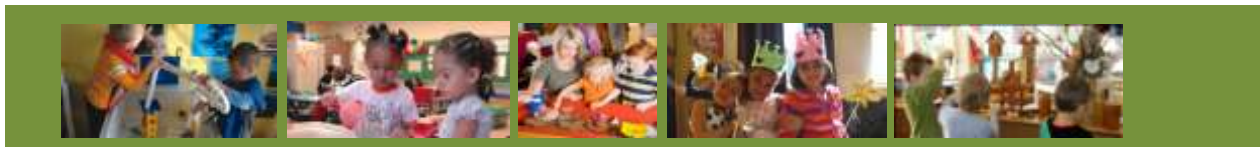


Figure 4. Interaction between classroom status and EQAO (for younger children only).

b) Social Competence

There was a main effect of Classroom Status, $F(1, 1617) = 6.01, p = .01$. Children in FDELK had significantly lower Social Competence scores ($M = 7.97$) compared to children in non-FDELK ($M = 8.11$). See Figure 5. There was also a significant interaction between Classroom Status and EQAO on Social Competence scores, $F(1, 1617) = 5.88, p = .02$. In high need schools with the lowest EQAO scores, children in FDELK showed higher Social Competence scores. In schools with the highest EQAO scores, children in non-FDELK showed higher Social Competence scores (See Figure 6). This finding is virtually identical to that described above for Physical Health and Well-Being scores.



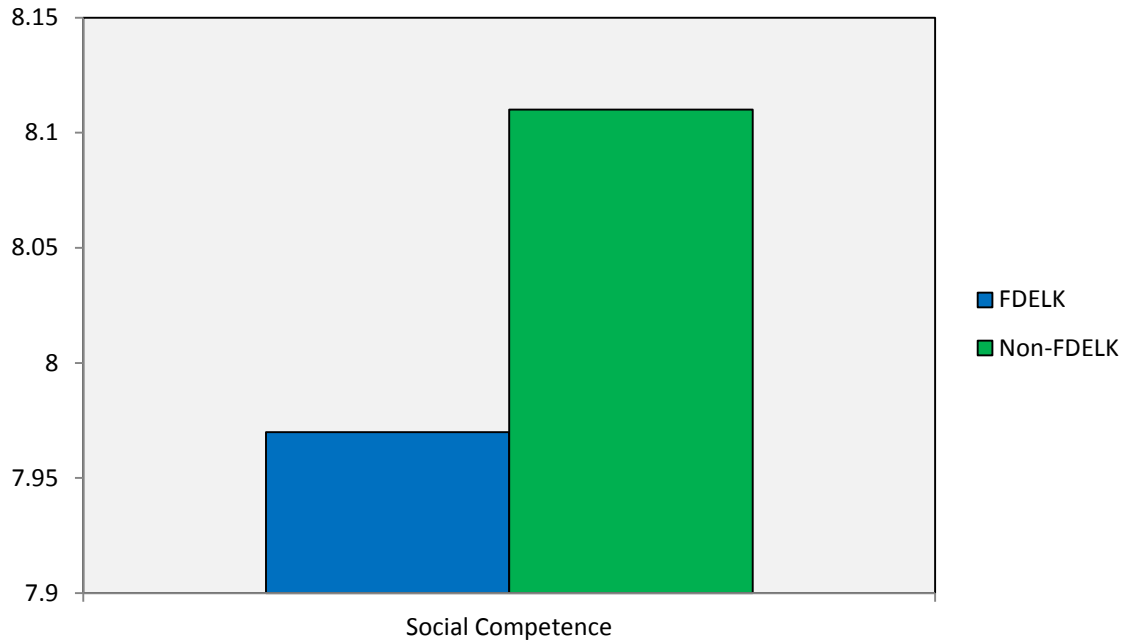


Figure 5. Main effect of classroom status on social competence.

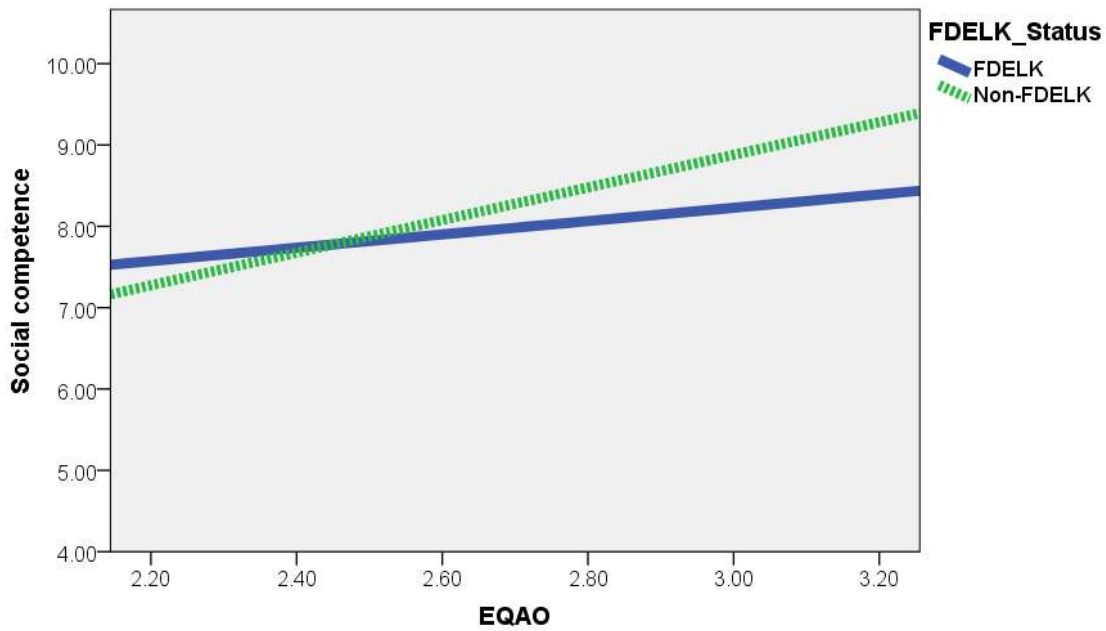
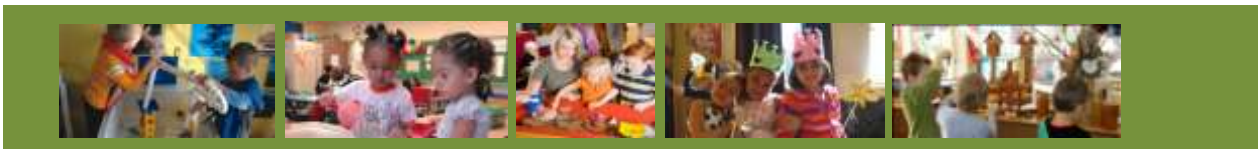


Figure 6. Interaction between classroom status and EQAO on social competence scores.



c) Emotional Maturity

There were no significant effects of Classroom Status on children's Emotional Maturity scores.

d) Language and Cognitive Development

There was a significant 3-way interaction between Classroom Status, Gender, and EQAO on Language and Cognitive Development scores, $F(2, 1614) = 4.21, p = .02$. For girls, in schools with the lowest EQAO scores, Language and Cognitive Development scores were comparable between children in FDELK and children in non-FDELK. As EQAO increased, girls in FDELK had higher Language and Cognitive Development scores than girls in non-FDELK (See Figure 7). For boys, in high need schools with lower EQAO scores, children in FDELK had higher Language and Cognitive Development scores than children in non-FDELK (See Figure 8), an effect similar to that reported above for Physical Health and Well-Being and for Social Competence scores. Girls on the other hand, showed a reverse pattern, i.e., positive effects of FDELK was evident in low need schools.

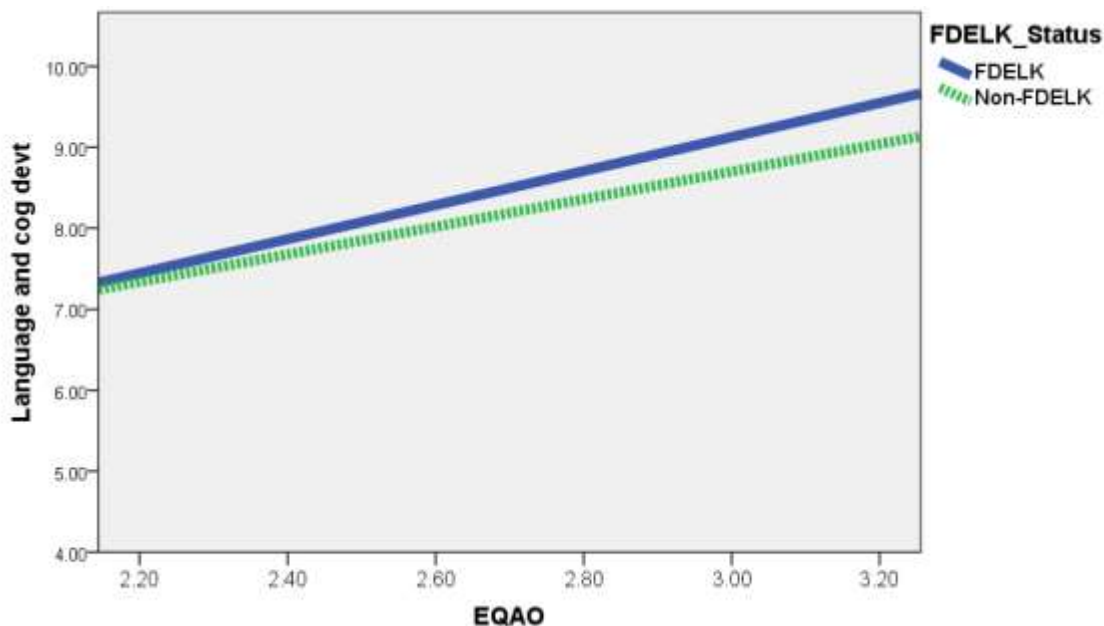
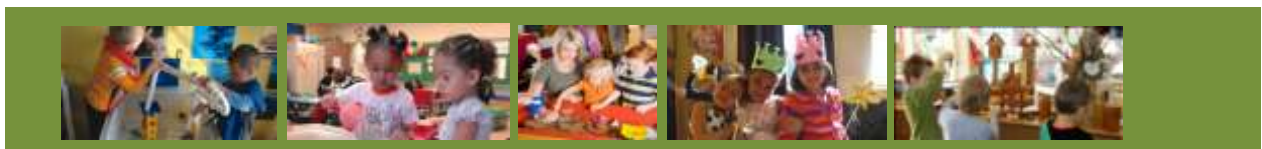


Figure 7. Interaction between classroom status and EQAO on language and cognitive development scores (for girls only).



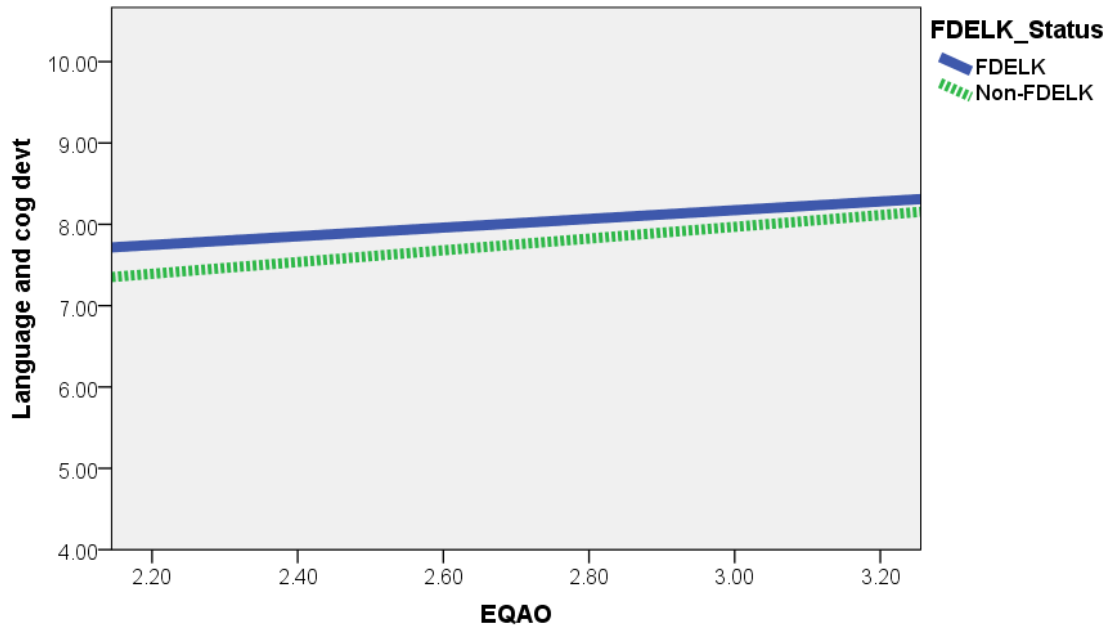
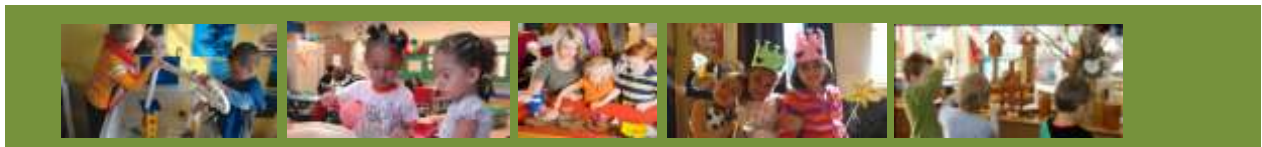


Figure 8. Interaction between classroom status and EQAO on language and cognitive development scores (for boys only).

e) *Communication and General Knowledge*

There was a main effect of Classroom Status, $F(1, 617) = 4.00, p = .046$ on Communication and General Knowledge scores. Children in FDELK ($M = 7.27$) had significantly higher Communication and General Knowledge scores compared to children in non-FDELK ($M = 7.02$). See Figure 9. There was also a statistically significant interaction between Classroom Status and EQAO on Communication and General Knowledge scores, $F(1, 617) = 3.89, p = .049$. In schools with lower EQAO scores, children in FDELK had higher Communication and General Knowledge scores than those children in non-FDELK (See Figure 10). Here again, FDELK has a more positive effect on children in high need schools.



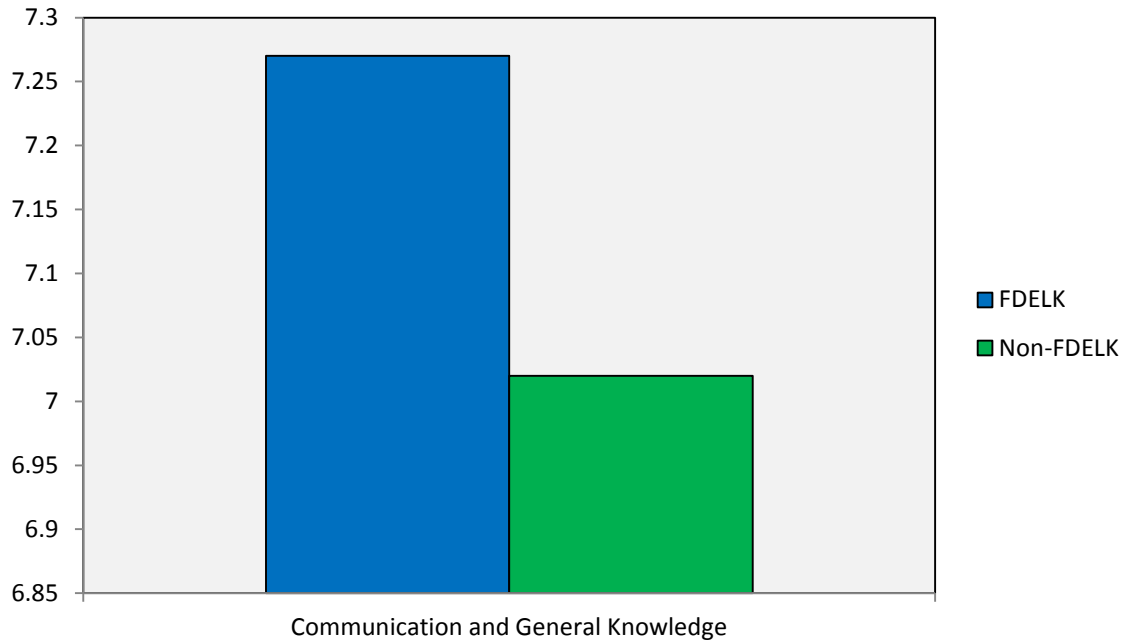


Figure 9. Main effect of classroom status on communication and general knowledge.

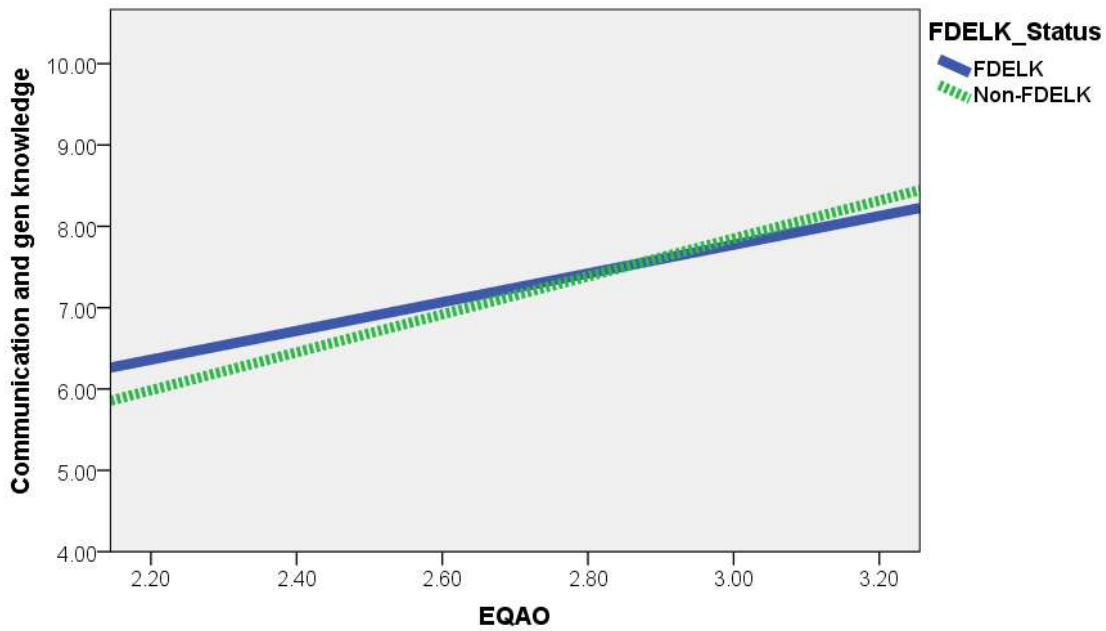
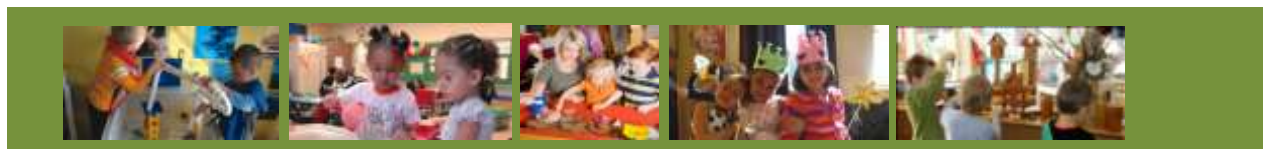


Figure 10. Interaction between classroom status and EQAO on communication and general knowledge scores.



4. The Results of EDI Analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using LICO as the Measure of School Need

a) *Physical Health and Well-Being*

There were no significant effects of Classroom Status on children's Physical Health and Well-Being scores.

b) *Social Competence*

There was a significant interaction between Classroom Status and LICO on children's Social Competence scores, $F(1, 1569) = 3.97, p = .047$. Children in FDELK from schools with higher need (e.g., higher LICO scores) had higher Social Competence scores than children in non-FDELK. In comparison, children in FDELK from schools with low need (low LICO scores) had lower Social Competence scores than children in non-FDELK. (See Figure 11). The effect has been reported several times in previous analyses involving JK students.

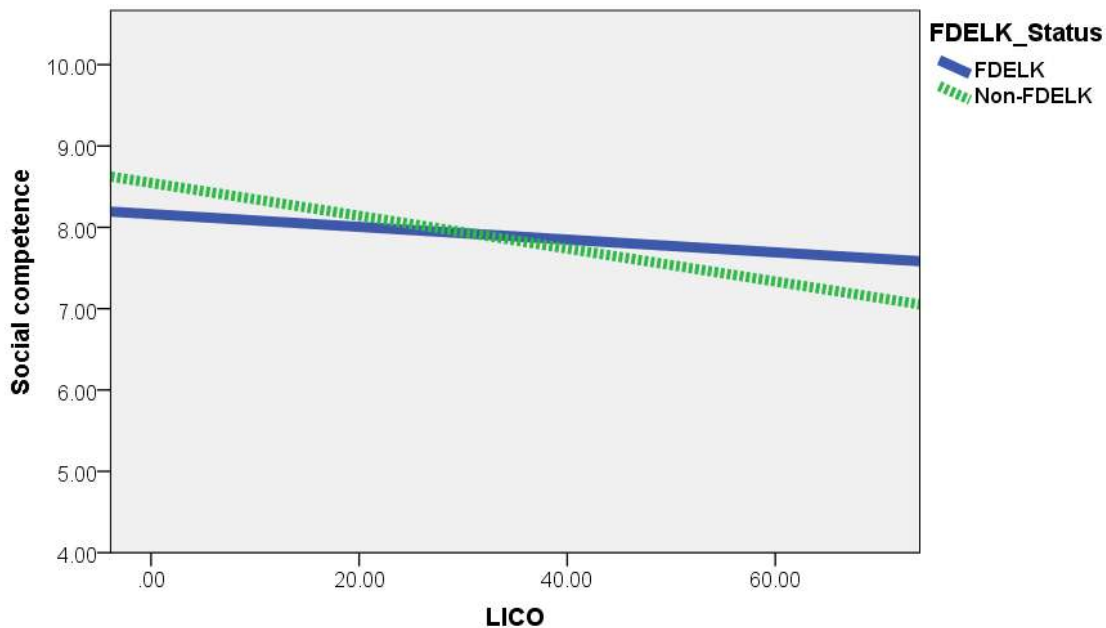
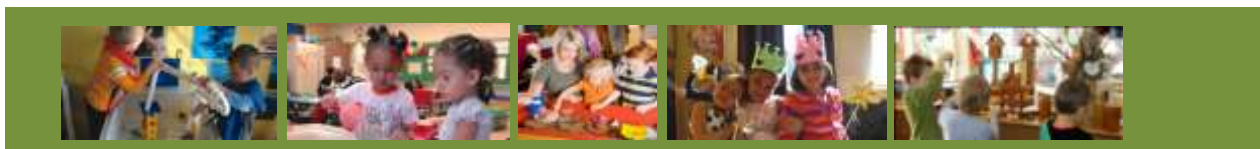


Figure 11. Interaction between classroom status and LICO on social competence scores.

c) *Emotional Maturity, Language and Cognitive Development, Communication and General Knowledge*

There were no significant effects of Classroom Status on any of the other EDI domains.



Summary of Findings from English-speaking schools

Students from SK FDELK classrooms showed higher scores on only one EDI domain, Physical Health and Well-Being. This positive effect was limited to students from high need schools. Students from JK FDELK classrooms showed high scores on EDI scores of Communication and General Knowledge. Also, five analyses indicated that students from FDELK classrooms showed higher EDI scores in high need schools

rather than the low need schools, although in one case this was limited to boys, and in another to the younger JK students. In general, there is some support in these findings that at least in high need schools, FDELK is having a positive impact on levelling the academic playing field. This finding was much more apparent for JK than SK students from FDELK classrooms.

FRENCH-SPEAKING SCHOOLS

5. The Results of EDI Analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using EQAO as the Measure of School Need

The following analyses were performed on a total of 284 SK students, within 34 classrooms, within 16 schools. It should be noted that these numbers are quite low compared to the number of students from English-speaking schools reported in the previous section. Hence, it is more difficult to find statistically significant results due to the low power of statistical tests in smaller samples.

There was no effect of Classroom Status on any of the five EDI scales.

6. The Results of EDI Analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using LICO as the Measure of School Need

There was no effect of Classroom Status on any of the five EDI scales.

7. The Results of EDI Analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using EQAO as the Measure of School Need

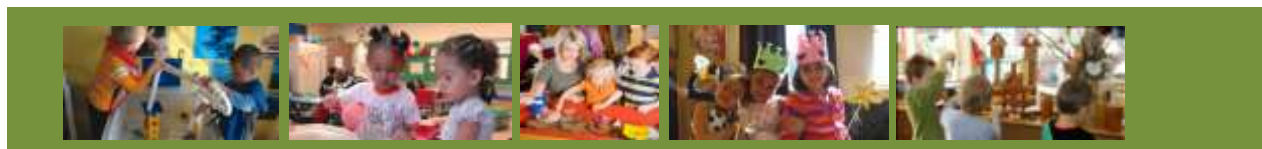
The following analyses were performed on a total of 343 JK students, within 48 classrooms, within 26 schools. The number of students in the JK sample is larger than the SK sample, but still substantially smaller than the JK sample from English-speaking schools.

Physical Health and Well-Being, Social Competence, Language and Cognitive Abilities

There was no effect of Classroom Status on children's Physical Health and Well-Being scores, Social Competence, or Language and Cognitive Abilities.

Emotional Maturity

There was a main effect of Classroom Status, $F(1, 221) = 5.48, p = .02$ on children's Emotional Maturity scores. Children in FDELK had significantly lower Emotional Maturity scores ($M = 6.98$) compared to children in non-FDELK ($M = 7.81$). See Figure 12.



There was also a significant interaction between Classroom Status and EQAO, $F(1, 221) = 5.50, p = .02$. As shown in Figure 13 children from FDELK classrooms showed higher Emotional Maturity scores in high need (low EQAO) schools than students from non-FDELK classrooms. The reverse finding existed for low need, high EQAO schools.



Figure 12. Main effect of classroom status on emotional maturity.

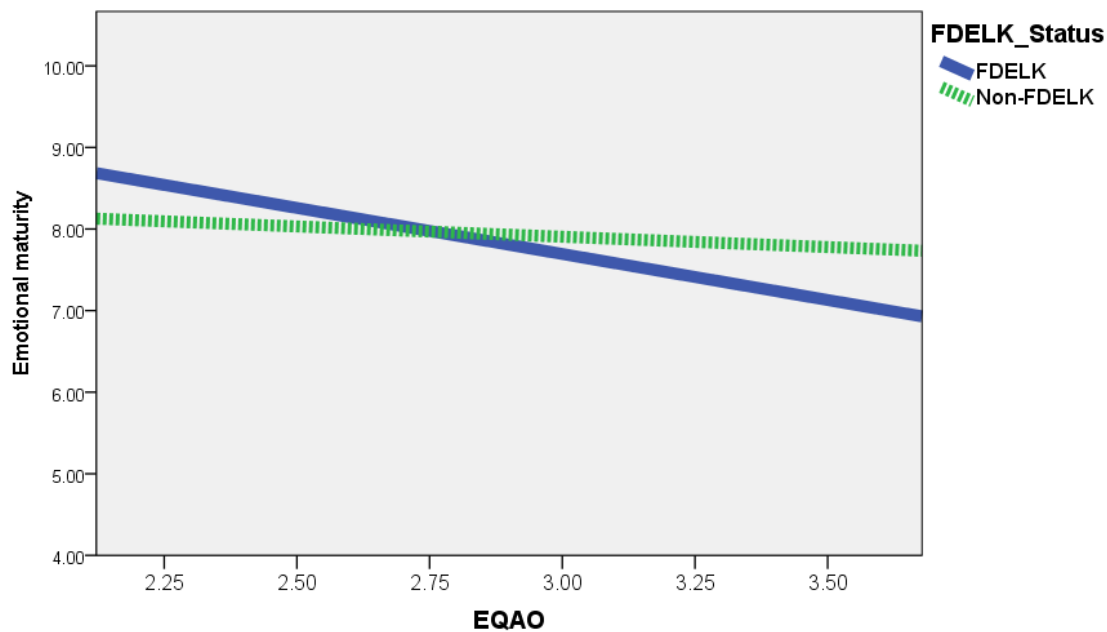
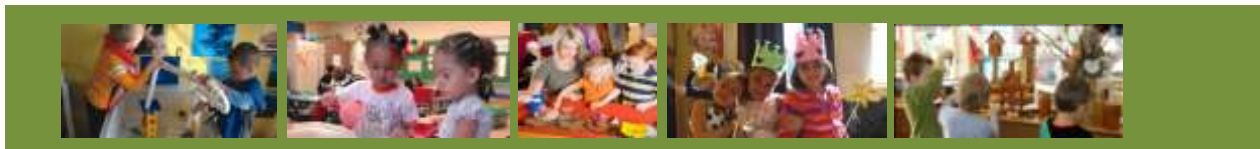


Figure 13. Interaction between classroom status and EQAO on emotional maturity.



Communication and General Knowledge

There was a main effect of FDELK on children's Communication and General Knowledge scores, $F(1, 229) = 5.52, p = .02$. Children in FDELK ($M = 6.01$) had significantly lower Communication and General Knowledge scores than children in non-FDELK ($M = 8.02$). See Figure 14. There was also a significant interaction between Classroom Status and EQAO, $F(1, 229) = 6.11, p = .01$. As can be seen from Figure 15, Communication and General Knowledge scores were higher for children in FDELK compared to children in non-FDELK when they were from high need schools with lower EQAO scores. As school's EQAO scores increased, indicating lower need schools, Communication and General Knowledge scores for FDELK children decreased sharply, so that children from FDELK classrooms in the lowest need schools had substantially lower scores than those from non-FDELK classrooms.

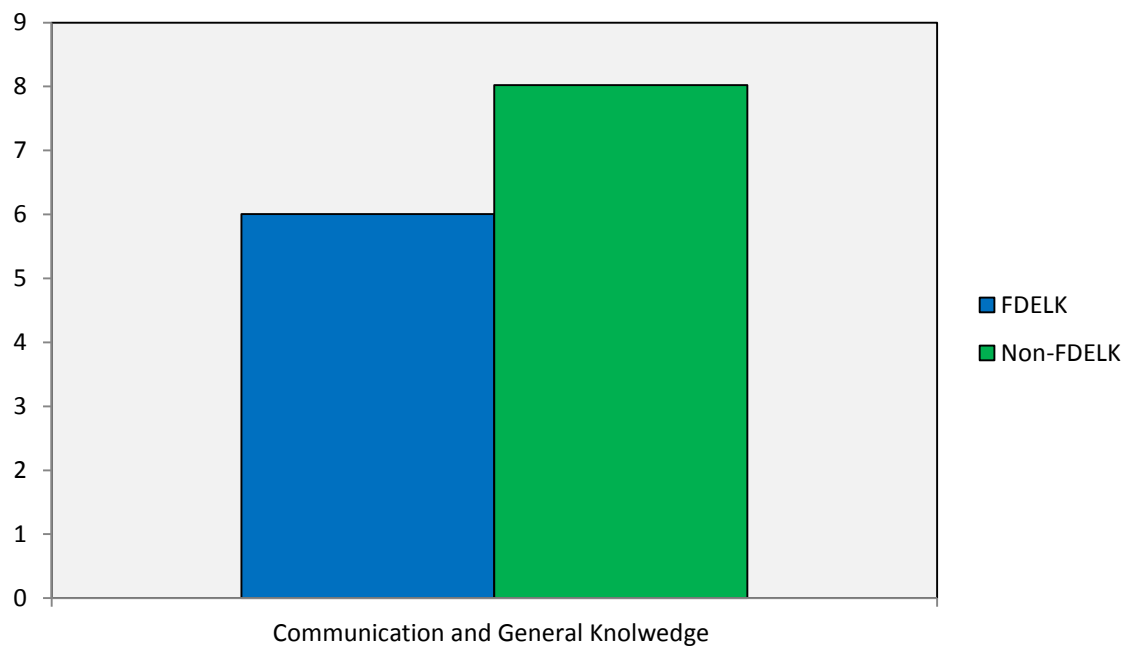
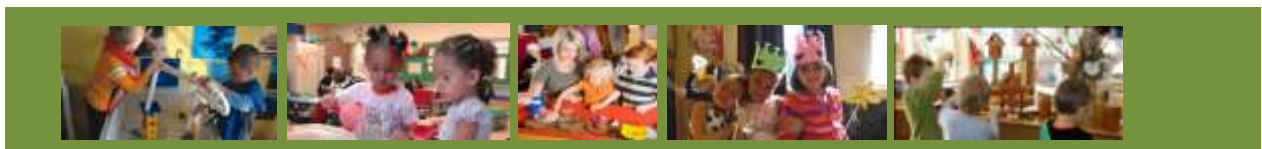


Figure 14. Main effect of classroom status on communication and general knowledge.



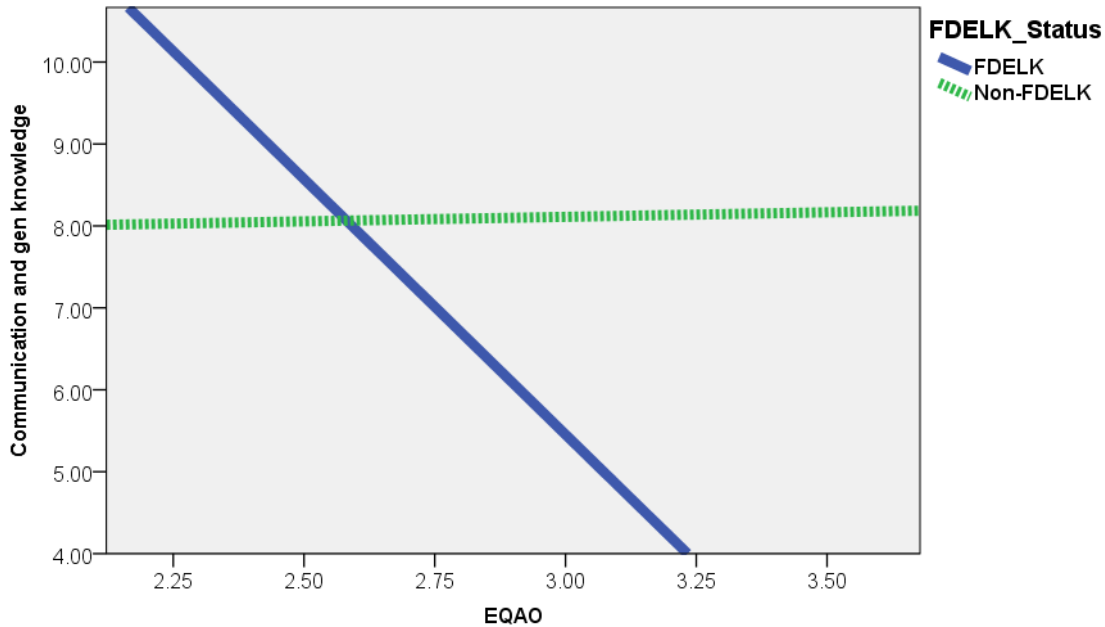


Figure 15. Interaction between classroom status and EQAO on communication scores.

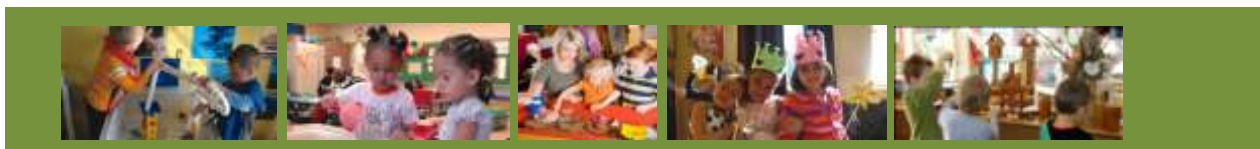
8. The Results of EDI Analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using LICO as the Measure of School Need

Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development

There was no effect of Classroom Status on children's Physical Health and Well-Being, Social Competence, Emotional Maturity, or Language and Cognitive Development scores.

Communication General Knowledge

There was a significant interaction between Classroom Status and LICO on children's Communication and General Knowledge scores, $F(1, 290) = 7.10, p = .01$. Figure 16 shows that children in FDELK from high need high LICO schools had significantly lower Communication and General Knowledge scores than children in non-FDELK, which is opposite to most previous patterns. To better understand this relationship we examined the three-way interaction between Classroom Status, Age, and LICO.



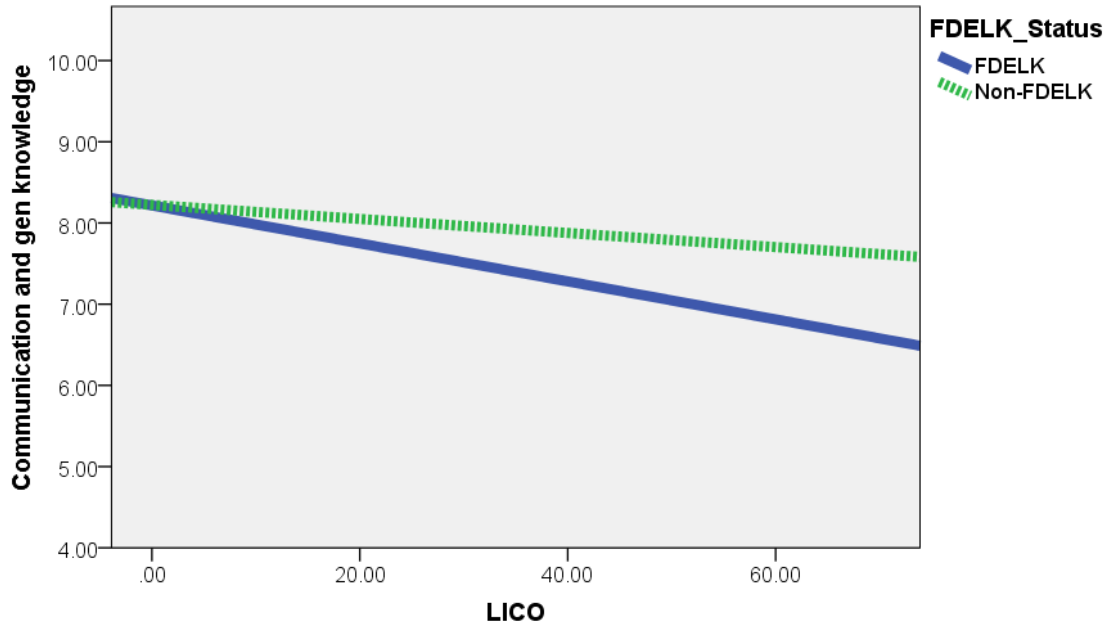
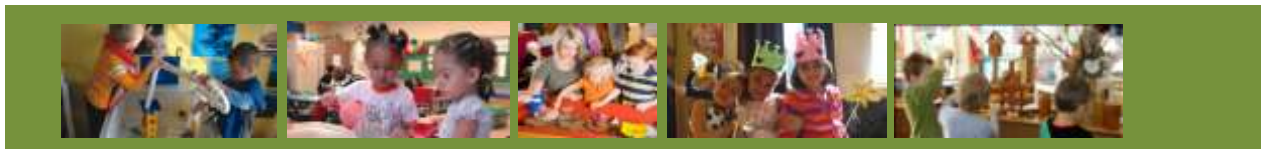


Figure 16. Interaction between classroom status and LICO on communication and general knowledge.

There was a significant three-way interaction between Classroom Status, Age, and LICO, $F(3, 290) = 3.77, p = .02$ on children's Communication and General Knowledge scores. For younger children in FDELK, communication and general knowledge scores were comparable in schools with low LICO. However, scores were lower in schools with high need (high LICO). See Figure 17.

For older children in FDELK, communication and general knowledge scores were lower in schools with low LICO compared to children in non-FDELK. For higher need schools, children in FDELK had higher communication and general knowledge scores than children in non-FDELK (See Figure 18). Thus, the pattern of results for the older JK children was consistent with those reported for EQAO as a measure of school need for JK children in general for Communication and General Knowledge scores (See Figure 15 on previous page). However, the pattern for the younger JK children is exactly opposite and it is not clear why younger children from non-FDELK classrooms in high need schools would perform so well.



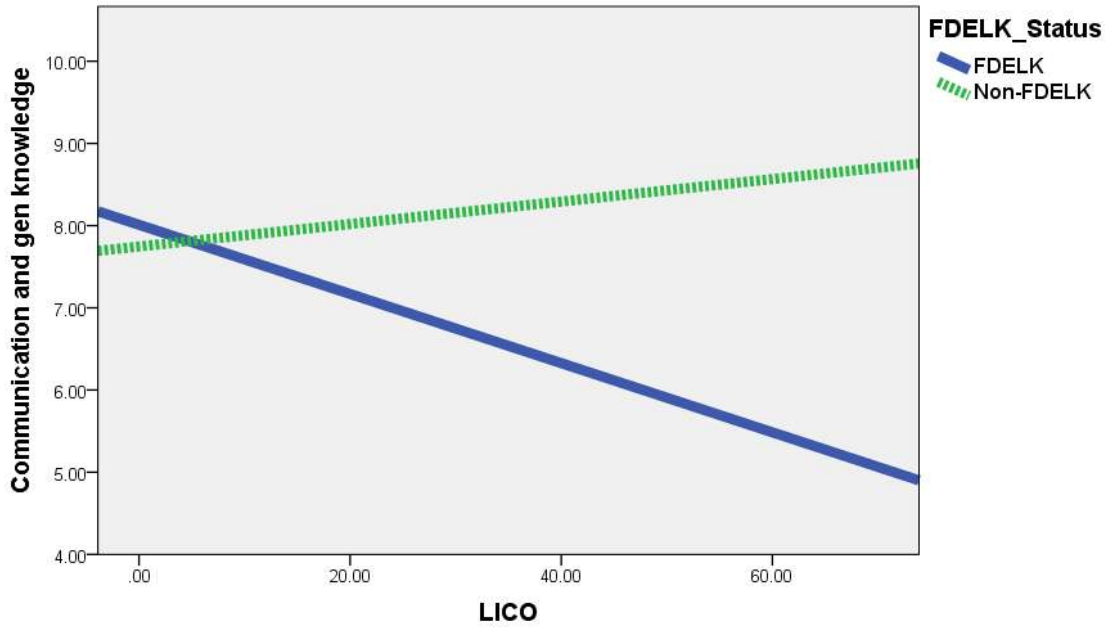


Figure 17. Interaction between classroom status and LICO on communication and general knowledge scores (younger kids).

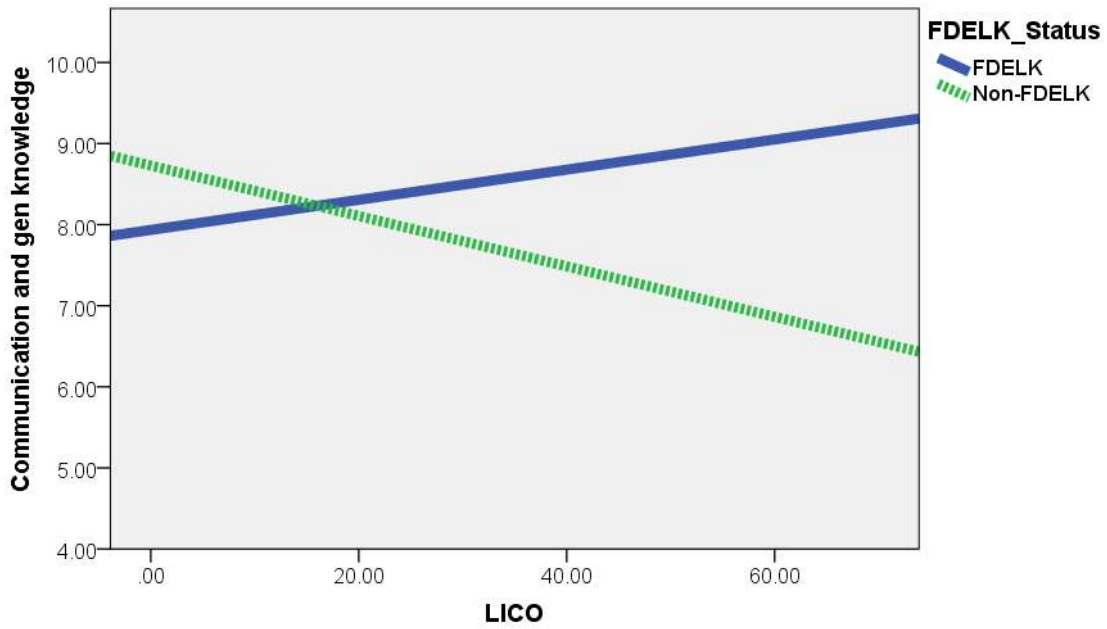
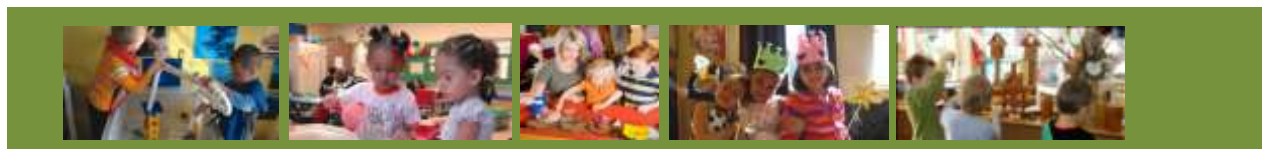


Figure 18. Interaction between classroom status and LICO on communication and general knowledge scores (older kids).



Summary of Results for the French-speaking schools

The results for the French-speaking schools are somewhat different than those from the English-speaking schools discussed earlier. There were no significant effects of FDELK in the SK sample. On two EDI domain measures, Emotional Maturity and Commitment and General Knowledge, JK children from non-FDELK classrooms showed higher scores overall when compared to those from FDELK classrooms. Possible reasons for this unexpected finding will be discussed later.

Despite these main effect differences, JK children from FDELK classrooms in high need schools performed better than those from non-FDELK classrooms on both Emotional Maturity and Communication and General Knowledge when school need was indexed by low EQAO scores. However, in low need schools with high

EQAO scores, non-FDELK children performed substantially better, reflecting the overall higher scores for students in non-FDELK classrooms for these two measures. Finally, when LICO scores were used as an index of school need, older JK students from FDELK classrooms in high need schools showed markedly higher scores on Communication and General Knowledge than those from non-FDELK classrooms, while the reverse was true for younger JK students.

Overall, the analyses of data from the English-speaking schools yielded a more consistent picture of the potential value of FDELK in improving school readiness, especially JK students in high need schools, thereby potentially helping to level the academic playing field in these schools.

ABORIGINAL STUDENTS

The data only showed valid EDI scores for 38 Aboriginal children in our sample. The Aboriginal population of Canada is about 3% of the population and the proportion is higher in Ontario and among children. For 10,000 children in our sample we expected about 400 children of Aboriginal descent. After losing children through the active consent process we are down to about 3700. Based on a sample of 3700 we expected about 120 Aboriginal children and we have less than a third of that. Therefore, the numbers are too small and too unrepresentative to use for any purpose of analyses, so we were unable to look at Aboriginal children separately.

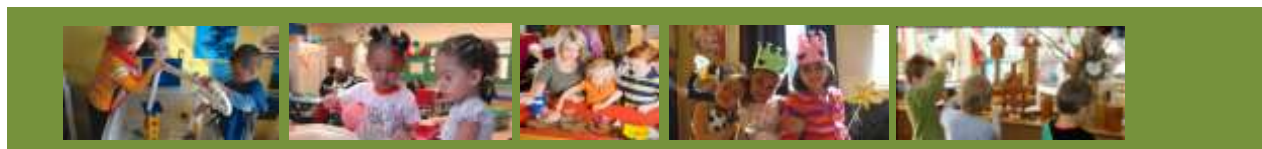


Table 6. *Frequency of Children Identified as Aboriginal*

		Aboriginal status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	2892	83.2	98.7	98.7
	yes	38	1.1	1.3	100.0
	Total	2930	84.3	100.0	
Missing	dont know	460	13.2		
	System	84	2.4		
	Total	544	15.7		
Total		3474	100.0		

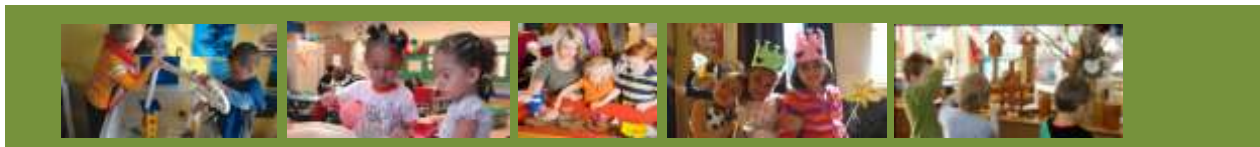
Comparison of EDI scores for Special Educational Needs Students

The following analyses involved a total of 169 children identified with any type of Special Educational Need.

Table 7. Distribution of Children with Special Educational Needs by Classroom Status (FDELK and non-FDELK), JK/SK, and Gender.

FDELK Status							
FDELK				Non - FDELK			
JK		SK		JK		SK	
F	M	F	M	F	M	F	M
12	19	19	31	21	37	10	20
31		50		58		30	
81				88			

The analyses compared scores in each of the five EDI domains for children with any type of Special Educational Need with students with no Special Educational Needs (Special Educational Needs Status) and students in FDELK classrooms vs. students in non-FDELK classrooms (Classroom Status). Thus, there were two dichotomous independent variables and the five EDI domain scores as dependent variables.



Physical Health and Well-Being

There was a significant main effect of Special Educational Needs Status on Physical Health and Well-Being, $F(1, 3611) = 236.15, p = .00$. Children with Special Educational Needs had lower Physical Health and Well-Being ($M = 6.70$) scores than children without Special Educational Needs ($M = 8.53$). There was no main effect of Classroom Status or interaction between Classroom Status and Special Needs Status.

Social Competence

There was a significant main effect of Special Educational Needs on children's Social Competence scores, $F(1, 3611) = 319.33, p = .00$. Children with Special Educational Needs had lower Social Competence scores ($M = 5.58$) than children without Special Educational Needs ($M = 8.29$). There was a significant main effect of Classroom Status. Children from FDELK classrooms had lower Social Competence scores ($M = 8.07$) than children from non-FDELK classrooms ($M = 8.25$). Also, there was a significant interaction between Classroom Status and Special Educational Needs Status, $F(1, 3611) = 4.39, p = .04$. (See Figure 19).

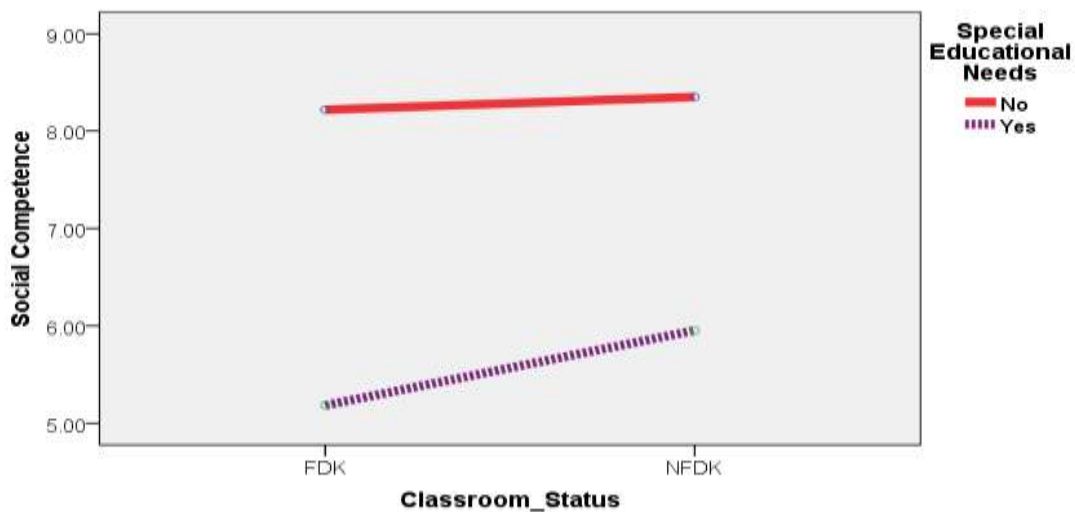
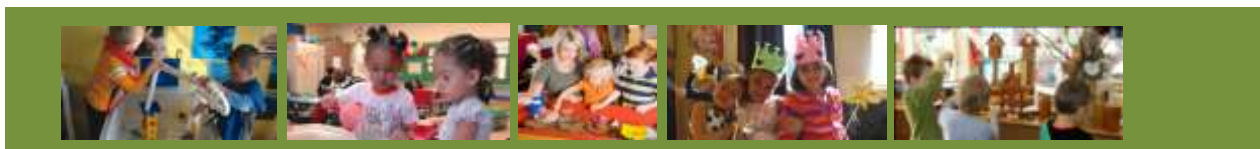


Figure 19. Interaction between special educational needs and classroom status on social competence.

Emotional Maturity

There was a significant main effect of Special Educational Needs on Emotional Maturity scores, $F(1, 3611) = 238.66, p = .00$. Children with Special Educational Needs had lower Emotional Maturity scores ($M = 6.03$) than children without Special Educational Needs ($M = 7.76$). There was a significant main effect of Classroom Status. Children from FDELK classrooms had lower Emotional Maturity scores ($M = 7.76$) than children from non-FDELK classrooms ($M = 7.94$). Also, there was a significant interaction between Classroom Status and Special Educational Needs Status, $F(1, 3611) = 5.44, p = .02$. (See Figure 20). As was the case above for Social Competence scores, Special Educational Needs children did better



in non-FDELK classrooms compared to FDELK classrooms than children without Special Educational Needs.

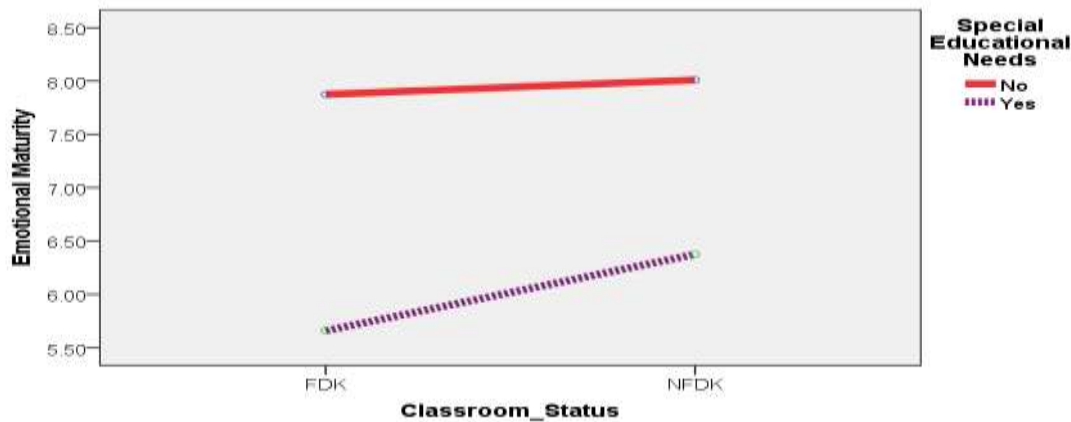


Figure 20. Interaction between special educational needs and classroom status on emotional maturity.

Language and Cognitive Ability

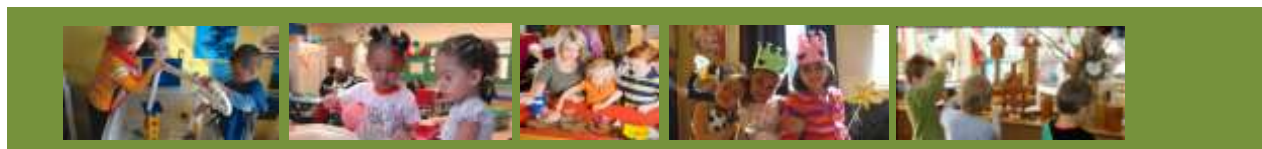
There was a significant main effect of Special Educational Needs Status for Language and Cognitive Ability, $F(1, 3611) = 236.55, p = .00$. Children with Special Educational Needs scored significantly lower ($M = 6.16$) on Language and Cognitive Ability than children without Special Educational Needs ($M = 8.44$). There was no main effect of Classroom Status or an interaction between Classroom Status and Special Educational Needs.

Communication and General Knowledge

There was a significant main effect of Classroom Status for Communication and General Knowledge, $F(1, 3611) = 4.10, p = .04$. Children in FDK ($M = 7.49$) scored significantly higher in Communication and General Knowledge than children in non-FDK ($M = 7.24$). There was also a significant main effect of Special Needs Status, $F(1, 3611) = 279.31, p = .00$. Children identified as having Special Educational Needs ($M = 4.04$) scored significantly lower on Communication and General Knowledge than children without Special Educational Needs ($M = 7.51$).

Summary

As expected, children with Special Educational Needs scored poorly on all domains of the EDI than children with no identified Special Educational Needs. However, children with Special Educational Needs in non-FDELK classrooms scored higher in two EDI domains, Social Competence and Emotional Maturity than Special Educational Needs children in FDELK classrooms. This difference was not nearly as marked for children with no identified Special Educational Needs.



DISCUSSION

The quantitative section was designed to examine two major questions regarding Ontario's FDELK initiative. The first was whether FDELK programs would improve school readiness in JK and SK students as indexed by differences in scores on the Early Development Inventory (EDI) when compared to non-FDELK programs. The second was whether FDELK programs would be effective in decreasing the academic gap in kindergarten programs in high need schools. The results were presented separately for SK and JK students, as well as students from French-speaking and English-speaking schools.

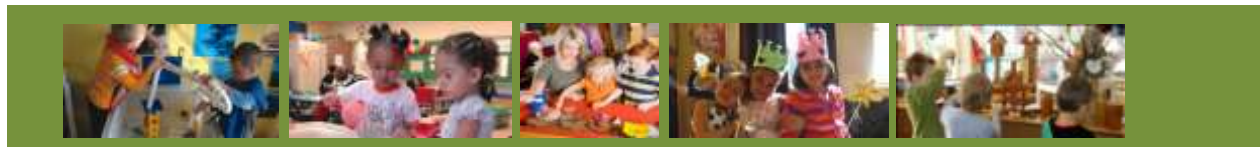
A number of results indicate that kindergarten students from FDELK classrooms showed greater school readiness than those from non-FDELK classrooms, especially in schools with high need as indexed by lower average Grade 3 EQAO scores and higher percentages of families living below Statistics Canada's Low Income Cutoff (LICO). These findings were more consistent in the EDI data from JK than from SK classrooms, when school need was indexed by low EQAO scores, and in data from English-speaking than French-speaking schools. These conclusions must be considered preliminary, however, due to several limitations of the study.

One limitation was the probable bias in the sample of EDI scores available for analysis. The original potential sample of kindergarten children identified to participate in the study was over 8600, but only children whose parents provided active consent were included. After requiring parents to actively consent to their child's kindergarten teacher completing the EDI, the sample dropped from 8600 to 3640 valid

EDI scores, of which 169 were from children with identified special educational needs. The participation rate of only 40% appears to have eliminated many of the children from high need schools and/or high need families. There are clear indications in our analysis of the Kindergarten Parent Survey that high need families are underrepresented in the EDI data. This bias toward lower need families or children from lower need schools severely limits the confidence with which any conclusions can be drawn from the study concerning the impact of FDELK. There is some evidence in the EDI results that FDELK closes the academic gap between high and low need schools, and contributes to a more level academic playing field for primary school students. However, we cannot estimate the magnitude of this effect because it appears that the students most likely to be affected were less likely to be included in the sample

The initial design of the study was not only to yield a provincially representative sample of kindergarten EDI scores, but also to collect data from the JK and SK samples two times over a two year period, the first in the spring of 2011, and the second in the spring of 2012. This approach allows for the direct assessment of change in school readiness in the initial JK sample again in the spring of their SK year, and from the initial SK sample in the spring of their Grade 1 year. While we continue to recommend this approach, we were unable to use it with the data made available to us.

Unfortunately, only the first wave of data, collected in the spring of 2011 from both the JK and SK samples was available for analysis. It is these single-point-in-time data that were analyzed and reported in this study.



Another limitation concerns the use of the EDI as the sole measure of school readiness. EDI was the only quantitative measure available to assess differences between students in FDELK and non-FDELK programs. The primary application of the EDI has been to measure differences in developmental health and school readiness in SK children. A number of primary influences on EDI-reflected school readiness that have been identified include differences in early childhood learning and care, as well as parent, family and neighbourhood experiences prior to kindergarten entry. Therefore consideration should be given to potential alternative measures.

In the present study, the EDI was employed to determine whether or not differences between FDELK and non-FDELK programs in school readiness were detectable after 8 months of varied kindergarten experiences. It is possible that the EDI is insensitive to changes in school readiness produced by FDELK vs. non-FDELK programs over such a short period of time if at all. It was for this reason that collecting and analyzing changes in individual children over a two year period was built into the initial design of the study but never realized. Collecting primary school report card data in Grades 1, 2 &3, as well as examining Grade 3 EQAO data for differences in the FDELK and non-FDELK samples would seem to be a more reasonable way to assess any effects of FDELK rather than relying on one time data collection. Another point about the use of the EDI as the exclusive quantitative measure to examine the impact of FDELK is that a major pedagogical change in the introduction of FDELK in Ontario has been an innovative, play-based curriculum. It is not at all

clear how sensitive the EDI is likely to be to changes in academic and social functioning resulting from this new curriculum. Future evaluation efforts should consider additional measures more closely related to the goals of the play-based curriculum. A measure aimed at assessing the stated goals of the program is likely to provide a more valid assessment of the achievement of the goals.

It was noted earlier that the positive results favoring FDELK were stronger for JK than SK students and for children from English-speaking than French-speaking schools. The fact that most SK students would have experienced one year of non-FDELK kindergarten in JK, whereas the JK FDELK were exposed to the new curriculum for the first time may be related to the finding. It is also very important to emphasize the fact that French-speaking schools in Ontario have offered full day programs, five days per week for many years. Thus, for the FDELK vs. non-FDELK comparisons in French speaking schools, the difference between the two is really a comparison between the new play-based curriculum vs. a “traditional” curriculum. As motioned above, the EDI may not be especially sensitive to these curriculum differences, reducing the impact that FDELK programs may be able to demonstrate in French-speaking schools. For the English-speaking FDELK programs, the changes were two-fold: not only was the new play-based curriculum introduced, but also all day, five days a week programs. The introduction of two changes in English language schools possibly led to stronger effects than the French language schools where there was only one change.



A final observation of the findings worth noting is that on several measures, the non-FDELK programs were associated with more positive outcomes. This was especially true for non-FDELK programs in low need schools, on the EDI measures of Emotional Maturity and Communication Skills and General knowledge. To be clear, some children appear to have done worse with the FDELK than with the non-FDELK. The reason for such differences is speculative. Could it be that the traditional curriculum emphasizes content related to these two domains of developmental health more than the newer play-based curriculum? Or could it be that the space and number of children within the space needs to be considered? Similar results were noted in the analyses of differences between the small sample of children with identified special educational needs and the larger sample of children without such identified needs. The children with special educational needs showed superior outcomes

on the measures of Social Competence and Emotional Maturity in non-FDELK programs. The basis of this difference is unclear, and cannot be adequately addressed with the data we have available. It certainly warrants further research attention.

To conclude, the present study yielded mixed results concerning the effectiveness of FDELK. On some measures, and in some samples, children in FDELK were better off than children in non-FDELK. On some measures, the data tended to show a more level playing field for kindergarten children in FDELK. There was a pattern in JK FDELK students to show higher school readiness scores in classrooms in high need schools. If this effect can be replicated in future studies with more representative samples, and possibly more sensitive measures, it would demonstrate that FDELK contributes to a decrease in the academic gap currently seen in many high need primary schools, a major goal of educators everywhere.



Conclusion and Recommendations

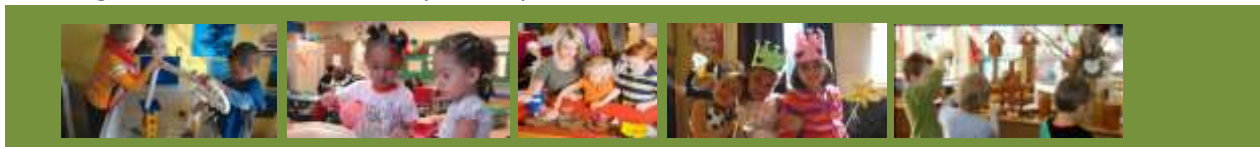
Never before have educators or administrators, been under such scrutiny. Yet throughout the evaluation of the implementation of the FDELK program, educators, administrators, parents, community partners and kindergarteners have been open to sharing their experiences, concerns, and yes even excitement, about the promise this innovative, early learning program holds.

Although there are many wonderful practices and experiences taking place, there are some important areas that must be addressed efficiently and swiftly to ensure the conceptualized FDELK program is implemented so all kindergarteners and their families, educators, and community partners benefit well into the future. This program has the capacity to lessen learning gaps and bridge the necessary requirements for students to develop a love of learning and experience academic success which will support the development of engaged, knowledgeable, creative, innovative and civic minded citizens. But before we can experience the promise of the FDELK, there is work to be done, especially around the development of the image of the early childhood educator.

The teacher's roles and responsibilities are clearly articulated in the standards of practice and ethics of care. Moreover the duties associated with the teacher's roles and responsibilities are enshrined in legislation and have been in practice for years contributing to a generally accepted and shared image of the teacher in the public school sphere. What is not clear is an explicit image that includes the duties, roles and responsibilities of the ECE in the same school sphere. The legislated statement, claiming the ELK team has the duty to cooperate

is open to broad interpretation. Currently the power driving cooperation is in the hands of teachers and administrators. The data collected over the past two years clearly show that ultimately the teacher in the ELK team determines how much power she is willing to share with the ECE, as the teacher continues to have the image as one responsible both legally and accountability wise to the principal, school board, parents, and children.

The most pressing issue for the Ministry is to clearly articulate the professional image of the ECE in relation to principles of participation in: program planning and implementation; assessment and evaluation; communication with families and communities; and most importantly, in terms of their role in supporting children's learning and development. If this is not addressed, it is likely the unions, teachers' federations, school boards and principals will develop their own implicit image of the ECE that best reflects their understanding and interpretation gleaned from the FDELK program documents. If left unaddressed, each teacher will continue to establish an ELK team that best reflects his/her own understanding and interpretation. This may mean that many ECEs will continue to feel like an assistant and be treated as one. Hence, we strongly recommend to the Ministry of Education, Early Learning Division, that in order to support implementation of the conceptualized high fidelity FDELK program, the development of the Image of the ECE should be a priority. This is especially true considering that the basis of high fidelity implementation is based on the cohesiveness of the ELK team.



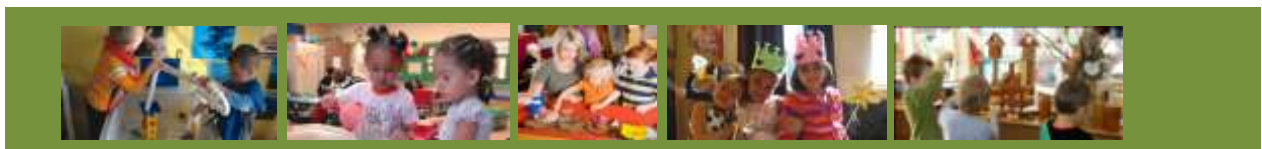
The issue of FDELK fidelity is a complex one that can be examined from three broad levels: the school board level, the school level, and the classroom level. The administration at the school board level is responsible for the development and enactment of policies and procedures related to hiring staff, offering orientation and professional development, hiring Early Years Consultants or Coordinators, as well as the assignment of educational assistants and other resource supports and services. Given the importance of having supportive structures in place, it is imperative that those in the position of making decisions regarding the assignment of support and development of policy fully understand the FDELK program as conceptualized by the Ministry. Those responsible for supporting the FDELK implementation should have a focused portfolio with sufficient funding to allow them to address timely and efficiently, the demands of the school board administrators and trustees, the school administrators, ELK educators and grade one teachers, as well as the community partners and families. Even at the school board level, the fidelity of implementation is complex. Importantly, someone at the board level needs to assist in resolving the tensions between the demands for the structured reporting of children's progress within a play-based program.

Fidelity at the school board level requires the assurance that the school boards have the necessary funding and structures to support the FDELK implementation within their family of schools. The school boards make the decisions of whether or not to use third party providers, coordinate their own extended day services, or offer a blend which may consider

the availability of child care services from the child care sector operating in proximity to the schools. With the Ministry of Education, Early Learning Division now having the added responsibility of governance over the Child Care Sector, there is an urgent need to consider the provision of outside of school care to cover time frames and issues that although not be directly linked to FDELK programs, may affect them in the long run. This would include issues around access and funding for non-FDELK children, and holiday and summer access to extended day services for FDELK children. Along with these additional concerns are those of access, safety, and maintenance of the school sites; in other words, the concerns and issues regarding the fidelity of implementation at the school level.

At the school level, implementation also requires the infrastructure to support High Fidelity FDELK. Principals and/or vice principals need to be concerned with the hiring, orientation and training of the ELK teams, supply staff, the space and resources for the delivery of the FDELK program, the offering of the extended day program at the school given parent demand, and the allocation of an ECE to the FDELK classes having more than 15 students enrolled. In some cases administrators will make the decision to split a class of 28-30 which precludes the necessity of hiring an ECE. However, making such a decision has implications for the way in which the FDELK program will unfold.

Identifying the location of the FDELK classrooms may also be in the hands of the school administrators. Depending of the administrators' understanding of the FDELK program, decisions may be made based on other competing priorities in the school.



Importantly, the demands on the administrator require the performance of varied tasks and duties, hence limiting the attention to implementation. Using a piloted and modified version of the fidelity rubric included in this report, administrators may more easily consider how to support the priorities associated with FDELK implementation in their decision making. Working with other school administrators to develop a timeline of actions could also guide their attention to specific tasks over the duration of implementation. Knowing what to expect would better prepare the school administrators in supporting the conceptualized FDELK program. Having the rubric would also direct their attention when in the FDELK classroom and can be used to facilitate on going effective communication between the administrators and FDELK educators, and importantly the parents and community partners. This brings us to the classroom level of FDELK fidelity; the third and equally complex level of FDELK implementation.

Each classroom can look and feel quite different and is a reflection of the individuals within that environment. The FDELK program encourages emergent curriculum and play-based programming. There are as many ways to engage children in learning as there are children, and there are as many ways to organize classrooms and activities as there are teachers. In stating the obvious, there is an implicit expectation that no two classes need be the same to be high fidelity. Rather, the ELK team needs to be working as a team, and in order to do so, the educators need to understand and be respectful of the strengths that each partner brings to the program. Nowhere

is it stated that the ECE is expected to take on and execute the duties of a teacher. Rather the ECE and teacher are to engage in ‘their practice’ as a team. As discussed in the opening statement, a clear image of the ECE will help this team approach be realized. Furthermore, time together needs to be supported. To function as a team, the educators must have the time to create shared understanding around what the expectations are for implementation of the conceptualized program. Here again the fidelity index included in this report may be put to good use. The fidelity index may prompt conversations that will help the team: explore expectations; develop, refine and implement the program; develop shared meaning around the concepts and practice of emergent curriculum, play-based and inquiry-based learning; build on children’s interests and inquiries; and document a child’s demonstration of skills and knowledge within a play based context. Time to develop a shared philosophy of practice will result in more of the program areas realizing high fidelity. This being said, it is important to recognize that implementation may be high fidelity in one program area but not another. Another area of support is located in the appendices. Charts with examples drawn from classrooms across Ontario provide examples of practices at the various fidelity levels in the area of Play/Inquiry-Based learning. These charts may be used to focus discussion about the content and shed light on personal philosophies. These charts along with the narratives can be used in PD and PLCs at any level with any education partner.

In closing, before moving on to the list of recommendations, we close with this thought:

Think about the implementation of the FDELK along a continuum of fidelity.

This will better support all education partners at all levels who aspire to implement the innovative FDELK program as conceptualized by the Ministry of Education, Early Learning Division.



In addition to developing a clear statement contributing to the image of the ECE in the public school sphere, the Ministry of Education, Early Learning Division is advised to consider the following recommendations.

Recommendations to Improve the Overall Quality of Team Teaching:

- Make an explicit statement about the ECE as being *as critical* to the quality of the FDELK program as the teacher. This needs to be done in a manner that will not encourage the expectation that an ECE is to take on the same duties, roles and responsibilities as a teacher. If this were the case, then we would need to hire two teachers rather than an ECE and teacher. This statement also needs to be clear enough not to relegate the ECE's position to one of an assistant; we have Educational Assistants working in this capacity.
- Encourage the ECE and teacher to negotiate their roles to optimize each partners strengths and preferences; providing the tools to support this process would be equally important
- Consider funding to support :
 - a focused portfolio for school board Early Years' Consultants or Coordinators to enable them to have adequate time to support ELK teams and administrators
 - paid time for the ECE to meet with the teacher and:
 - jointly plan, analyze, reflect on, and discuss individual student's progress
- Develop additional professional development sessions for administrators and educators that address:
 - stages of team building
 - strengthening team teaching and ways teams can function effectively
 - role negotiation process and conflict resolution
 - considerations for administrators in establishing ELK teams (i.e., process on how to identify the strengths of the ELK team partners)
- Hire teachers and ECEs early enough so that they can set up their classroom together;
- Review and revise policies that may disrupt established, efficient ELK teams
- Establish PLCs for ELK teams and grade one teachers
- Provide training and PD for ECEs around literacy and numeracy development, classroom management, and assessment & evaluation practices in the school sphere
- Consider remuneration that better reflects the role and image ECEs are expected to fill as an ELK team member.

Recommendations to Improve the Overall Quality of the FDELK Program:

- Field test and modify accordingly the FDELK Fidelity Rubric so it can be utilized to support:
 - administrators observations and facilitate awareness of the features in a FDELK program
 - administrators conversations with ELK team, parents and community partners
 - ELK teams considerations of program planning and implementation
 - PLCs' discussion, reflection, future planning and innovative problem solving
- Recommend that each school or family of schools establish PLCs that include grade one teachers
- Develop:
 - a process to resolve issues of space



- a formula to calculate the maximum number of FDELK students that can be effectively and safely accommodated in classroom given its dimensions or floor space. Perhaps consulting the existing formula in the Day Nursery Act
- PD addressing :
 - play-based learning and self-regulation- e.g., Help teachers understand the difference between centres (structured activities) and play-based learning (open-ended activities). Consult the Play Charts in the appendices
 - how to enhance the utilization of outdoor space for programming and evaluation & assessment of students' progress
 - how to use various spaces within a school more effectively
- Strategies to ensure the adequate provision of E.A. Support
- Ensure school yards are equipped for play-based learning and fenced in for children's safety
- Give educators opportunities to go into FDELK classrooms to observe and to learn from their colleagues about quality programming
- Provide funding to support technology in the FDELK classroom to enhance:
 - educators' documentation process (e.g., iPads and software, camera, video),
 - educators' documentation displays (e.g., printers)
 - kindergarteners exploration and experiences (e.g., Smartboards, computers)
- Provide FDELK training for 'planning-time teachers' and teachers taking on an LTO role that are new to the program
- Recommend FDELK programs incorporate a nutrition program to meet the nutritional needs of students

Recommendations to Improve Overall Assessment & Evaluation in FDELK:

- Provide frequent feedback to parents- more formal and informal reporting times for students in both years of the FDELK program (Make reporting practices for JKs and SKs consistent)
- Recommend that more time be planned for face-to-face communication with educators and parents to build relationships and help accommodate parents who may be illiterate or who are English Language Learners
- Provide funding for technology that supports play-based assessment and evaluation (e.g., iPads, cameras, video-cameras)
- Provide practical tips to implement assessment strategies in a play-based environment; it's challenging for teachers to keep track of who did what when they are not all doing the same thing
- Provide training for ECEs on academic assessment and evaluation strategies

Recommendations to Improve the Overall Quality of the Extended Day Program:

- Insist where-ever possible that the ECEs in extended day take part in core day
- Ensure consistent programming between core and extended day
- Provide greater flexibility and affordability for extended day
- Make extended day available for all children in a family, not just kindergarten students
- Ensure extended day care is available during holidays and in the summer
- Ensure the person running extended day is accessible to parents by phone
- Ensure adequate space and resources for the FDELK extended day program



- Develop guidelines and policies around how kindergarten classes will be used in the extended day program because this would make it easier for teachers to share their space and have their classroom respected; for example, house the extended day program in the classrooms of teachers who don't mind sharing their space

Recommendations to Improve Family Partnerships:

- Help parents understand play-based learning and provide ideas for them to incorporate play-based learning at home
- Make parents aware about what their children are learning at school (e.g., curriculum handbook) and provide ways for them to support their children's learning
- Invite parents into the classroom to observe their children in the FDELK classroom
- Partner with parents in having children successfully transition into the program- e.g., staggered entry, intake interviews, have parents identify any additional supports their child may require
- Develop policies for parents who do not want to have their children at school every day and for children who may need a modified version of the program
- Provide interpreters for families who require them

Recommendations to Improve Community Partnerships:

- Support the connection of necessary networks so people can share what's going well and learn from other organizations; improve communication between schools, community agencies, and parents around implementation, with meetings at least once a year
- Promote more screenings for young children so support can be offered for families and young children before they even get to school; involve doctors in early learning by having them promote optimal development, provide information and resources, and participate in early screenings
- Develop a better system for assessing students at school and giving them the services/treatments they need
- Ensure additional supports/services required by kindergarten students are available at school
- Provide early intervention for children and eliminate the use of waiting lists for necessary services
- Develop a better system for assessing students at school and giving them the services/treatments they need
- Provide training for teachers on how to establish community partnerships or have the Ministry establish partnerships for school; provide time for teachers to establish community partnerships that are essential in terms of providing schools with the resources they require, like equipment and groceries for children
- Ensure that extended care staff, daycare staff, and third party providers feel valued and appreciated by school personnel; make sure they feel like part of the "team"
- Ensure that First Nations are able to speak for themselves at the Ministry of Education level, the school board level, and the local community level; teleconferencing, open forums, meetings, etc.
- Support cultural programming in FDELK that takes a holistic approach to education by honoring and incorporating the diverse backgrounds of children



- Ensure that additional supports/services required by kindergarten students are available at school

Recommendation to consider the degree of fidelity of the FDELK:

- Each level of education should be considered when assessing the fidelity of implementation
 - At the school board level
 - At the school level
 - Extended day program may exist, but not necessarily involve the ECE from each FDELK class in the school, so while high fidelity may exist at the school level, it may be a little different for each classroom depending on which core FDELK program the extended day ECE is part of or connected to.
 - At the classroom level
 - When more than a single classroom of FDELK exists, the classes may be at different stages of team development hence have varying degrees of program fidelity
 - Fidelity may differ for various program areas within a single classroom

Recommendations to evaluate the outcomes of the FDELK:

- Examine Grade 1 report card marks using kindergarten EDI scores as a covariate to get at the unique contribution of FDELK
- Examine Kindergarten EDI outcomes in conjunction with parents' responses to their child's past experiences reflected in responses on the KPS
- Examine the relationships between features of FDELK program quality (i.e., whether a class has E.A. support, number of children in the classroom, degree of collaboration between the teaching team, amount of space in a classroom, resources available, etc.) and EDI outcomes
- Consider alternative measures to the EDI that reflect the goals of the play/inquiry-based curriculum
- Continue to compare non-FDELK and FDELK outcomes for students from specific populations (i.e., students with special needs, Aboriginal students, and English language learners) over the course of the implementation.



Appendices



Appendix

Breakdown of Special Needs Identifiers

SN Identifier		
	Frequency	Percent
Missing (not specified)	74	43.5
ASD/PDD	5	2.9
Asperger	3	1.8
Autism	27	15.9
Asthma	1	.6
Down Syndrome	4	2.4
Developmental Delay/Global Delay	12	7.1
Epilepsy/Seizures	2	1.2
Fetal Alcohol Syndrome	1	.6
Intellectual delay (mild or moderate)	4	2.4
Learning disorder (read, write, math)	1	.6
Oppositional defiance disorder	2	1.2
Cerebral Palsey	2	1.2
Spina Bifida	1	.6
Speech and Language disorders	16	9.4
Cleft Palette/Lip	2	1.2
Receptive or Expressive language	2	1.2
Selective Mutism	1	.6
Other	10	5.9
Total	170	100.00



Differences in EDI scores between children whose parents completed the KPS vs. children whose parents did not complete the KPS.

Descriptive Statistics				
	KPS completed	Mean	Std. Deviation	N
Physical well-being	No	8.2789	1.64370	2185
	Yes	8.7004	1.38676	1459
	Total	8.4477	1.55950	3644
Social competence	No	7.9477	2.12524	2185
	Yes	8.4934	1.77085	1459
	Total	8.1662	2.00856	3644
Emotional maturity	No	7.7073	1.70728	2185
	Yes	8.0850	1.47831	1459
	Total	7.8585	1.62982	3644
Language and cog devt	No	8.1242	2.08723	2185
	Yes	8.6577	1.67823	1459
	Total	8.3378	1.95123	3644
Communication and gen knowledge	No	7.0382	2.83320	2185
	Yes	7.8224	2.50471	1459
	Total	7.3522	2.73326	3644

	Dependent Variable	df	F	Sig.	Partial Eta Squared
KPS_Completed	Physical well-being	1, 3643	65.01	.000	.018
	Social competence	1, 3643	65.73	.000	.018
	Emotional maturity	1, 3643	47.58	.000	.013
	Language and cog devt	1, 3643	66.56	.000	.018
	Communication and gen knowledge	1, 3643	73.44	.000	.020



Appendix C Generalized Linear Mixed Models

ENGLISH-SPEAKING SCHOOLS

The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using EQAO as the Measure of School Need

A) Physical Health and Well-Being

Source	F	df1	df2	Sig.
Corrected Model ▼	1.715	13	1,166	.052
FDELK_Status	4.628	1	1,166	.032
Gender	2.919	1	1,166	.088
FDELK_Status*Gender	0.001	1	1,166	.980
FDELK_Status*Age	4.092	1	1,166	.043
FDELK_Status*EQAO	4.733	1	1,166	.030
FDELK_Status*Age*Gender	1.841	2	1,166	.159
FDELK_Status*Gender*EQAO	0.169	2	1,166	.844
FDELK_Status*Age*EQAO	2.150	2	1,166	.117
Age	0.248	1	1,166	.618
EQAO	0.150	1	1,166	.698

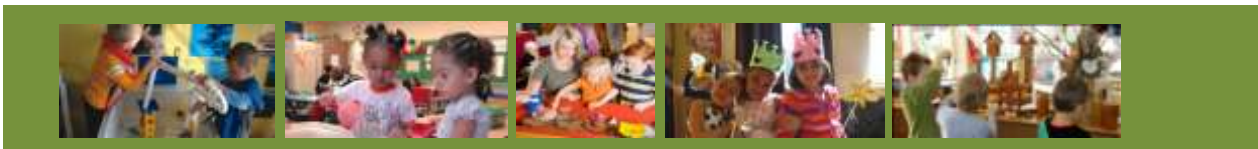


B) Social

Source	F	df1	df2	Sig.
Corrected Model ▼	4.108	13	1,167	.000
FDELK_Status	0.051	1	1,167	.822
Gender	3.969	1	1,167	.047
FDELK_Status*Gender	0.241	1	1,167	.624
FDELK_Status*Age	0.003	1	1,167	.958
FDELK_Status*EQAO	0.102	1	1,167	.750
FDELK_Status*Age*Gender	2.382	2	1,167	.093
FDELK_Status*Gender*EQAO	0.004	2	1,167	.996
FDELK_Status*Age*EQAO	0.012	2	1,167	.988
Age	0.102	1	1,167	.750
EQAO	0.126	1	1,167	.723

C) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	5.733	13	1,166	.000
FDELK_Status	0.231	1	1,166	.631
Gender	3.864	1	1,166	.050
FDELK_Status*Gender	0.188	1	1,166	.665
FDELK_Status*Age	0.136	1	1,166	.712
FDELK_Status*EQAO	0.224	1	1,166	.636
FDELK_Status*Age*Gender	1.702	2	1,166	.183
FDELK_Status*Gender*EQAO	0.034	2	1,166	.966
FDELK_Status*Age*EQAO	0.133	2	1,166	.875
Age	0.006	1	1,166	.938
EQAO	0.003	1	1,166	.954



D) Language and Cognitive Development

Source	F	df1	df2	Sig.
Corrected Model ▼	2.820	13	1,166	.001
FDELK_Status	0.200	1	1,166	.655
Gender	1.249	1	1,166	.264
FDELK_Status*Gender	1.275	1	1,166	.259
FDELK_Status*Age	0.080	1	1,166	.777
FDELK_Status*EQAO	0.177	1	1,166	.674
FDELK_Status*Age*Gender	2.442	2	1,166	.087
FDELK_Status*Gender*EQAO	0.788	2	1,166	.455
FDELK_Status*Age*EQAO	0.149	2	1,166	.862
Age	0.635	1	1,166	.426
EQAO	0.534	1	1,166	.465

E) Communication and General Knowledge

Source	F	df1	df2	Sig.
Corrected Model ▼	3.660	13	1,167	.000
FDELK_Status	0.408	1	1,167	.523
Gender	0.771	1	1,167	.380
FDELK_Status*Gender	1.685	1	1,167	.194
FDELK_Status*Age	0.222	1	1,167	.637
FDELK_Status*EQAO	0.293	1	1,167	.588
FDELK_Status*Age*Gender	2.380	2	1,167	.093
FDELK_Status*Gender*EQAO	0.323	2	1,167	.724
FDELK_Status*Age*EQAO	1.368	2	1,167	.256
Age	3.329	1	1,167	.068
EQAO	3.786	1	1,167	.052



English Schools - The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using LICO as the Measure of School Need

F) Physical Health and Well-Being

Source	F	df1	df2	Sig.
Corrected Model ▼	1.649	13	1,127	.066
FDELK_Status	0.045	1	1,127	.832
Gender	5.600	1	1,127	.018
FDELK_Status*Gender	0.577	1	1,127	.448
FDELK_Status*Age	0.002	1	1,127	.967
FDELK_Status*LICO	0.207	1	1,127	.649
FDELK_Status*Age*Gender	2.519	2	1,127	.081
FDELK_Status*Gender*LICO	1.630	2	1,127	.196
FDELK_Status*Age*LICO	0.075	2	1,127	.927
Age	1.071	1	1,127	.301
LICO	0.000	1	1,127	.996

G) Social Competence

Source	F	df1	df2	Sig.
Corrected Model ▼	4.206	13	1,128	.000
FDELK_Status	0.000	1	1,128	1.000
Gender	7.987	1	1,128	.005
FDELK_Status*Gender	0.137	1	1,128	.712
FDELK_Status*Age	0.000	1	1,128	.995
FDELK_Status*LICO	0.690	1	1,128	.406
FDELK_Status*Age*Gender	3.108	2	1,128	.045
FDELK_Status*Gender*LICO	1.048	2	1,128	.351
FDELK_Status*Age*LICO	0.349	2	1,128	.705
Age	0.324	1	1,128	.569
LICO	0.000	1	1,128	.985



H) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	5.740	13	1,127	.000
FDELK_Status	0.321	1	1,127	.571
Gender	6.463	1	1,127	.011
FDELK_Status*Gender	0.029	1	1,127	.864
FDELK_Status*Age	0.411	1	1,127	.521
FDELK_Status*LICO	0.259	1	1,127	.611
FDELK_Status*Age*Gender	2.288	2	1,127	.102
FDELK_Status*Gender*LICO	0.206	2	1,127	.814
FDELK_Status*Age*LICO	0.162	2	1,127	.851
Age	0.273	1	1,127	.602
LICO	0.000	1	1,127	.994

I) Language and Cognitive Development

Source	F	df1	df2	Sig.
Corrected Model ▼	2.726	13	1,127	.001
FDELK_Status	0.048	1	1,127	.826
Gender	5.321	1	1,127	.021
FDELK_Status*Gender	1.227	1	1,127	.268
FDELK_Status*Age	0.008	1	1,127	.930
FDELK_Status*LICO	0.016	1	1,127	.900
FDELK_Status*Age*Gender	2.668	2	1,127	.070
FDELK_Status*Gender*LICO	0.239	2	1,127	.788
FDELK_Status*Age*LICO	0.326	2	1,127	.722
Age	1.039	1	1,127	.308
LICO	0.002	1	1,127	.967



J) Communication and General Knowledge

Source	F	df1	df2	Sig.
Corrected Model ▼	2.999	13	1,128	.000
FDELK_Status	0.056	1	1,128	.814
Gender	2.347	1	1,128	.126
FDELK_Status*Gender	2.596	1	1,128	.107
FDELK_Status*Age	0.031	1	1,128	.861
FDELK_Status*LICO	0.535	1	1,128	.465
FDELK_Status*Age*Gender	2.092	2	1,128	.124
FDELK_Status*Gender*LICO	0.158	2	1,128	.854
FDELK_Status*Age*LICO	0.230	2	1,128	.795
Age	0.261	1	1,128	.610
LICO	0.000	1	1,128	.988



English - The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using EQAO as the Measure of School Need

K) Physical Health and Well-Being

Source	F	df1	df2	Sig.
Corrected Model ▼	5.655	13	1,616	.000
FDELK_Status	3.445	1	1,616	.064
Gender	0.028	1	1,616	.866
FDELK_Status*Gender	2.873	1	1,616	.090
FDELK_Status*Age	3.308	1	1,616	.069
FDELK_Status*EQAO	3.297	1	1,616	.070
FDELK_Status*Age*Gender	0.829	2	1,616	.436
FDELK_Status*Gender*EQAO	1.551	2	1,616	.212
FDELK_Status*Age*EQAO	4.345	2	1,616	.013
Age	1.015	1	1,616	.314
EQAO	1.573	1	1,616	.210

L) Social Competence

Source	F	df1	df2	Sig.
Corrected Model ▼	5.902	13	1,617	.000
FDELK_Status	6.008	1	1,617	.014
Gender	0.335	1	1,617	.563
FDELK_Status*Gender	0.307	1	1,617	.580
FDELK_Status*Age	4.973	1	1,617	.026
FDELK_Status*EQAO	5.879	1	1,617	.015
FDELK_Status*Age*Gender	0.195	2	1,617	.823
FDELK_Status*Gender*EQAO	0.745	2	1,617	.475
FDELK_Status*Age*EQAO	2.636	2	1,617	.072
Age	0.783	1	1,617	.376
EQAO	1.256	1	1,617	.263



M) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	9.898	13	1,614	.000
FDELK_Status	0.015	1	1,614	.903
Gender	0.041	1	1,614	.839
FDELK_Status*Gender	0.121	1	1,614	.728
FDELK_Status*Age	0.000	1	1,614	.983
FDELK_Status*EQAO	0.008	1	1,614	.927
FDELK_Status*Age*Gender	0.233	2	1,614	.792
FDELK_Status*Gender*EQAO	0.657	2	1,614	.519
FDELK_Status*Age*EQAO	0.003	2	1,614	.997
Age	0.160	1	1,614	.689
EQAO	0.159	1	1,614	.690

N) Language and Cognitive Development

Source	F	df1	df2	Sig.
Corrected Model ▼	3.577	13	1,614	.000
FDELK_Status	2.926	1	1,614	.087
Gender	2.939	1	1,614	.087
FDELK_Status*Gender	0.038	1	1,614	.845
FDELK_Status*Age	2.698	1	1,614	.101
FDELK_Status*EQAO	2.457	1	1,614	.117
FDELK_Status*Age*Gender	0.182	2	1,614	.834
FDELK_Status*Gender*EQAO	4.205	2	1,614	.015
FDELK_Status*Age*EQAO	1.217	2	1,614	.297
Age	0.730	1	1,614	.393
EQAO	0.499	1	1,614	.480



O) Communication and General Knowledge

Source	F	df1	df2	Sig.
Corrected Model ▼	4.274	13	1,617	.000
FDELK_Status	4.001	1	1,617	.046
Gender	1.670	1	1,617	.196
FDELK_Status*Gender	0.225	1	1,617	.635
FDELK_Status*Age	3.607	1	1,617	.058
FDELK_Status*EQA0	3.887	1	1,617	.049
FDELK_Status*Age*Gender	0.165	2	1,617	.848
FDELK_Status*Gender*EQA0	1.792	2	1,617	.167
FDELK_Status*Age*EQA0	1.774	2	1,617	.170
Age	0.118	1	1,617	.732
EQA0	0.155	1	1,617	.694



English - The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using LICO as the Measure of School Need

P) Physical Health and Well-Being

Source	F	df1	df2	Sig.
Corrected Model ▼	1.910	13	1,569	.025
FDELK_Status	1.382	1	1,569	.240
Gender	1.243	1	1,569	.265
FDELK_Status*Gender	0.079	1	1,569	.779
FDELK_Status*Age	1.258	1	1,569	.262
FDELK_Status*LICO	1.021	1	1,569	.312
FDELK_Status*Age*Gender	0.397	2	1,569	.672
FDELK_Status*Gender*LICO	0.710	2	1,569	.492
FDELK_Status*Age*LICO	0.612	2	1,569	.542
Age	1.082	1	1,569	.298
LICO	0.000	1	1,569	.986

Q) Social Competence

Source	F	df1	df2	Sig.
Corrected Model ▼	5.616	13	1,569	.000
FDELK_Status	1.838	1	1,569	.175
Gender	0.000	1	1,569	.989
FDELK_Status*Gender	0.035	1	1,569	.852
FDELK_Status*Age	1.402	1	1,569	.237
FDELK_Status*LICO	3.968	1	1,569	.047
FDELK_Status*Age*Gender	0.276	2	1,569	.759
FDELK_Status*Gender*LICO	2.073	2	1,569	.126
FDELK_Status*Age*LICO	1.765	2	1,569	.171
Age	0.520	1	1,569	.471
LICO	0.000	1	1,569	.988



R) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	10.613	13	1,566	.000
FDELK_Status	0.506	1	1,566	.477
Gender	0.955	1	1,566	.329
FDELK_Status*Gender	0.778	1	1,566	.378
FDELK_Status*Age	0.265	1	1,566	.607
FDELK_Status*LICO	1.348	1	1,566	.246
FDELK_Status*Age*Gender	0.423	2	1,566	.655
FDELK_Status*Gender*LICO	2.007	2	1,566	.135
FDELK_Status*Age*LICO	0.685	2	1,566	.504
Age	0.596	1	1,566	.440
LICO	0.001	1	1,566	.980

S) Language and Cognitive Development

Source	F	df1	df2	Sig.
Corrected Model ▼	2.946	13	1,566	.000
FDELK_Status	0.002	1	1,566	.963
Gender	0.280	1	1,566	.597
FDELK_Status*Gender	0.169	1	1,566	.681
FDELK_Status*Age	0.056	1	1,566	.812
FDELK_Status*LICO	2.085	1	1,566	.149
FDELK_Status*Age*Gender	0.065	2	1,566	.937
FDELK_Status*Gender*LICO	0.136	2	1,566	.873
FDELK_Status*Age*LICO	1.193	2	1,566	.304
Age	1.795	1	1,566	.180
LICO	0.000	1	1,566	.990



T) Communication and General Knowledge

Source	F	df1	df2	Sig.
Corrected Model ▼	3.619	13	1,569	.000
FDELK_Status	1.800	1	1,569	.180
Gender	0.004	1	1,569	.952
FDELK_Status*Gender	0.000	1	1,569	.998
FDELK_Status*Age	1.925	1	1,569	.166
FDELK_Status*LICO	2.989	1	1,569	.084
FDELK_Status*Age*Gender	0.177	2	1,569	.837
FDELK_Status*Gender*LICO	0.019	2	1,569	.982
FDELK_Status*Age*LICO	1.373	2	1,569	.254
Age	1.076	1	1,569	.300
LICO	0.000	1	1,569	.995



FRENCH SCHOOLS

The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using EQAO as the Measure of School Need

U) Physical Health and Well-Being

Source	F	df1	df2	Sig.
Corrected Model ▼	0.980	13	227	.472
FDELK_Status	0.608	1	227	.436
Gender	0.594	1	227	.442
FDELK_Status*Gender	0.141	1	227	.707
FDELK_Status*Age	0.479	1	227	.490
FDELK_Status*EQAO_F	0.689	1	227	.407
FDELK_Status*Age*Gender	1.629	2	227	.198
FDELK_Status*Gender*EQAO_F	0.496	2	227	.610
FDELK_Status*Age*EQAO_F	0.643	2	227	.527
Age	0.004	1	227	.948
EQAO_F	0.084	1	227	.773



V) Social Competence

Source	F	df1	df2	Sig.
Corrected Model ▼	1.017	13	228	.436
FDELK_Status	0.055	1	228	.815
Gender	0.539	1	228	.464
FDELK_Status*Gender	0.035	1	228	.852
FDELK_Status*Age	0.060	1	228	.807
FDELK_Status*EQAO_F	0.089	1	228	.766
FDELK_Status*Age*Gender	0.673	2	228	.511
FDELK_Status*Gender*EQAO_F	0.609	2	228	.545
FDELK_Status*Age*EQAO_F	0.049	2	228	.952
Age	0.054	1	228	.817
EQAO_F	0.114	1	228	.735

W) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	3.031	13	225	.000
FDELK_Status	1.531	1	225	.217
Gender	0.847	1	225	.358
FDELK_Status*Gender	0.185	1	225	.668
FDELK_Status*Age	1.518	1	225	.219
FDELK_Status*EQAO_F	1.520	1	225	.219
FDELK_Status*Age*Gender	0.707	2	225	.494
FDELK_Status*Gender*EQAO_F	0.625	2	225	.536
FDELK_Status*Age*EQAO_F	0.808	2	225	.447
Age	0.550	1	225	.459
EQAO_F	1.107	1	225	.294



X) Language and Cognitive Abilities

Source	F	df1	df2	Sig.
Corrected Model ▼	0.887	13	227	.568
FDELK_Status	0.101	1	227	.751
Gender	0.026	1	227	.873
FDELK_Status*Gender	0.160	1	227	.690
FDELK_Status*Age	0.051	1	227	.822
FDELK_Status*EQAO_F	0.073	1	227	.787
FDELK_Status*Age*Gender	1.468	2	227	.232
FDELK_Status*Gender*EQAO_F	0.202	2	227	.817
FDELK_Status*Age*EQAO_F	0.876	2	227	.418
Age	0.108	1	227	.743
EQAO_F	0.255	1	227	.614

Y) Communication and General Knowledge

Source	F	df1	df2	Sig.
Corrected Model ▼	0.602	13	228	.852
FDELK_Status	0.692	1	228	.406
Gender	0.001	1	228	.971
FDELK_Status*Gender	0.133	1	228	.715
FDELK_Status*Age	0.696	1	228	.405
FDELK_Status*EQAO_F	0.684	1	228	.409
FDELK_Status*Age*Gender	0.133	2	228	.875
FDELK_Status*Gender*EQAO_F	1.101	2	228	.334
FDELK_Status*Age*EQAO_F	0.761	2	228	.469
Age	0.017	1	228	.897
EQAO_F	0.078	1	228	.780



French Schools - The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for SK students, using LICO as the Measure of School Need

Z) Physical Well-Being

Source	F	df1	df2	Sig.
Corrected Model ▼	0.904	13	269	.549
FDELK_Status	1.729	1	269	.190
Gender	2.532	1	269	.113
FDELK_Status*Gender	0.077	1	269	.782
FDELK_Status*Age	1.861	1	269	.174
FDELK_Status*LICO_F	1.100	1	269	.295
FDELK_Status*Age*Gender	1.625	2	269	.199
FDELK_Status*Gender*LICO_F	1.082	2	269	.340
FDELK_Status*Age*LICO_F	0.597	2	269	.551
Age	1.125	1	269	.290
LICO_F	0.070	1	269	.792

AA) Social Competence

Source	F	df1	df2	Sig.
Corrected Model ▼	1.833	13	270	.038
FDELK_Status	0.009	1	270	.925
Gender	1.219	1	270	.271
FDELK_Status*Gender	0.227	1	270	.634
FDELK_Status*Age	0.008	1	270	.928
FDELK_Status*LICO_F	0.304	1	270	.582
FDELK_Status*Age*Gender	0.549	2	270	.578
FDELK_Status*Gender*LICO_F	1.627	2	270	.198
FDELK_Status*Age*LICO_F	0.197	2	270	.822
Age	0.006	1	270	.938
LICO_F	0.062	1	270	.804



BB) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	2.135	13	266	.013
FDELK_Status	0.291	1	266	.590
Gender	0.278	1	266	.598
FDELK_Status*Gender	0.628	1	266	.429
FDELK_Status*Age	0.238	1	266	.626
FDELK_Status*LICO_F	0.138	1	266	.711
FDELK_Status*Age*Gender	0.183	2	266	.833
FDELK_Status*Gender*LICO_F	0.813	2	266	.445
FDELK_Status*Age*LICO_F	1.486	2	266	.228
Age	0.457	1	266	.499
LICO_F	0.397	1	266	.529

CC) Language and Cognitive Abilities

Source	F	df1	df2	Sig.
Corrected Model ▼	1.087	13	269	.370
FDELK_Status	2.435	1	269	.120
Gender	0.024	1	269	.877
FDELK_Status*Gender	1.397	1	269	.238
FDELK_Status*Age	2.377	1	269	.124
FDELK_Status*LICO_F	2.148	1	269	.144
FDELK_Status*Age*Gender	0.978	2	269	.377
FDELK_Status*Gender*LICO_F	1.238	2	269	.292
FDELK_Status*Age*LICO_F	1.423	2	269	.243
Age	0.560	1	269	.455
LICO_F	0.005	1	269	.943



DD) Communication and General Knowledge

Source	F	df1	df2	Sig.
Corrected Model ▼	0.505	13	270	.921
FDELK_Status	0.494	1	270	.483
Gender	0.020	1	270	.888
FDELK_Status*Gender	0.004	1	270	.949
FDELK_Status*Age	0.534	1	270	.466
FDELK_Status*LICO_F	0.432	1	270	.511
FDELK_Status*Age*Gender	0.047	2	270	.954
FDELK_Status*Gender*LICO_F	0.330	2	270	.719
FDELK_Status*Age*LICO_F	0.678	2	270	.509
Age	0.901	1	270	.343
LICO_F	0.070	1	270	.792



French speaking schools - The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using EQAO as the Measure of School Need

EE) Physical Health and Well-Being

Source	F	df1	df2	Sig.
Corrected Model ▼	1.275	13	229	.229
FDELK_Status	0.744	1	229	.389
Gender	0.268	1	229	.605
FDELK_Status*Gender	0.494	1	229	.483
FDELK_Status*Age	0.342	1	229	.559
FDELK_Status*EQAO_F	0.782	1	229	.378
FDELK_Status*Age*Gender	0.347	2	229	.707
FDELK_Status*Gender*EQAO_F	0.394	2	229	.675
FDELK_Status*Age*EQAO_F	0.478	2	229	.621
Age	0.006	1	229	.937
EQAO_F	0.115	1	229	.735

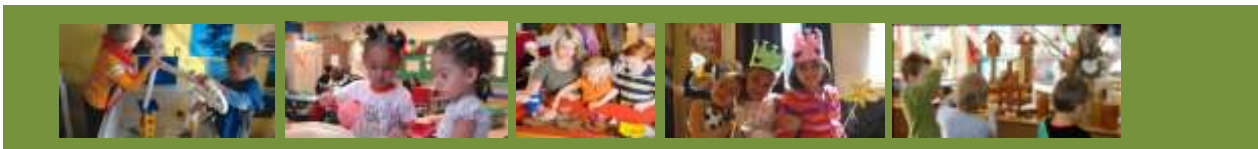


FF) Social Competence

Source	F	df1	df2	Sig.
Corrected Model ▼	2.567	13	229	.002
FDELK_Status	0.534	1	229	.465
Gender	0.725	1	229	.396
FDELK_Status*Gender	2.809	1	229	.095
FDELK_Status*Age	1.040	1	229	.309
FDELK_Status*EQAO_F	0.528	1	229	.468
FDELK_Status*Age*Gender	0.762	2	229	.468
FDELK_Status*Gender*EQAO_F	1.652	2	229	.194
FDELK_Status*Age*EQAO_F	0.740	2	229	.478
Age	1.768	1	229	.185
EQAO_F	0.846	1	229	.359

GG) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	2.990	13	221	.000
FDELK_Status	5.481	1	221	.020
Gender	3.559	1	221	.061
FDELK_Status*Gender	9.550	1	221	.002
FDELK_Status*Age	6.189	1	221	.014
FDELK_Status*EQAO_F	5.546	1	221	.019
FDELK_Status*Age*Gender	1.508	2	221	.224
FDELK_Status*Gender*EQAO_F	6.161	2	221	.002
FDELK_Status*Age*EQAO_F	3.371	2	221	.036
Age	6.283	1	221	.013
EQAO_F	5.387	1	221	.021



HH) Language and Cognitive Development

Source	F	df1	df2	Sig.
Corrected Model ▼	0.953	13	229	.499
FDELK_Status	0.003	1	229	.954
Gender	3.211	1	229	.074
FDELK_Status*Gender	1.431	1	229	.233
FDELK_Status*Age	0.003	1	229	.957
FDELK_Status*EQAO_F	0.010	1	229	.919
FDELK_Status*Age*Gender	1.326	2	229	.268
FDELK_Status*Gender*EQAO_F	0.532	2	229	.588
FDELK_Status*Age*EQAO_F	0.230	2	229	.794
Age	0.250	1	229	.618
EQAO_F	0.079	1	229	.778

II) Communication and General Knowledge

Source	F	df1	df2	Sig.
Corrected Model ▼	2.185	13	229	.011
FDELK_Status	5.521	1	229	.020
Gender	0.043	1	229	.836
FDELK_Status*Gender	0.162	1	229	.688
FDELK_Status*Age	4.795	1	229	.030
FDELK_Status*EQAO_F	6.106	1	229	.014
FDELK_Status*Age*Gender	0.409	2	229	.665
FDELK_Status*Gender*EQAO_F	0.217	2	229	.805
FDELK_Status*Age*EQAO_F	2.677	2	229	.071
Age	2.678	1	229	.103
EQAO_F	3.972	1	229	.047



French-speaking schools - The results of EDI analyses of Classroom Status (FDELK vs. non-FDELK) for JK students, using LICO as the Measure of School Need

JJ) Physical

Source	F	df1	df2	Sig.
Corrected Model ▼	0.506	13	290	.920
FDELK_Status	0.047	1	290	.829
Gender	0.108	1	290	.743
FDELK_Status*Gender	1.137	1	290	.287
FDELK_Status*Age	0.051	1	290	.822
FDELK_Status*LICO_F	0.170	1	290	.681
FDELK_Status*Age*Gender	0.596	2	290	.552
FDELK_Status*Gender*LICO_F	0.286	2	290	.751
FDELK_Status*Age*LICO_F	0.126	2	290	.881
Age	0.666	1	290	.415
LICO_F	0.002	1	290	.964



KK) Social Competence

Source	F	df1	df2	Sig.
Corrected Model ▼	1.900	13	290	.030
FDELK_Status	0.610	1	290	.435
Gender	0.170	1	290	.680
FDELK_Status*Gender	1.585	1	290	.209
FDELK_Status*Age	0.510	1	290	.476
FDELK_Status*LICO_F	1.037	1	290	.309
FDELK_Status*Age*Gender	0.754	2	290	.472
FDELK_Status*Gender*LICO_F	0.587	2	290	.557
FDELK_Status*Age*LICO_F	1.597	2	290	.204
Age	1.474	1	290	.226
LICO_F	0.097	1	290	.756

LL) Emotional Maturity

Source	F	df1	df2	Sig.
Corrected Model ▼	2.252	13	282	.008
FDELK_Status	2.588	1	282	.109
Gender	0.006	1	282	.939
FDELK_Status*Gender	1.015	1	282	.314
FDELK_Status*Age	2.255	1	282	.134
FDELK_Status*LICO_F	3.728	1	282	.054
FDELK_Status*Age*Gender	0.493	2	282	.611
FDELK_Status*Gender*LICO_F	0.988	2	282	.373
FDELK_Status*Age*LICO_F	2.733	2	282	.067
Age	1.342	1	282	.248
LICO_F	0.110	1	282	.740



MM) Language

Source	F	df1	df2	Sig.
Corrected Model ▼	1.036	13	290	.417
FDELK_Status	0.086	1	290	.770
Gender	1.108	1	290	.293
FDELK_Status*Gender	0.041	1	290	.841
FDELK_Status*Age	0.022	1	290	.883
FDELK_Status*LICO_F	0.056	1	290	.813
FDELK_Status*Age*Gender	0.475	2	290	.622
FDELK_Status*Gender*LICO_F	0.935	2	290	.394
FDELK_Status*Age*LICO_F	0.428	2	290	.652
Age	2.335	1	290	.128
LICO_F	0.035	1	290	.852

NN) Communication

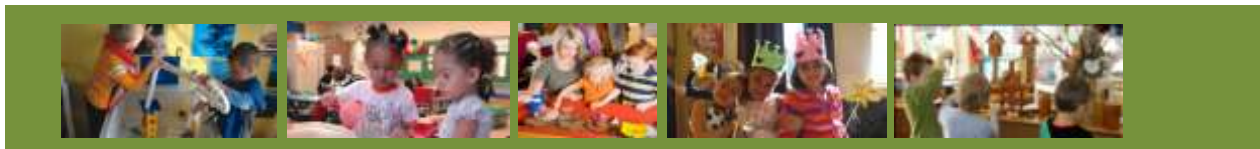
Source	F	df1	df2	Sig.
Corrected Model ▼	1.615	13	290	.080
FDELK_Status	3.017	1	290	.083
Gender	0.006	1	290	.939
FDELK_Status*Gender	1.175	1	290	.279
FDELK_Status*Age	3.424	1	290	.065
FDELK_Status*LICO_F	7.103	1	290	.008
FDELK_Status*Age*Gender	0.635	2	290	.531
FDELK_Status*Gender*LICO_F	0.985	2	290	.375
FDELK_Status*Age*LICO_F	3.773	2	290	.024
Age	0.040	1	290	.841
LICO_F	0.038	1	290	.846



Appendix D Summary Charts of Success, Challenges and Recommendations

ELK Teams Chart

Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • With two adults in the classroom there is more opportunity for small group instruction and one-on-one attention for students • Teachers and ECEs working together brings a richness to the kindergarten program that benefits students • PD and training sessions to support FDELK are beneficial • Establishment of Professional Learning Communities (PLCs) in which ECEs are included • Some ELK teams are working really well together • Staff partnerships dedicated to making the FDELK program successful 	<ul style="list-style-type: none"> • There are no clear guidelines for the roles and responsibilities of ECEs so they are sometimes treated as an assistant instead of a teaching partner • ELK teams have to embrace a new philosophy of teaching and work collaboratively • Selecting a compatible FDELK team • No joint planning time for teachers and ECEs • It's hard to replace ECEs because a dependable ECE supply list is lacking in most school boards so some ECEs are not permitted to attend PD with their teaching partner • ECEs working the extended day program at some schools are not an integral part of the team • Hiring effective lunch supervisors is a challenge some administrators face
Teachers	<ul style="list-style-type: none"> • Many teachers spoke about the positive contributions (e.g., ideas and experience) their ECE teaching partner brought to the classroom • There are advantages to having two adults in a kindergarten classroom in terms of classroom management, more ideas to work with, students can get more individual attention and help • In some classes the roles of teachers and ECEs were interchangeable 	<ul style="list-style-type: none"> • Not having scheduled time to plan and work with their ECE teaching partner(s) • Meeting the ECE teaching partner a couple of days before starting the school year • Limited or no opportunity to set-up classroom jointly or collaborate about long-range plans • Understanding the roles and responsibilities of teaching partners • Bridging distinctly different philosophical approaches to teaching • Having curriculum-based discussion with ECEs when they are unfamiliar with the document and the accountability required by school systems
	<ul style="list-style-type: none"> • There are benefits to having two 	<ul style="list-style-type: none"> • Lack of clearly defined roles and



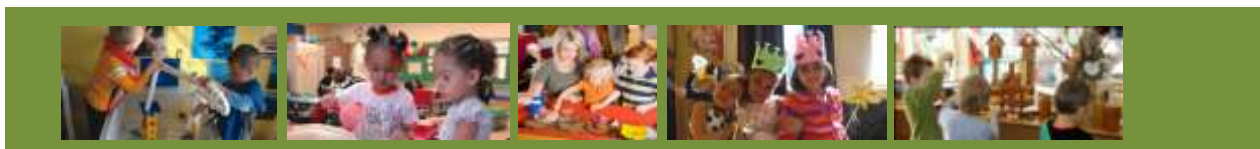
ECEs	<p>adults in the kindergarten classroom in terms of classroom management, communication with parents, and assessment and evaluation</p> <ul style="list-style-type: none"> • Some ECEs were involved in providing feedback (formally and informally) to parents on an on-going basis • ECEs being a constant presence with the children gave them unique insights into children's growth and development • ECEs and teachers are learning from each other's strengths • In some schools, ECEs are being paid for a half an hour of classroom set-up/planning before or after school • Some ECEs are able to attend PD with their teaching partners 	<p>responsibilities for kindergarten educators leaves it up to the discretion of the teacher</p> <ul style="list-style-type: none"> • Some ECEs have little to no input in programming and evaluation practices • Some ECEs feel like assistants, not ECEs • ECEs are often assigned some of the less pleasant tasks associated with teaching- toileting, recess duty, cubby duty, centre set-up and clean up, snack preparation • Some ECEs have little or no involvement with assessment and evaluation practices in the classroom • Some ECEs fill unequipped to deal with the curriculum document and literacy and numeracy practices • Some ECEs are not attending the same training their teaching partners are so there is a lack of common understanding and vision
Parents	<ul style="list-style-type: none"> • There are benefits to having two adults in a kindergarten class- more attention for students, happier students, and diversity in programming 	<ul style="list-style-type: none"> • There is a concern when teaching team partners do not get along because this negatively impacts children in the class • Finding qualified ECE for the extended day program • The higher number of children in the classroom may be overwhelming for even two adults to manage • There should be consistency in communication with parents from ELK teams
Community Stakeholders	<ul style="list-style-type: none"> • ECEs have a unique skill set that helps support child development and the play-based approach to learning • ECEs are familiar with other services that might be required by the child or the family • Some ELK teams are working 	<ul style="list-style-type: none"> • ECEs require paid planning time • Some educators are finding the team approach to FELK challenging • Hiring the ECE just before school starts makes the team approach more challenging • There is a shortage of ECEs in the province and many are being drawn to



	<p>well- roles are interchangeable</p> <ul style="list-style-type: none"> • Teachers and ECEs are learning from each other • Teachers and ECEs seem to be working out any differences at the school level 	<p>school boards because of better wages, which further de-stabilizes the child care sector</p> <ul style="list-style-type: none"> • There are no clear definition of roles for the teachers and ECEs, creating inconsistency from one school to the next, and often putting ECEs at a disadvantage • Some teachers have an issue with sharing their space with the extended day program • Some members of the FDELK team are not as involved as PD as they should be, particularly administrators and ECEs
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Recommendations:

- Clearly define the roles and responsibilities of teachers and ECEs working in the FDELK program
- Administrators should model how to treat ECEs as valuable staff members by respecting them and enabling them to have input in the school community; ECEs need to feel like they have a voice
- Administration should check on ELK teams to ensure that collaboration is happening as it is meant to be
- Teachers and ECEs need time before the school year to develop a shared vision and participate in program planning together
- Teachers should involve ECEs in decision making and allow them to take on a teaching responsibilities so they feel like they are part of the team
- Students who have an identified (formally or informally) special education need require the support of an E.A. so that the ECE can fulfill her roles and responsibilities
- Teachers and ECEs need paid joint planning time and individual planning time
- Policies or guidelines need to be in place to support ELK teams who require mediation and/or possibilities for re- assignment
- There should be a kindergarten consultant/resource teacher available for teachers and ECEs to help them solve conflicts and improve the program
- Resolve the issue of wages/salaries for ECEs in school boards and in child care centres to help equalize and stabilize the field
- Provide ongoing professional development in relation to FDK team teaching as implementation moves forward



- Provide training for planning time teachers so they have a shared vision for the FDELK program
- Debrief with teachers and ECEs who have been through Year 1 & 2 implementation and allow them to share their experiences with incoming teachers and ECEs
- Ensure teachers and ECEs are aware of outside community agencies so they can refer families and children who require their services
- Clear lines of communication need to be developed within schools so that all parties who are involved with the child (teachers, administrators, classroom ECEs and ECEs who work in before- and after-school programs) work together and have the same information to pass on to parents
- Increase the pay scale for ECEs to help level the power balance between teachers and ECEs
- Provide training to equip ECEs for the school system around the curriculum document and literacy and numeracy training
- Schools should choose classrooms for extended day that have teachers who are agreeable to sharing their space
- Develop a model of the FDELK program that extends up to Grade 1 and includes teacher collaboration
- Develop a supply list for ECEs so they can participate in joint PD with their teaching partners
- Streamline the hiring of lunch supervisors

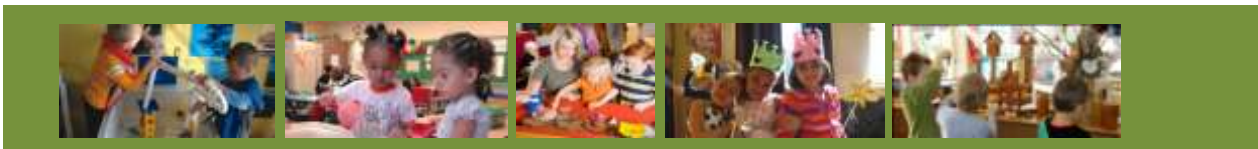


Professional Development Chart

Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • Administrators who had the opportunity to discuss FDELK with other administrators felt this was very helpful • Administrators appreciated board training sessions aimed at developing their understanding of the FDELK curriculum, play-based learning, and building a continuum of K-8 education • PD that incorporated all members of the ELK team- principals, teachers, and ECEs- gave teams an opportunity to collaborate • Some administrators and their FDELK team members attended Ministry training sessions • Some administrators set up professional learning communities (PLCs) for their staff; the most effective PLCs involved kindergarten teachers, ECEs, and Grade 1 teachers • Observation of FDELK classrooms was reported as one of the best forms of PD in regards to future implementation • Some administrators took the Kindergarten AQ and thought it was a valuable course • The FDELK document was identified as a helpful resource 	<ul style="list-style-type: none"> • School-based administrators need more support from school-board administrators in terms of developing a better understanding of the FDELK program • Administrators identified challenges in scheduling PD for their staff, especially when it was joint in nature because there was a lack of teachers and ECEs on the supply list who were knowledgeable about FDELK • It is a challenge to align some PD goals with academic goals set by school boards (e.g., aligning play-based learning with an emphasis on literacy) • Training sessions were not available in all areas across the regions • Insufficient resources to support FDELK PD at the school level • Administrators are unsure about the roles and responsibilities of FDELK team members
Teachers	<ul style="list-style-type: none"> • Joint PD gave educators a chance to collaborate • Principals and early learning consultants were instrumental in setting up PLCs • Early learning consultants have provided invaluable information 	<ul style="list-style-type: none"> • Training sessions were not available in all areas across the regions • The plethora of available information can be overwhelming • It was a challenge for some teachers to be open to some of the



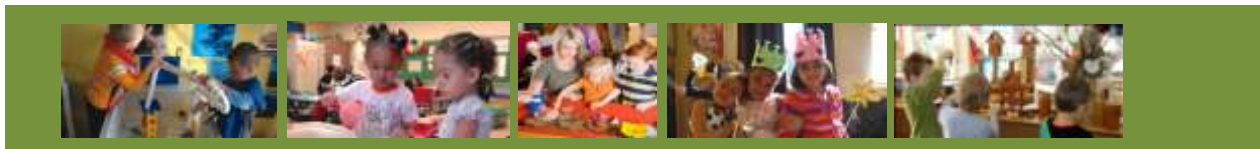
	<p>about the FDELK program, offered helpful programming ideas, answered educators questions and concerns, and been available for classroom consultations</p> <ul style="list-style-type: none"> • Many teachers took part in numerous board-level workshops related to FDELK and they appreciated opportunities to collaborate with their colleagues • Some teachers had the opportunity to participate in Ministry training; ministry video conferences were identified as helpful PD for sharing ideas, approaches, and processes • Teachers appreciated FDELK online forums and communities • Teachers appreciated being able to observe FDELK classes in progress • Teachers appreciated having choice in their PD, which was very practical, and working with their ECE teaching partner on implementing what they were learning in the classroom 	<p>Ministry’s strong messages</p> <ul style="list-style-type: none"> • Not all FDELK team members attend PD sessions, which creates an inconsistent understanding of FDELK • There is not a shared understanding of play-based learning among all FDELK team members • Insufficient PD, especially around the roles and responsibilities of educators • How to practically implement “big ideas” in the classroom was not made clear • Some FDELK teachers receive little or no training, especially teachers taking on an LTO or teachers of an SK/Grade 1 split class • Some experienced FDELK teachers found training sessions were not useful
<p>ECEs</p>	<ul style="list-style-type: none"> • Joint PD gave educators a chance to collaborate • ECEs appreciated being a part of PD sessions and team meetings where their input was valued • ECEs appreciated opportunities to observe FDELK classrooms in progress • ECEs identified the program document and websites related to FDELK as helpful resources • In an number of school boards, teaching teams are allocated a few days in the school year to plan jointly and they are considered professional development days 	<ul style="list-style-type: none"> • The biggest challenge to PD for ECEs is time because some are not given the (paid) opportunity to attend PD or program plan with their teaching partner/team • It was difficult to participate in joint PD sessions when they had just met their teaching partner and had little to no opportunity to discuss FDELK prior to PD • ECEs require greater clarification about their roles • Some ECEs are not familiar with the school system and require appropriate orientation • Some ECEs feel like they need in-



	<ul style="list-style-type: none"> ECEs appreciated opportunities to network with their colleagues and learn from them 	<p>depth training in relation to a number of school-based issues- academics, classroom management, etc.</p> <ul style="list-style-type: none"> ECEs are expected to do a lot of professional reading, but they are not paid for that time and they have lives outside of work The development of teaching teams is limited because ECEs are not paid for program planning
Parents		
Community Stakeholders	<ul style="list-style-type: none"> There are a variety of joint PD sessions made available to administrators, teachers, and ECEs The Kindergarten Additional Qualification (AQ), Parts 1 to 3 is offered by many organizations The ETFO document, <i>Thinking It Through</i>, has been an invaluable PD resource A number of organizations are providing PD related to FDELK and it is being well attended 	<ul style="list-style-type: none"> Ensuring principals and teachers get enough PD around the issue of team teaching Addressing how to integrate literacy and numeracy on play-based learning, as opposed to see literacy and numeracy instruction as separate from play-based learning Insufficient PD and training for FDELK implementation A tiered-approach to PD where some FDELK teachers and ECEs receive PD, and non-FDELK teachers don't receive any

Recommendations:

- Administrators should be involved in as much PD as possible given the complexities of FDELK and their critical role of supporting teaching teams
- Provide financial support necessary for successful ongoing FDELK PD
- PD on teamwork and conflict resolution should be mandatory for administrators, teachers, and ECEs
- PD messages need to be aligned to support a shared vision of the FDELK program; messages should focus on team teaching, roles and responsibilities of educators, and play-based learning
- The Ministry and school boards should partner with community colleges and universities to design and deliver PD/ courses with content specific to FDELK
- Continue to offer valuable PD for teachers and educators so a shared vision and understanding of FDELK can be established as implementation continues



- Continue to support and create PLCs targeted at improving the FDELK program
- Use experienced FDELK administrators and educators for PD development and delivery
- Provide ongoing opportunities for administrators and educators to ask questions and receive feedback
- Teachers should have specific PD geared at developing an understanding of play-based learning and the expertise of ECEs
- ECEs should have specific PD targeted at long-range planning, assessment and evaluation, classroom management, understanding the curriculum document, literacy and numeracy instructional strategies, and communication with parents
- ECEs would like planning days with their teaching partner at the beginning of the school year and throughout the school year; ECEs need joint planning time with their teachers to develop professionally
- There should be two board level early learning consultants- one with a background in early childhood development and one with a background in preparing young children academically
- Teacher- and ECE-written guidelines should be developed for implementing FDELK and shared with educators
- Continue to provide platforms for FDELK online forums and communities- this could include activity banks
- Continue to provide opportunities for administrators and educators to observe FDELK classes
- Involve extended day ECEs in PD and training
- Include SK/Grade 1 teachers in FDELK PD
- Provide FDELK orientation sessions for LTOs and planning teachers involved in FDELK
- Lunch room supervisors need training in behaviour management and strategies for keeping children occupied during lunch time (i.e., reading them a story)
- Teachers would like choice in what workshops they attend and they would like training sessions that are useful and don't just cover basics experienced teachers already know about
- Use ECEs in PD delivery given their expertise in early childhood development and play-based learning
- Use simple language in the FDELK document and PD that ECEs are already familiar with
- Provide PD and encourage the use of the FDELK document for non-FDELK teachers



Play/Inquiry-Based Learning Chart

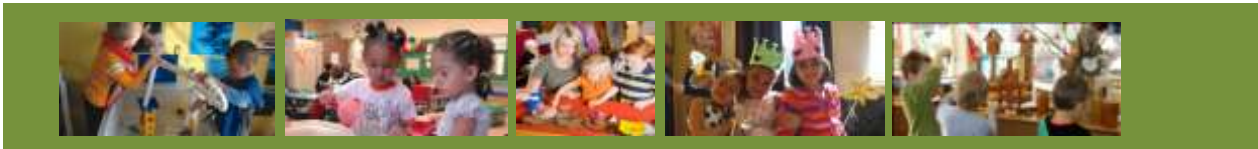
Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • Reports of the integration of play and inquiry-based learning in classes • Students are developing skills associated with play- and inquiry-based learning, like language and social skills • Kindergarten students seem to be happier to be at school • Administrators dedicated to focusing on and building the continuum of play-based learning throughout the elementary years • People are more inclined to express the value of early learning and show respect for those involved in early learning programs • Effective training sessions focused on play-/inquiry-based learning are being offered 	<ul style="list-style-type: none"> • Developing a balance between free play and play-/inquiry-based learning • Lack of information and understanding on the part of administrators about play- and inquiry-based learning • Some parents are not in favour of a play-/inquiry-based approach to learning • Literacy and numeracy instruction is viewed as something separate from play-based learning • There is limited space for play-based learning in some classrooms • Assessment is more challenging in a play-based program because students are not all doing the same thing or having the same experiences
Teachers	<ul style="list-style-type: none"> • Some teachers are dedicating large blocks of time to free play and play-/inquiry-based learning • ECEs' strengths are being utilized in play-based learning • Educators are capitalizing on students' interests in play-/inquiry-based learning • Students are motivated and engaged with their learning • It creates a positive classroom environment • Teachers are assessing students within the context of 	<ul style="list-style-type: none"> • Some teachers are taking a less active role in incorporating and facilitating play-/inquiry-based learning • Some teachers are not utilizing ECEs' strengths when it comes to play-based learning • Some teachers find it a challenge to move away from a structured thematic program that involves long-range planning to a more flexible, emergent children's interest-based



	<p>play, which may be a more authentic form of assessment</p> <ul style="list-style-type: none"> • Children matched or exceeded kindergarten progress from previous years; they are learning through play and being prepared for Grade 1 • Children are more creative and hands-on • Children are developing language skills and social skills through play • Children have more choice in their learning, which is motivating • Play-based learning provides flexibility needed to meet the needs of diverse learners • Some teachers are able to guide play-based learning based on learning goals 	<p>program</p> <ul style="list-style-type: none"> • Teachers find it a challenge to reconcile the tension between school boards' focus on numeracy and literacy development and play-/inquiry-based learning • Teachers require adequate resources to support play-based learning and these are not always available • A lack of consistency from class to class or school to school as to what play-based learning was and how much of it should be scheduled • Fewer pieces of student work to act as evidence of what students were learning through play-based learning • Insufficient information about play-based learning to pass on to parents at the beginning of the school year • It can be challenging to embrace something new, especially when you are unsure about whether you are doing right • It can be challenging to make sure you have documented every child's learning in a variety of areas with a play-based approach
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		<ul style="list-style-type: none"> • It's difficult to run a play-based program with a large number of students in a small classroom • It can be challenging to incorporate a play-based approach with all of the Ministry expectations; some teachers try to balance these • Some teachers find it difficult to schedule large blocks of uninterrupted play because of their predetermined schedules • Some teachers are unsure about how to guide learning in play-based learning • Some students always choose to go to the same centres and may not get the variety of experiences they require
<p>ECEs</p>	<ul style="list-style-type: none"> • Some ECEs are involved in programming and implementing play-based learning • ECEs are trying to help parents understand the connections between play-based learning and academics • Being responsive to the needs of children and using their interests helps them learn and want to become learners • ECEs appreciated the play-based approach to learning because children learned how to socialize, take turns, explore, be creative, self-regulate, and develop their 	<ul style="list-style-type: none"> • Some ECEs find it a challenge to encourage play-based learning when their teaching partner is focused on board mandates targeting literacy and numeracy development • Some teachers confuse centres (that are structured) with play-based learning, but play-based learning is open-ended in its very nature • Some ECEs indicated their classrooms did not have the proper resources to support play-based learning



	<p>understanding of concepts</p>	<ul style="list-style-type: none"> • Play-based learning is difficult with large class sizes because of issues of space, noise, and resources <ul style="list-style-type: none"> • ECEs and teachers don't have joint planning time to focus on play-based learning • Some ECEs are not involved in training
<p>Parents</p>	<ul style="list-style-type: none"> • Observe a lot of play in the classroom • Children are happier to be at school • Recognize that children's interests are being incorporated into the classroom • It is great that children are learning without even knowing that they are learning because they are so engaged in what they are doing 	<ul style="list-style-type: none"> • Without tangible worksheets being sent home, parents indicate they don't know what their children are learning or how they are progressing • Parents don't know how to support their children's learning at home • Some parents were concerned about the effectiveness of play-based learning and thought their children could learn more from how kindergarten was taught in previous years
<p>Community Partners</p>	<ul style="list-style-type: none"> • ECEs have a particular skill set conducive to structuring quality play in the kindergarten classroom • Children are engaged with their learning in a play-based approach • There is a support for play-based learning by teacher organizations 	<ul style="list-style-type: none"> • The amount of assessment required by school boards makes it difficult to have play-based learning in the FDELK program • The importance of EQAO scores has resulted in Kindergarten classes often looking more like Grade 1 classes • A number of schools have



		<p>moved away from the play-based approach because they don't have the material resources and equipment to support the approach; they didn't have the funding to support play-based learning</p> <ul style="list-style-type: none"> • Some community stakeholders reported that parents were concerned their children did not have enough space to engage in effective learning
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Recommendations:

- Provide PD for administrators and educators related to play-/inquiry based learning that clearly articulates the concept and the benefits of play-/inquiry-based learning; are play and inquiry the same constructs or are they different?
- Provide resources/workshops for parents about play-/inquiry-based learning and its benefits
- Provide opportunities for parents to see what play-based learning is in action
- Create and implement avenues for parents to know what their children are learning about in kindergarten (to replace worksheets) and provide ideas for how parents can support their children's learning at home
- Provide PD for administrators and educators about how to integrate literacy and numeracy into play-/inquiry-based learning
- Encourage teachers to use the strengths of their ECEs when it comes to play-based learning
- Develop guidelines/policies around how to reconcile the tension between school boards' focus on literacy and numeracy development and play-based learning
- Provide adequate space for play-based learning
- Provide adequate resources for play-based learning
- Focus on and build the continuum of play-based learning throughout the elementary years
- Provide practical solutions for making play-based assessment easier to organize and document; provide resources for educators to document play-based learning, like cameras, photo printers, camcorders, iPads, etc.
- Ensure kindergarten teachers' schedules permit large blocks of uninterrupted play
- Put a cap size on classes so students needs can be met
- Eliminate the SK/Grade 1 split

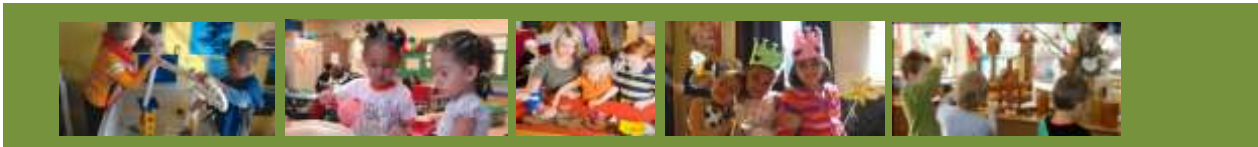


- Help teachers understand the difference between centres (structured activities) and play-based learning (open-ended activities)
- Provide strategies for planning an emergent curriculum
- Provide planning time for teachers and ECEs to incorporate play-based learning
- Involve ECEs in training
- Provide specific PD related to play-based learning, like how educators can guide learning based on expectations/goals and how to integrate subjects like science and math into play-based learning



Pedagogy Chart

Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • An enhanced focus on the continuum of early learning • Board and organizational supports structured to develop FDELK pedagogy • Program adaptations to reflect the needs of the school population • Experiential learning that connects the classroom and real-life • Experiences that are more culturally relevant and holistic • More collaboration between the FDELK educators and grade 1 teachers • Most parents opting for their children to attend the program full-day as opposed to half-day • More one-on-one attention for students in some FDELK classes • Some administrators are very involved in team meetings about FDELK pedagogy • Educator roles are interchangeable • There are more varied approaches to assessment and evaluation • The FDELK program is responsive to the needs of children • Children in high need areas are especially benefitting from the program by being provided stimulation they would not 	<ul style="list-style-type: none"> • Not all administrators see the FDELK program as an important initiative • Many administrators lack knowledge about the FDELK and what the implementation will entail • Some early learning consultants have multiple roles and portfolios, which takes away from their effectiveness • Some teachers and parents do not understand the role of ECEs in the FDELK program • In rural areas, many parents are choosing the half-day program • In fundamental religious groups, many parents are waiting until grade 1 to send their children to school • Some boards are not allowing schools to use staggered entry, even if students would benefit from it, especially JKs • There is a lot of work involved for educators who are the first ones to implement a new program • Classrooms with too few students to have an ECE were limited in what activities they were able to accomplish because they lacked a second adult • Some teachers felt threatened when the program was initially introduced and were unsure about the new



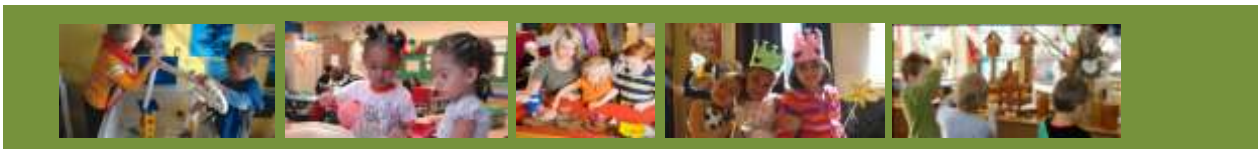
	<p>otherwise have access to</p>	<p>program’s effectiveness because they relied on direct instruction in the past</p> <ul style="list-style-type: none"> • Some parents are resistant to the play-based approach associated with the FDELK program • Some schools are finding it a challenge to implement the extended day • Some parents only want to send their children to kindergarten for part of the day • Some students are not ready for the FDELK program • There is limited space for play-based learning in some classrooms • Figuring out what to do with students at lunch is a challenge; it is hard to hire competent lunch supervisors • High class numbers of 30 • Assessment is more challenging because students are not all doing the same thing or having the same experiences • The FDELK program is still evolving
<p>Teachers</p>	<ul style="list-style-type: none"> • Some teachers appreciate having ECEs as teaching partners and recognize the strengths they bring to the program • Teachers appreciate having the full-day to work with children because they have more time in the program and they see more progress during the year as a result; they also get to know 	<ul style="list-style-type: none"> • Some teachers find the transition to a play-based approach challenging • Finding the time to develop the pedagogical approach as a team • Determining the pedagogical strengths of the teaching team • Trying to meet the emotional, mental and social



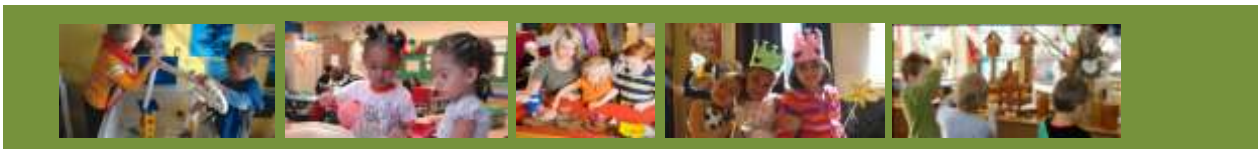
	<p>their students better</p> <ul style="list-style-type: none"> • Some teachers are aware of not wanting to have students sit passively on the carpet for too long • School board consultants/ECE leads are helping teachers move away from paper and pencil tasks towards incorporating more centres • Teachers make a variety of materials available to students to keep them engaged with learning • Some teachers shifted their teaching approach as the year went on by using more sitting tasks and guided learning to prepare students for grade 1 • Teachers are developing divergent thinking through open-ended questioning and inquiry-based learning • There is flexibility in the FDELK program that allows teachers to focus on students' needs and interests; educators follow the children's lead • The role of teacher and ECE is interchangeable • Less whole group instruction and more centre-based learning • More opportunity for language development in the new program because there is more interaction with peers and educators • Educators' individual strengths can be capitalized on • Classroom management is easier when children are more engaged in their learning • Teachers like working with one group of kids, as opposed 	<p>developmental levels of the children, especially when there are large class numbers</p> <ul style="list-style-type: none"> • Trying to plan ahead and establish long-rang plans for a child-driven, inquiry-based program • Shifting away from a well-established thematic approach to kindergarten • There is a clear division of roles in some classes with teachers focusing on the academics and ECEs focusing on play-based learning • More time is required to prepare centres and activities • It was a challenge for teachers new to the FDELK approach to find hands-on activities • Some teachers felt threatened when the program was initially introduced and were unsure about the new program's effectiveness because they relied on direct instruction in the past • There are not enough funds/resources to support the amount of consumables that are used in the program • Some class sizes are too high, which results in less individual attention for students • Teachers who don't receive training only have little pieces of the puzzle so it is hard for them to understand the big picture of FDK • It can be challenging for
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	<p>to do different groups in previous programs</p> <ul style="list-style-type: none"> • Children are more motivated to learn when it based on play/inquiry and their own interests • Children are displaying more creativity • Students are exhibiting growth in their thinking, reading, writing, self-regulation, and communication • Differentiated instruction in small groups is meeting the needs of individual students • Nutrition programs help meet the physical needs of children 	<p>teachers to embrace something new and unnerving to not know if you are doing it right</p> <ul style="list-style-type: none"> • Working in a team can be challenging, especially when you have different personalities and approaches • Being unsure if students are meeting all of the outcomes by the end of the year; some students are advanced, but others may not be there by the end of the year • It is a challenge for SK/Grade 1 teachers to meet the needs of all students in two programs that look very different • Reconciling the things the Ministry says you are not supposed to do because they are developmentally inappropriate with making sure students are ready for Grade 1 • Some scheduling results in unnecessary transitions for kindergarten students that break up the day in weird places • Ensuring students don't always go to the same centres so they have a variety of different experiences • Assessment and evaluation is more challenging in a play-based approach; it is harder to keep track of where students are at • Outdoor play is not as fruitful in ill-equipped school yards • Parents are no longer getting worksheets to show them
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		what their children are learning
ECEs	<ul style="list-style-type: none"> • ECEs include the interests of the children in all aspects of the program • The consistency and routine of the FDELK is beneficial for students • Social activities are helping students build self-confidence • Math and literacy interventions are helping students • Some ECEs reported having interchangeable roles with their teaching partner • Students are benefitting from more one-on-one attention with two adults in the classroom • There is less pressure on young students and they are more engaged with their learning because it is more active • Educators' individual strengths can be capitalized on • Some boards have wonderful resources for supporting the FDELK • The FDELK is a really positive environment for children from high need areas 	<ul style="list-style-type: none"> • Teachers are finding it a challenge to transition into the new philosophy of the FDELK program • Some teachers were making all of the decisions in the classroom and ECEs were being treated as assistants • Some teachers are focusing too much on academics and not incorporating enough play-based learning • Some ECEs had more of an E.A. responsibility, which made it a challenge to meet the needs of students in the class • ECEs found it a challenge that they were not given clear expectations about their roles • Large class sizes are a challenge to manage • ECEs lack of planning time presents a challenge to team teaching • ECEs are expected to come up with ideas "on the fly" • ECEs are mainly responsible for clean-up and outdoor duty • ECEs don't have the same curriculum knowledge as teachers • ECEs are typically not part of long range planning • Some classrooms don't have sufficient space for play-based learning
Parents	<ul style="list-style-type: none"> • Children are involved in small groups to support their learning 	<ul style="list-style-type: none"> • Parents wondered if some children do not learn as well



	<ul style="list-style-type: none"> • There is more individual attention with two adults in the classroom • Use of multimedia teaching in FDELK classrooms • Appreciated the consistency and routine of the FDELK program • Children's interests are incorporated into the classroom 	<p>through play as they would through direct instruction</p> <ul style="list-style-type: none"> • Too much choice for children could mean that they forfeit some really important learning and experiences • Some children are exhausted by the end of the school day
Community Stakeholders	<ul style="list-style-type: none"> • Some teaching teams are working really well 	<ul style="list-style-type: none"> • Many ECEs are being treated as assistants and are not having the opportunity to put their expertise into practice

Recommendations:

- Administrators need to be supportive of the pedagogical contributions of ECEs and refer to them as educators, as opposed to support staff
- Inform administrators about the importance of the FDELK program initiative and encourage administrators to pursue a greater understanding of early learning
- The Ministry should invest in uniform supports for all school boards to make the FDELK initiative successful
- Help parents understand FDELK pedagogy to increase their confidence in the program and the likelihood that they will enrol their children
- Have policies in place for parents who do not want to have the children involved in the FDELK program every day
- Improve the teaching partnership by ensuring teams have joint planning time, clearly articulating roles and responsibilities, and encouraging partners to recognize and utilize each other's strengths
- Communicate pedagogical changes to parents so they have a better understanding of the FDELK program and what their children are learning
- Allow ECEs to take more of a teaching role in the program
- Help educators know if they are moving in the right direction as far as the vision for FDELK goes- many educators are excited about the program, but they want to know if they are doing it the "right" way
- Give educators who are moving into the FDELK program time to learn about and reflect on the new pedagogy they will be asked to support
- Promote a harmonized, seamless approach to FDELK in schools that includes extended day ECEs
- Provide an appropriate classroom budget for the FDELK program
- Promote greater implementation of play-based learning

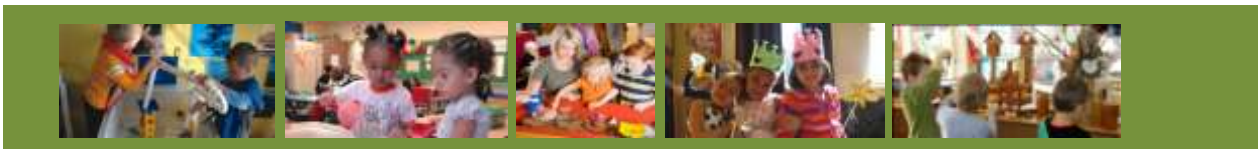


- Incorporate down time for young children who are exhausted by the end of the school day
- Ensure there is a balance between paper and pencil tasks and play-based learning so children are prepared for grade 1
- Encourage administrators and educators to experiment with different aspects of the FDELK program to see what works best; allow the program to evolve
- Incorporate more physical activities and outdoor play into the FDELK
- Provide suitable equipment for outdoor play
- Have a holistic approach to teaching young children that meets their needs; in order to do this, ensure class sizes are manageable
- Move toward an inquiry-based approach to learning in all grades, especially the primary grades
- Track the impact FDELK is having on students, particularly students from disadvantaged families
- Encourage educators to be reflective in their practice so they can better meet the needs of students
- Provide training for teachers who are assigned to FDELK last minute so they get a better understanding of the program; perhaps some sort of orientation session
- Help teachers reconcile how to deal with long-range plans
- Ensure scheduling is done for kindergarten classes first so that they can have the least amount of transitions in a day
- Ensure students get a variety of experiences from FDK and are not always engaged in the same activities
- Provide practical strategies for organizing and conducting assessment and evaluation in FDELK classes
- Smaller class sizes so educators can meet the needs of individual children
- E.A. support in classes with children who have special education needs so the ECE can be a co-teacher, and not an E.A.
- Make educator roles more interchangeable so ECEs are not always responsible for clean-up and outdoor duty
- Provide communication training for teaching teams
- Provide more professional development about play-based learning delivered by ECEs
- Provide a staggered start for the FDELK program, especially for JK students



Assessment & Evaluation Chart

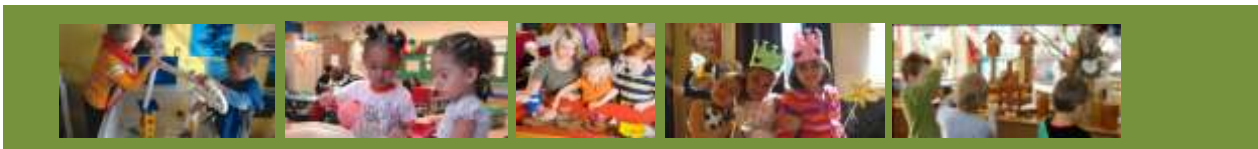
Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • Educators are using questioning as a formative assessment strategy • There is ongoing regular assessment of children in the classroom • In some teaching teams, both the teacher and ECE are involved in assessment and evaluation • Some educators are using technology to supportive innovative approaches to assessment and evaluation, like iPads and notebooks • Cameras and video cameras are being used to document students' learning • In some schools, special events held to showcase what children do and how they do it • Teachers are more involved in student observation and anecdotal records • ECEs are being included in parent-teacher interviews • Children can be a participant in the report card process by drawing a picture and writing about it, which provides a great demonstration of the child's current ability level • Parents appreciate ongoing informal communication • Some teachers are including a supplement with the school board report card to provide 	<ul style="list-style-type: none"> • In some teaching teams, ECEs have a minimal or non-existent role in assessment and evaluation • Language used in report cards is difficult for many parents to understand • Report cards are generic and are not personalized • Parents do not always understand where their child is in relation to normal child development • Parents would like ideas about how to support their children's progress at home • Some parents do not feel like they have enough communication with educators about their children's progress • Reporting on play-based learning can be difficult • How do educators keep comments constructive when children are so young and the FDELK is meant to be a two-year program? • Some parents prefer oral communication to written reports • Finding time for educators to communicate with parents when they have large class sizes • Kindergarten assessment tools used in the past may no longer be relevant with



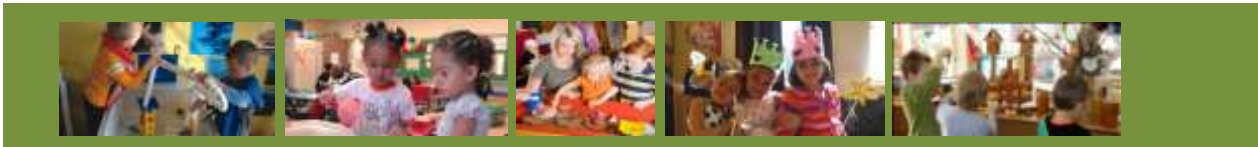
	<p>more information for parents</p> <ul style="list-style-type: none"> • More student work is displayed in classrooms • Students seem to be progressing better within the FDELK program • Students have more time on task and there is more opportunity for educators to get a fair assessment of student progress 	<p>the FDELK program</p> <ul style="list-style-type: none"> • There is a lack of consistency with respect to kindergarten assessment and evaluation practices • There is a lack of clarity about the roles that teachers and ECEs should have in assessment and evaluation practices • Assessment and evaluation practices in the FDELK can be time consuming and difficult to organize • Not knowing if students in the FDELK program would fare better than students in a traditional program • Some parents are not that interested in their children’s progress
<p>Teachers</p>	<ul style="list-style-type: none"> • Teachers are using a variety of assessment and evaluation practices in FDELK classes • Teachers are increasingly using photos and videos to document students’ learning • Teachers observed children applying and transferring skills acquired during small group or individual conferencing to other program areas • Children’s demonstration of an expectation can be done in a variety of ways and the documentation can also be done in a variety of ways, with the paper and pencil documentation 	<ul style="list-style-type: none"> • Assessment and evaluation practices in the FDELK can be time consuming and difficult to organize • Many teachers struggle to organize anecdotal records • With some boards/teachers, there is a great focus on the learning and development of the SK child as opposed to the JK child; reporting of progress for JK quite different- less frequent and more informal • With children who are bussed to school, there is less opportunity for informal communication



	<p>being replaced by photo-journals and portfolios</p> <ul style="list-style-type: none"> • Anecdotal evidence of student learning can be easier with two adults in the class • Individual conferencing is a great way to assess student learning • Educators are recording students' insights and explanation and using these captions as documentation of their learning • Portfolios are used to demonstrate student learning over the course of the year; some teachers are even using electronic portfolios • Teachers report chatting informally on a daily basis with parents who drop off and pick-up their children • Some teachers invite the parents in to the classroom to observe their children and take notes; after the observation, the parent and teacher discuss what the parent made note of • Some teachers invite parents into the classroom to see what their children are working on and/or send home pictures of the children engaged in classroom learning • Documenting student learning during play may be a more authentic form of assessment • Assessment and evaluation can 	<ul style="list-style-type: none"> • School board report cards do not address some key elements of FDELK- like play-based learning and social development • It can be a challenge to assess and evaluate students in the FDELK when students have so much choice and students are not expected to complete the same activities • Language used in report cards is difficult for many parents to understand • Report cards are generic and are not personalized • Parents do not always understand where their child is in relation to normal child development • Parents would like ideas about how to support their children's progress at home • Teachers are required to do many school board assessments around literacy and numeracy • ECEs lack training on assessment and evaluation on the evaluation tools used in school boards • There is a lack of clarity about the roles that teachers and ECEs should have in assessment and evaluation practices
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	<p>be easier with two adults in the classroom</p> <ul style="list-style-type: none"> • Agendas/communication books are a successful form of parent-teacher communication • FDELK is helping students develop in a number of areas: language, social skills, self-regulation, etc. 	
<p>ECEs</p>	<ul style="list-style-type: none"> • Some ECEs were engaged in a variety of assessment and evaluation practices- anecdotal records, checklists/checkbrics, student/class profiles, making notes targeting specific outcomes • Some ECEs were involved in ongoing monitoring of student progress and planning of next steps for children • Some ECEs were involved in a variety of communications with parents- parent-teacher conferences, writing in communication books, informally chatting with parents before and after school, meeting with parents when they had any questions or concerns, reading report cards and giving additional input • ECEs are with the children throughout the entire day so they have unique insights about students' behaviour and progress • Full-day learning ensures more accurate assessment and evaluation of children because they are observed all day, every day 	<ul style="list-style-type: none"> • Some ECEs in extended day do not have time to collaborate with teachers and/or other ECEs about the development and progress of students • Some ECEs were not asked by teachers to take part in assessment and evaluation practices • Trying to find the time to place all the observations and anecdotal records in each child's portfolio • ECEs are not compensated for the before/after school time they spend communicating with parents • With trying to send products home, there is no time to analyse children's artefacts to assess attainment of curriculum outcomes • Assessment and evaluation in the school setting is more structured than it is in the child care setting



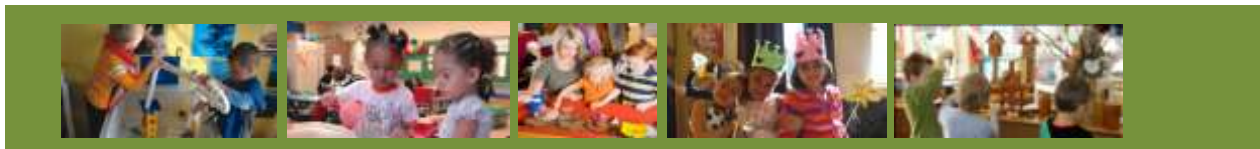
	<ul style="list-style-type: none"> • Observation is being relied on more heavily as a kindergarten assessment and evaluation strategy 	<ul style="list-style-type: none"> • Some teachers were having difficulty adapting to the evaluation requirements of play-based learning; teachers tended to focus their evaluations on the academic abilities of children rather than child development • Some ECEs reported that their knowledge gap around assessment and evaluation in the curriculum was a challenge; ECEs assessment and evaluation is based on observations and typically has to do with child development so they may not feel comfortable with other types of assessment and evaluation practices
<p>Parents</p>	<ul style="list-style-type: none"> • Communication with teachers helped parents know if their children were developing at an age-appropriate pace and whether their children required help in a certain area(s) • Parents valued school events and opportunities to meet and talk with their children’s teacher, like parent night and parent-teacher night • Parents appreciate informal opportunities to discuss their children’s progress; parents who seemed most satisfied with their children’s progress and well-being at school were 	<ul style="list-style-type: none"> • Some parents were frustrated with a lack of knowledge about what their children were learning, how their children were progressing, and what they could do to help their child improve their learning • Teachers’ autonomy and lack of guidelines about parent communication results in variable levels of parent-teacher communication from class to class and from school to school



	<p>those who had frequent face-to-face communication with teachers</p> <ul style="list-style-type: none"> • Other forms of positive communication identified by parents included: notes, letters, phone calls, classroom blogs, and communication books • Report cards help parents know how their children are progressing, even if they are brief and informal 	<ul style="list-style-type: none"> • Overdue feedback can be frustrating for parents when knowing about it sooner would have resulted in positive intervention/action • The infrequent nature of communication was a point of contention for some parents (e.g., only two report cards) • A number of parents described report card comments as “confusing” and impersonal • Some parents are unsure about whether they should be communicating with the teacher or the ECE
Community Stakeholders		

Recommendations:

- Use language in report cards that parents can understand
- Use personalized comments in report cards
- Include next steps in report cards and include practical ways for parents to support their children’s learning at home
- Provide specially developed software for iPads or Notebooks for assessment and evaluation to facilitate the input, organization, and reporting of children’s abilities in a much more efficient manner
- There is a need to emphasize to parents that children have two years to demonstrate FDELK expectations
- Target report cards around the key areas of the report card
- The focus of the kindergarten report cards needs clarification in light of the goals of the FDELK program; perhaps play-based learning and children’s social and emotional development need to be a focus of report cards
- Having some kind of curriculum board in each classroom where the parents can immediately see what the children are doing would be helpful and informative
- Having a digital recorder, so when working with small groups of children, all their responses can be captured and reviewed later to document what children know, say and demonstrate

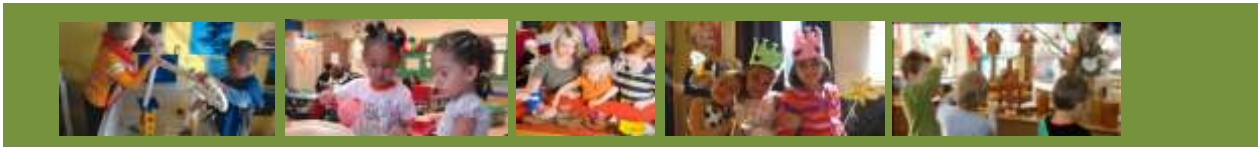


- Having a more systematic process to document the date and statements of a child's achievement or demonstration of specific outcomes would be welcome
- Changing the 'termed' report cards so that if a child has not yet worked with the math and science to meet the math or science outcomes, there are not blanks in the report card that parents then can question
- Increase the frequency of reporting for kindergarten
- Ensure the majority of reporting is done face-to-face so parents can understand what educators mean, especially parents who are illiterate
- Provide developmental assessments for children early on so they can receive early intervention, if necessary
- Make reporting for SKs and JKs consistent
- Provide more informal opportunities for parents and educators to meet and communicate
- Open up the classroom for parent observation so parents can see and understand what their children are learning; supplement observation with other forms of communication, like classroom blogs and communication books
- Inform parents about what it is their children are learning and should be capable of doing
- Clearly explain kindergarten assessment and evaluation tools to parents; this might reassure parents that even though there are fewer paper and pencil activities, teachers and ECEs will still know whether their child is meeting specific objectives
- Make report cards less time-consuming for teachers
- Experiment with different types of assessment and evaluation and reporting and see what works best
- Provide training for ECEs about curriculum-based assessment and evaluation
- Encourage collaboration between teachers and ECEs around assessment and evaluation and ensure ECEs are paid for the extra time they commit to this

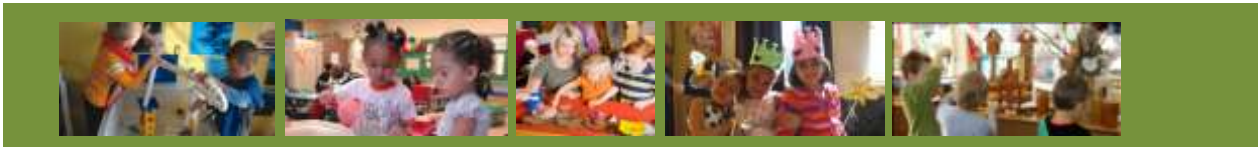


Physical Environment Chart

Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • Adequate space for the program in some classes • Educators are learning to renegotiate space in smaller classes • Great resources and support for the program by some school boards • Use of a kindergarten break-out room for classes to share in some schools • Parents are partnering with safety protocols set up for students at drop-off and pick-up times • Consistency of the physical environment is beneficial for students and parents • Some educators teachers had the opportunity to go to an FDELK school and see how they set up their classrooms to give them some ideas • Some school boards are providing a list of suggested FDELK resources • Space is being used creatively in schools to support FDELK, like hallways • The Ministry has allocated funding specifically for FDELK • Some administrators are allocating funds to each FDELK class so they can choose how to use their funding 	<ul style="list-style-type: none"> • It's difficult to set up a classroom conducive to play-based learning in a small class, especially when there are large class sizes • Inadequate storage for student belongings, classroom supplies, and play-based resources (especially given play-based learning can involve large equipment) in some classes • Insufficient funds to support technology in the classroom • Lack of quiet/transitional spaces for kindergarten students • More custodial work is required • Insufficient resources for play-based learning/early learning at some schools • Ensuring the safety of children in the extended day program during after school hours • In some cases, FDELK resources were ordered centrally and classes were provided with resources they already had or didn't need • Ensuring the safety of kindergarten children in the school yard • Finding competent people to supervise during lunch/recess for kindergarten students • Sharing classroom space and resources with extended care can be a challenge • Large class sizes are an issue for some parents
Teachers	<ul style="list-style-type: none"> • Large blocks of time dedicated to literacy, numeracy , and play • A stimulating and safe environment for children 	<ul style="list-style-type: none"> • Safety issues are a major concern for large class sizes, specifically flight risks and the possibility of children hurting their peers



	<ul style="list-style-type: none"> • More time dedicated to outdoor play • Provision of manipulatives, play-based learning toys and games, and books • A quiet time area for children to self-regulate • Ministry and board resources to support successful implementation (i.e., Literacy Place books, Literacy and Numeracy Secretariat DVDs, Kindergarten Matters, Purposeful Play, etc.) • Being able to focus attention on one class you are with every day, instead of two classes you see every other day • Incorporating breakfast clubs and nutrition programs to meet the needs of students • Collaboration between classes which results in sharing toys, plans, and ideas • Setting up the classroom with the ECE partner promoted team teaching • Being with students all day, every day is very positive for students, especially in high need communities • The Ministry has allocated funding specifically for FDELK 	<ul style="list-style-type: none"> • Large classes make it challenging to meet the needs of diverse learners • Large class sizes result in the need for behavior management so there is less time available for learning • The needs of large class sizes are exacerbated when they are in a small classroom • The needs of large class sizes are exacerbated when there are a number of students in the class who have special education needs • Large classes make it challenging to meet the needs of diverse learners • A lack of resources and insufficient funds to support the nature of a play-based program • Some lunch monitors were not ensuring students ate their lunch • Student fatigue, which was described as a bigger problem for JKs than SKs • Small classrooms made make it difficult to implement suggested centres because there is a lack of space • Not having adequate support for students, especially students with special education needs • Having to share a classroom with the extended day program • Concern the extended day program was too long for students • Storage is an issue in many classes • Parents at some schools were not allowed to go into the classrooms and help their children settle into the program • Not enough time spent outdoors by children • It can be a difficult transition to school for some kindergarten students without gradual entry, especially for JKs • It can be a challenge for teachers and ECEs to negotiate classroom space
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		<ul style="list-style-type: none"> • Not having adequate washroom facilities for FDELK classrooms
ECEs	<ul style="list-style-type: none"> • Some ECEs were involved in team teaching • Some ECEs helped renegotiate space in classrooms to maximize learning • Some ECEs helped with classroom set-up at the beginning of the year • Classes with large spaces are able to support play-based learning • Some FDELK classes get a good amount of physical activity 	<ul style="list-style-type: none"> • Space for play-based learning is lacking in some classes • Some classes do not have adequate play-based resources to support the FDELK program • Most kindergarten play yards are not adequately equipped; they lack equipment needed to promote gross motor development • Some ECEs felt like they did not receive enough support, training, and resources to support the FDELK • ECEs are solely responsible for classroom clean-up and centre set-up • Negotiating the use of space with teachers
Parents	<ul style="list-style-type: none"> • Some classes have great space for the FDELK program • Some FDELK classrooms incorporate technology 	<ul style="list-style-type: none"> • Concerns about safety issues with large class sizes, especially when large classes had a high number of students with special education needs who were not being adequately supported • Overcrowding: small classrooms built to house 20 students were being used for 30 students • Lack of space in classrooms results in more conflict between students • Some children are exhausted from being in FDELK all day, every day • Some children aren't being challenged because educators are just managing behaviour in large classes • Educators are unable to meet the needs of diverse learners in large classes • Inadequate washroom facilities for the number of children in the class • Concerns about the safety of kindergarten children during recess • Uncomfortable noise level in large classes



		<ul style="list-style-type: none"> • Children feeling overwhelmed when they are in large classes • There is not enough storage for student belongings in some classes • Cubby areas are crowded in some classes • Limited resources in extended care
Community Stakeholders	<ul style="list-style-type: none"> • some community services were being provided to FDELK students at school • some schools offered the extended day program at the school, which made life easier for parents 	<ul style="list-style-type: none"> • Large class sizes • Insufficient space for play-based learning • Lack of resources for play-based learning • Not enough time is spent outdoors • Children are not receiving adequate nutrition • The extended day program is typically not available for all children in a family and is not available during holidays or in the summer • Some children in FDELK are tired because they don't get the naps they need • Some children in extended care are in the same location for most of the day • Third party providers have limited access to classroom space and resources in some schools

Recommendations:

- Ensure schools and teachers have the resources they need for FDELK, including technological instructional resources and assessment and evaluation resources (i.e., Smartboards, ipads, cameras, and video-cameras)
- Provision of new manipulatives and resources that are carefully chosen and durable for every kindergarten classroom
- More disposable resources to facilitate play-based learning
- Have a board developed standardized list of supplies that automatically go to each kindergarten classroom
- Allow teachers to have more involvement with the resources that will be ordered for their class
- Provide more resources to support play-based learning in targeted areas- science materials, gross motor equipment, math manipulatives, etc.



- Ensure adequate classroom space for play-based learning and also ensure quiet/transitional space for independent work/quiet time
- Provide exemplars and best practices in relation to how to effectively use space in a play-based classroom
- Ensure school yards are equipped for play-based learning and fenced in for children's safety
- Ensure E.A.s and Special Education Resource teachers are closely connected with FDELK and can help children who need support
- Provide more Ministry resources for FDELK, like more kindergarten friendly web casts from curriculum.org
- Make sure classrooms are equipped to deal with the storage demands and practical necessities of FDELK- shelving, hooks, carpets, etc.
- Provide a kindergarten component in the *Growing Success* document related to assessment and evaluation
- Provide resources for multi-cultural families who require them to be involved in the school system
- Devise systems to appropriately monitor kindergarten children at recess
- Promote positive relationships with kindergarten students and older students to develop a positive school environment for kindergarten students
- Have fewer students in each kindergarten classroom, keeping with a board cap of 20 students because kindergarten children are young and need support- smaller class sizes allow for more centres and provide a safer learning environment; smaller class sizes would enable better communication between educators and parents; small class sizes are needed to help students transition from a day care setting to a school setting
- Make kindergarten a separate program from the entire school so you don't have to be on the same "nutritional break" schedule; this would make snack centre make a lot more sense
- Ensure educators and students have their own space in the classroom
- Provide students and parents with an opportunity to see the classroom before school starts- an orientation session
- Start the year with gradual entry to help students transition to FDELK
- Have interviews with parents and students prior to school starting so teachers can get an understanding about the needs of the children and principals can make informed decisions about class rosters
- Provide play-based resources for SK/Grade 1 classes and training for teachers in this unique situation
- Give educators opportunities to go into FDELK classrooms to see how set-ups are working and to ask FDELK teachers about which resources they recommend for play-based learning
- Allow children to eat at unassigned times so there does not have to be enough seating for each child so there is more physical space in the classroom
- Hire teachers and ECEs early enough so that they can set up their classroom together; Make it policy that ECEs are involved with classroom set-up with their teaching partners at the beginning of the school year and throughout the year

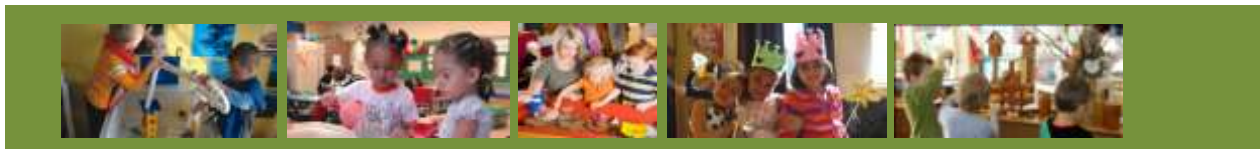


- Ensure adequate washroom facilities for FDELK classrooms
- Use success stories of school boards implementing extended day to encourage others to do likewise
- Ensure FDELK is a warm and inviting program that meets the needs of the whole child, including attention to meeting the nutritional and physical activity needs of students
- The class size should be dependent on the amount of space that will be available for students because having a large class size in a small area threatens the quality of the FDELK program; provide larger rooms for classes with a large number of students so there is enough room to support positive peer relationships and play-based learning
- Ensure classroom environments are conducive to play-based learning; this may mean teachers covering planning time are best suited to do so in the kindergarten classroom, and not in alternative locations
- Provide an appropriate classroom budget for teachers *and* ECEs with respect to consumables, approximately \$400 to \$500 for the year
- Establish partnerships with Early Years Centres and share resources
- Ensure the school day and extended day are in separate rooms so children would have a change of environment/experiences to prevent boredom or a dislike of school
- Use open-ended materials in centres to promote creative thinking in children
- Have teachers and ECEs both involved in classroom clean-up and centre set-up
- Provide more resources for extended care



Emotional Climate Chart

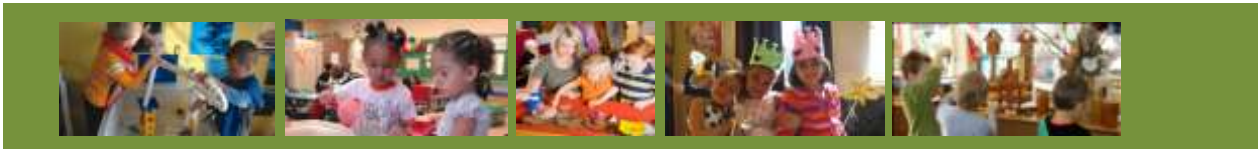
Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • The FELK program is more responsive to the needs of young children • A greater understanding of child development and the promotion of self-regulation in the program lead to a smoother transition for students into grade one • Teaching the whole child in the context of the child’s language and culture • Some schools have consistent E.A. support and adequate resources for students with special education needs in FDELK • Children with self-regulation issues are dealt with in full-day kindergarten because they are there all day; in the past the students would have just been tolerated and managed for the half days they were there (or just managed in play group or child care) • Children in full-day have more consistency than children who would have been in child care half-time and school half-time • Children are engaged with their learning and experiencing growth on many levels • The program may help even the playing field for students who come less equipped to begin kindergarten • Some teachers are recognizing the value of the expertise ECEs contribute to the FDELK program • Positive communication with parents • More collaboration between 	<ul style="list-style-type: none"> • Some schools are not accommodating for students who needs naps • Young children require help with transitioning into school and limited staff does not help make it a smooth transition for some • It’s a challenge to help children with self-regulation issues • It can be a challenge to meet the needs of students from First Nations populations • Some parents have been told their children can’t handle it at school all day; this is often the case with children who have special education needs • It’s a challenge to service the needs of children who are disruptive to the class and are too young for a special education diagnosis • There are “growing pains” for some children who are not used to being away from their parents all day • Some parents are hard to partner with because they felt their children’s education was the sole responsibility of the teacher(s) • The extended day program is too long for young children



	<p>kindergarten and grade one teachers</p> <ul style="list-style-type: none"> • Two adults in the classroom can better meet the needs of young children with many needs 	
Teachers	<ul style="list-style-type: none"> • The FDELK program is more responsive to the needs of young learners • Children are developing social skills they may not necessarily develop in the regular program, like collaboration, working in a group, and learning to respect each other; there is more time and opportunity for children to resolve their own conflicts • Children have more opportunity to socialize/talk and acquire greater language skills; they have more motivation to talk so they can interact with their peers • The new program addresses the needs of students with special education needs better because much learning occurs in centres and there are two adults available to help meet the needs of children • There are less behavioural problems in the classroom; children are not expected to complete the same work at the same time in the same manner • Children had more positive attitudes towards schools • Children were more engaged with their learning, particularly boys; personal choice and interest were strong motivators for learning • Children were seeing themselves as capable learners 	<ul style="list-style-type: none"> • Some behaviour problems arise in response to children being tired because they do not have the opportunity to nap • Some behaviour problems arise because there are a lot of young children in a small classroom; children do not have enough personal space to play and learn in • Children in large class sizes are not getting the individual attention they deserve, especially in classes with high numbers of students with special education needs • Children in some classes are not getting the support they require either because there is not enough support staff or because they have not been formally identified as in need of support • Children are very needy at the beginning of the year and there are not enough adults in the classroom to support a smooth transition into the FDELK • Some teachers and ECEs experience conflict because of incompatible personalities or teaching philosophies, creating tension in the classroom • Some kindergarten children are not doing well in SK/Grade One splits because they are intimidated by older children and there are huge cognitive differences, as well



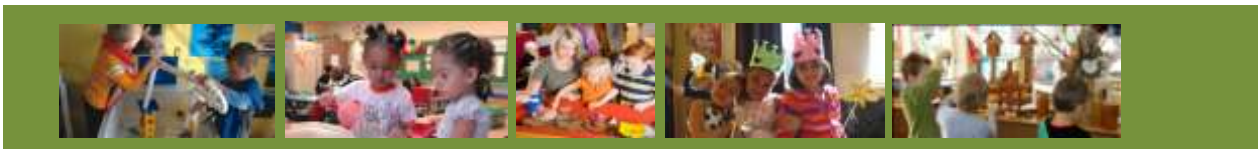
	<ul style="list-style-type: none"> • Two educators in the class allowed adults to be more responsive to the needs of individual children • Educators can manage a crisis or problem more easily as one adult can manage the majority of the group • ECEs contributed expertise about early childhood education and shared the teaching responsibility • The consistency and routine of the FDELK makes it easier for students to want to come school • Children learned routines quicker and had greater consistency • Children developed deeper friendships with peers and stronger relationships with teachers • Teachers get to know children better and can better discern if particular issues need to be addressed • Many parents are supportive of the program, despite initial anxiety on the part of some • FDELK provides a high quality education experience for disadvantaged students who currently do not have access to it • More flexibility and less stress in the FDELK compared to the regular program 	<ul style="list-style-type: none"> • Some young children really need to nap and are not be able to function in the FDELK without naps • Some children are not ready for the FDELK, especially if they are not experiencing success in the half-day program • The extended day program is too long for young children • Planning time teachers have not been trained in the FDELK and may have unrealistic behaviour expectations for young children • It's a challenge for teachers to share their classrooms with the extended care program, especially when their personal belongings are not respected or are broken
ECEs	<ul style="list-style-type: none"> • Children take pride in their creative activities, as opposed to predetermined crafts • Children's self-confidence is being built through mini-presentations • The consistency of the program is beneficial for children • Children enjoy play-based learning and are happy and well-adjusted at school 	<ul style="list-style-type: none"> • It is challenging for some ECEs to know what their place in the FGDELK classroom is; this can create tension in the teaching team • Some ECEs are not as involved in aspects of the program that they would like to be • ECEs are solely responsible for clean-up and centre set-up in the



	<ul style="list-style-type: none"> • Children are being taught to work through conflict with peers • The needs of individual children are being met • There are two adults in the classroom with complimentary skill sets • Some teaching teams are working well and ECEs have the opportunity to make meaningful contributions in the program • FDELK is a stimulating and safe environment for young children • The seamlessness of the FDELK is beneficial for students 	<p>classroom</p> <ul style="list-style-type: none"> • Large class sizes and/or inadequate space makes it difficult to meet the needs of individual students, especially when this is compounded by not having E.A. support in a class that requires it • Some children’s nutritional needs are not being met
<p>Parents</p>	<ul style="list-style-type: none"> • Children are adjusting well to the consistency and routine of the program; some parents indicated good routines were being established at home as a result of the program • Children are learning social skills • Children are enjoying being with their peers and have the opportunity to interact with a variety of children • Children are thriving with choice • Children are engaged with their learning and demonstrating growth • Children are happy to be at school • Children receive more one-on-one time with an adult with two educators in the class • Children have more consistency with two educators in the class because when one is away they still have the other to rely on • Children have more opportunity to develop trusting relationships with their peers and teachers • The seamlessness of before and 	<ul style="list-style-type: none"> • Some children are tired in the FDELK and their need for naps/quiet time are not accommodated for • Some children with special needs were not being given the additional support they require to be successful at school, which can result in less personal progress and the harm of other children • Some children with special education needs are not getting a consistent EA assigned to them; EAs don’t have opportunity to get to know students they support and develop a relationship with them- EAs can’t help students fully realize their potential without knowing them • In larger classes, the needs of individual students are not being met • Larger class sizes make it difficult for children to adjust to school; Some children are



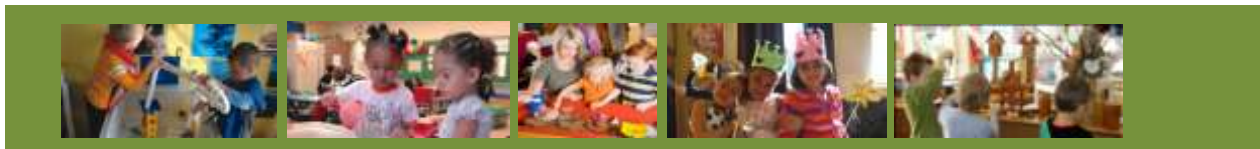
	<p>after school care is helpful for parents and children; children experience less transitions than if they were to go to school and daycare</p> <ul style="list-style-type: none"> • ECEs are particularly responsive to the needs of children • Teachers know their students well and are responsive to them • Two adults in the classroom supports the inclusion of students with special education needs • Two adults in the classroom enables support for students to work through conflicts 	<p>overwhelmed by the number of students in their class and by the noise level in classrooms</p> <ul style="list-style-type: none"> • Large class sizes can compound other difficulties in the class, like when there a number of students who don't speak the language of instruction or have special education needs • Lack of space in classrooms makes it difficult for children to learn and get along with each other because they are in each other's personal space • Some children need more structure than that offered by play and play-based learning • Some learning styles, like intra-personal learning, are not being addressed by the FDELK; some children require calm and quiet to learn • The extended day is too long of a school day for children • There have been safety issues reported by parents during recess because of inadequate supervision • Some children are not eating food sent in their lunches so they are not getting the nourishment they need • Children may feel like school is boring and repetitive if they have to be there everyday • Stay-at-home parents may not want to send their children to school everyday • There may not be a greater benefit for children who attend FDELK compared to their part-
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		<p>time kindergarten counterparts</p> <ul style="list-style-type: none"> • There may be a cost associated with starting children in school too early
Community Stakeholders	<ul style="list-style-type: none"> • The involvement of an ECE in the teaching team will help meet children's needs and engage families • ECEs have a particular skill set about children's growth and development and about play-based learning • ECEs are aware of community services that are available to better meet the needs of children and families • In FDELK teams that are working well, roles are interchangeable, and children and parents are engaged with the program • The Parenting and Family Literacy Centre was helping a couple of students and their parents in the morning and the students were transitioning better into the FDELK program in the afternoon 	<ul style="list-style-type: none"> • Some children did not have adequate space in their classrooms to participate effectively in play-based learning • Some children were not receiving proper nourishment at lunch • Some children do not spend enough time outdoors • The FDELK program is too much for some children to handle

Recommendations:

- Teach the whole child in a manner that honours their culture and includes their community
- Continue to promote play-based learning as a developmentally appropriate way of teaching young children to set a solid foundation for children so they love coming to school and are also learning the social conventions of school
- Ensure classes are a JK/SK split so SKs can be peer leaders for JKS
- Allow for flexibility in the program for students who would do better with half days/alternate days- students must be looked at on an individual basis; provide a rich environment for children who need it, without taking away a rich environment from those who already have it



- Promote self-regulation and work with children (and their families) who struggle with self-regulation in order to prepare them for grade one
- Make naps available to children who require them, but also allow children who don't need one to pursue quiet activities
- Utilize parents as partners and have open lines of communication in order to have difficult conversations
- Make the initial excitement of FDELK sustainable
- Ensure children receive the E.A. support they need, especially children who have special education needs or who may have special education needs that need to be assessed
- Use full-day to address the socialization aspect that may have gotten overlooked in the busyness of half-days; educators need to guide children on how to work through social problems
- Provide engaging activities throughout the day and in the extended day to keep children from misbehaving
- Create an inclusive welcoming environment in the classroom for staff and children
- Ensure educators understand their roles and encourage them to value each other's roles
- Help teaching teams be successful by providing planning time, time for teachers and ECEs to get to know each other
- Provide professional development on teamwork and conflict resolution for educators and ECEs
- Provide teachers with the support and resources they require to implement FDELK so the program runs smoothly
- Train FDELK planning time teachers in the new program so they do not have unrealistic expectations for children
- Put a cap on class sizes (around 20) so children get the attention they need and so there is not such a struggle for them to self-regulate in an over-crowded area
- Make sure kindergarten classes have enough space for children to be able to self-regulate
- Ensure that communities and families most in need of a predictable schedule have access to FDELK
- Allow children and parents to have a class orientation prior to beginning school
- Use a gradual entry system into school to make the transition to school easier for students and educators
- Provide more adult support in the first few weeks of school to help students transition better
- Provide more supervision at recess and lunch
- Provide children with time to just be kids and socialize
- Ensure the FDELK is a warm and inviting program that meets the needs of the whole child, including the nutritional and physical activity needs of students
- Have extended day take place in a new environment with new objects and experiences so children will not be bored of being in school for lengthy periods

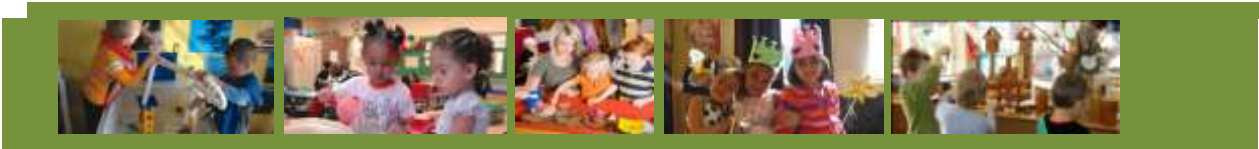


Family Partnerships Chart

Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • Having parents participate in classroom/school events with their children, like a writing workshop, where the invitation came from the student because it's hard for parents to say "no" to their children • Having parents take on leadership roles in the school where they can share their knowledge and expertise- e.g., the parent of a child with autism presenting to school staff and parents about autism • Taking a community-based approach to schools that supports families and helps develop relationships • Eliminating worksheets means there is more opportunity for teachers and parents to discuss what is happening at school • The Welcome to Kindergarten orientation session (sponsored by the Learning Partnership) gives schools the opportunity to explain and demonstrate to parents what happens with play-based learning- the questioning, the interaction with peers, the self-regulation, the problem solving, the guidance by teachers, vocabulary development, etc. • Using photographs, especially with captions, helps parents understand what their children do and learn in the FDELK program • Having an open invitation for parents to come into classrooms and designated times in the school year for open houses • Sending home an indication of 	<ul style="list-style-type: none"> • Low parent engagement in schools- parents who struggled in school may not feel comfortable in their children's school and many parents work and are unable to participate more in their children's education • Can 3-year olds handle the FDELK program, especially ones who can't self-toilet? • Parent anxiety about scheduling and supervision of children throughout the day, especially during recess • Parent concerns about what will happen to their children in Grade 1- Will they not be advanced enough? Will they be too advanced? • Parental concerns about the health of their children- i.e., toileting accidents in washrooms and appropriate hand washing • Some parents are concerned FDELK won't last because it is so expensive • Is it now the school's primary responsibility to socialize children because children are there every day? • Some children in crisis do not have the supports they need (children in foster care or at a women's shelter) • Some classes are not equipped to help some students with special education needs • Parents are not happy with high numbers in some classes (up to 30) • Some parents are not happy with JK/SK blended classes • For children who don't speak the language, full-day is a very long day in a classroom, especially in the beginning • Children who go on vacation with their family for long periods of time (2-6 months) will be missing a lot more school with FDELK (this may happen in more ethnically



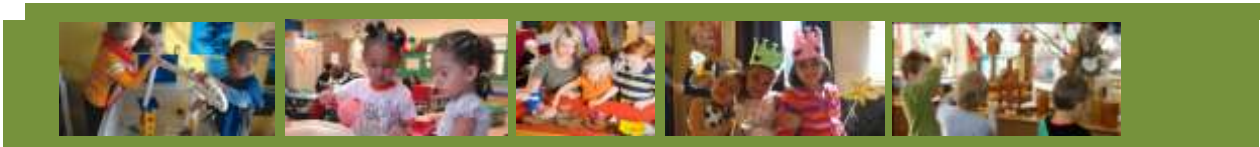
	<p>what children are learning so parents can see and understand their children’s progress</p> <ul style="list-style-type: none"> • Re-working the extended day program to better meet the needs of parents • Addressing parents safety concerns about recess supervision • Allowing flexibility in FDELK scheduling for students who require it • Involving settlement workers and translators in communication with parents • Involving parents in school assemblies so they know what is happening at the school • Equipping administrators to answer questions about FDELK • Technology makes it easier to communicate with parents • Planning and delivering information sessions about FDELK • Working with the Parenting & Family Literacy centre to work with students who were finding FDELK a challenge 	<p>diverse school populations)</p> <ul style="list-style-type: none"> • Concerns about attention students receive in an SK/Grade 1 split • Administrators don’t have answers to some parents’ questions • Parents are unable to understand report card comments • Administrators have to promote a “whole new way of thinking” in regards to the FDELK program • Translators are required for communication with some parents • Some administrators do not have enough information/understanding about FDELK to communicate effectively with parents • The extended day program makes for a long school day for young children • Starting up the extended day program in schools • Language barriers with parents • Some parents do not want to send their children to FDELK • Supporting students who are not doing well in FDELK • It can be a challenge to communicate with parents who do not drop off and pick up their children • At some schools, only SKs received progress reports and parent-teacher interviews, which means there is less communication with JK parents • Some administrators reported there are little of no parent volunteers in kindergarten classes
<p>Teachers</p>	<ul style="list-style-type: none"> • Teachers were able to help identify children who require additional support, which parents may struggle with because they don’t have the same experiences as teachers • Some parents are using before- and after-school care so it is meeting a 	<ul style="list-style-type: none"> • A main challenge to family partnerships is a lack of communication with teachers attributed to five main sources: lack of an entrance interview/orientation session; inadequate reporting procedures- many parents do not understand report cards; some parents are illiterate and intimidated by school; some parents do not speak the main



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| <p>need</p> <ul style="list-style-type: none"> • Teachers are effectively documenting learning through pictures and videos and sharing them with parents • Children are happy and having fun, for the most part • Children are benefitting from the consistency of full-day kindergarten and some parents are less anxious about it • Some kindergarten parents are involved in class activities and school assemblies • The Welcome to Kindergarten orientation was a great session for parents • Parent volunteers are a great resource for the FDELK program • There's more opportunity for teachers to know children and interact with parents in the FDELKP; hopefully, teachers have a better idea about how students are doing (how ready they are for Grade 1) and are able to communicate that with parents • Some parents indicated children are talking more because they have more opportunity to talk in the FDELK program • Some parents are using the opportunity of children being in school full-day to pursue school themselves or to make more money through full-time employment • Parents are donating wonderful resources to FDELK classes • Teachers and ECEs have more opportunity to talk to parents before and after school because there are two of them in the classroom; for example, one can direct the class while the other talks | <p>language used by the school; parents do not have enough information about FDELK and they do not have the time to research it</p> <ul style="list-style-type: none"> • Some parents are not that involved with their children's school because they do not see it as a priority or they are busy with work • Parents are concerned about the quality of the FDELK program because of large numbers of students and small classroom sizes • Some parents are concerned because students with special education needs (formally identified or not formally identified) are not being supported the way they need to be- this impacts the individual student and the class • Some parents are concerned because students are not receiving the services they require at school; they are on a school board waiting list • Some children are tired and parents believe they require a nap or a day in between school days to recover from a full-day of school • Some teachers just starting FDELK do not feel equipped to communicate with parents about the program or its benefits • It can be a challenge for parents to communicate what children do at school, especially with the emphasis on play-based learning • The media is misrepresenting what is occurring in SK/Grade 1 call splits to parents; there is no ECE and it is hard to reconcile the different curriculums • Teachers tend to do the bulk of parent-teacher communication because it has historically been this way • Some teachers struggle to get parent involvement • Some parents struggle to be involved with the school system because it was a negative experience for them growing up |
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	<p>to a parent</p> <ul style="list-style-type: none"> • Parents are saving money on child care costs • Children who require support services can receive them at school • Daily communication is agendas/communication books • Teachers are using technology to communicate with parents- classroom blog, email, etc. 	
<p>ECEs</p>	<ul style="list-style-type: none"> • In some cases, ECEs and teachers were both involved in parent-teacher interviews and writing in communication books • Some parents understood the team teaching approach to FDELK • Educators had the option of talking to a concerned parent because there are two adults in the class • Communication books were a very effective means of communicating with parents in Kindergarten • Some parents are involved in class activities/field trips • Some parents are informed about what is happening in the FDELK program • ECEs at one school had children fill in a sheet indicating what centres they were at each day so parents would have an idea about what the children did on a daily basis, this was especially for parents used to a more traditional kindergarten program 	<ul style="list-style-type: none"> • A number of students have been consistently absent from the FDELK program • Some parents don't see early learning in JK and SK as a priority • Some parents do not know much about the FDELK • It can be a challenge to explain the FDELK program to parents who expect to see concrete evidence of learning • Some ECEs were not involved with as much parent communication as teachers • It's a challenge when there are different approaches to FDELK at one school because then parents heavily compare the educators and programs • It's more challenging to communicate with parents of children who are bussed • Some parents aren't as involved with their children as they could be- they do not take part in communication books, etc. • Some children are from challenging families and it can be difficult for educators to communicate with some of these parents
<p>Parents</p>	<ul style="list-style-type: none"> • FDELK meets parents child care needs and results in less transitions for children during the day • Parents appreciated the 	<ul style="list-style-type: none"> • Some parents articulated that they do not know what is happening in the FDELK program; they don't know what their children are learning



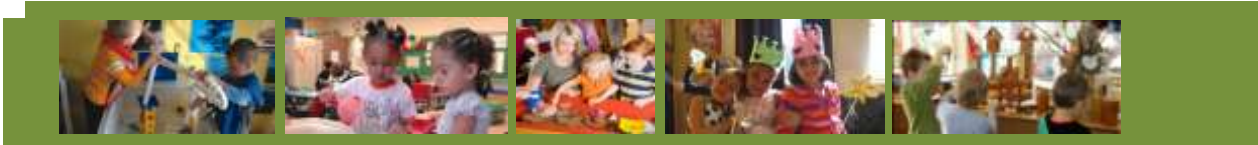
socialization aspect of the FDELK and what children were learning

- Parents appreciated the routine and consistency of FDELK
- FDELK in some schools is respectful of children's language and culture
- Parents appreciated being able to go back to school or work because of FDELK
- Children are engaged and excited about learning
- The consistency of full-day enables parents to easily book services for their kindergarten children to receive in school
- The variety of learning that occurs in the program helps educators get a good sense of children's strengths and weaknesses
- Open communication with teachers so they can deal with issues
- Regular communication with teachers about children's well-being; communication took on many different forms
- Some administrators and teachers were flexible about the program when parents didn't want to send their children all day, every day
- Parents appreciated parent-teacher nights and school activities where they could communicate with parents face-to-face
- Parents appreciated good partnerships in teaching teams and how well educators communicated with parents
- Parents appreciated when administrators were approachable
- Educators know the children really well
- Educators who have an understanding of students with

- What will accelerated JKs do in their SK year?
- Limited or no outdoor time in some extended day programs
- Some parents were uncomfortable with sending their kindergarten children to school all day, every day
- Some parents with children who have special education needs reported that their children did not receive the support they required- like a consistent EA
- Extended day care options are inflexible and costly; they are not available for all children in a family
- Some children are not eating their lunch
- Parents are concerned about SK/Grade 1 split classes
- Parents were unclear about who to communicate with about their children: the teacher or the ECE?
- Some parents felt there was a lack of communication with educators because of large class sizes
- A number of parents felt reporting procedures were insufficient- two formal report cards was not adequate and there was not enough opportunity to meet with educators
- Some parents believed teachers' expectations of children's behaviour was unrealistic (ECEs were better about this)
- Some parents indicated only receiving negative feedback about their children
- Report card comments are not understandable
- Parents did not receive information about what things they could do to work with their children at home
- Some parents did not like having their children present for parent-teacher interviews
- Open houses can be a challenge for parents with multiple children because they do not have enough time to spend in each of their



	<p>special education needs are appreciated by parents who have children with special education needs</p> <ul style="list-style-type: none"> • Parents appreciated getting feedback about what they could work with at home with their children • Some parents appreciated having their children present for parent-teacher interviews • The opportunity to observe their children engaged in play-based learning • Some schools had a policy where parents were welcome in the classroom and are invited to share a talent or ability with the kindergarten classes • Some parents reported a very open relationship with the children’s educators in which they could call them on the phone about any issue • Parents at one school indicated that a teacher sent home a monthly calendar that outlined the curriculum for parents; this helpful because parents could support it at home; the calendar also included what day students had different activities on so parents could talk to their children about what was happening at school • Parents also appreciated work sent home that showed what their children could do • Parents appreciated classroom blogs 	<p>children’s classrooms</p> <ul style="list-style-type: none"> • Some extended day programs have limited access to classroom resources
<p>Community Stakeholders</p>	<ul style="list-style-type: none"> • Most parents wanted to have their children involved in the FDELK program 	<ul style="list-style-type: none"> • School boards and schools do not have any incentive to run the extended day program because Ministry policies were removed



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| <ul style="list-style-type: none"> • The provision of the extended day program was positive for many families • Having ECEs as part of the kindergarten teaching team benefits students and families; ECEs are trained to know what community services are available for young children and can make referrals to service providers • One community organization had a potluck for the kindergarten teachers so students could meet their teachers prior to the first day of school • Some schools are community hubs with child care centres and Ontario Early Years Centres | <ul style="list-style-type: none"> • The extended day program only has to be offered to kindergarten students • Child care centres in schools may be asked to vacate the building to make room for FDELK classes • There are vacancies in some child care centres because of the cost of child care and this creates more financial difficulties for child care centres and families • Parents were concerned about a lack of space for their children to engage in optimal learning and development • There are declining child care options for parents because FDELK is resulting in child care centre closures • Some students require a modified FDELK program in the beginning, especially the first few months, and some administrators are not open to this option |
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Recommendations:

- Ensure communication to parents comes from both the teacher and the ECE
- Inform parents about the role of the ECE and what they uniquely bring to the kindergarten classroom
- Ensure there is daily communication between educators and parents- through the use of agendas or a daily email to parents
- More frequent reporting practices to parents- more report cards (at least quarterly) and more parent-teacher interviews (at least two); provide more opportunities for parents and educators to meet face to face about the progress of children
- More reporting to JK parents about what children are doing, learning, and where they are at progress wise; one formal report is not enough
- Ensure reporting to parents is understandable, personal (include anecdotal comments), identify where the child is as far as learning goes (specific comments- i.e., Chloe knows 24 out of 26 letters), identify next steps, and outline how the parent can help their child with practical tips
- Provide information to parents about play-based learning, especially for newcomers from a more traditional educational background; explain that children learn best through exploration and inquiry and the benefits of critical thinking
- Provide information about the new program with a list of its strengths and weaknesses
- Have a curriculum board posted in the school/classroom to show parents what children are learning in the FDELK program



- Have information nights about learning through play presented by ECEs
- Send home work portfolios and pictures of students so parents can see what their children are learning
- Invite parents to adopt a play-based learning approach in their homes
- Help resolve the dichotomy of the push on literacy and play-based learning-Which is more important? Can you do them both effectively?
- Promote parent involvement and family partnerships through orientation sessions; the Welcome to Kindergarten orientation is a great way for school staff to meet families prior to school beginning or schools could create their own orientation sessions
- Provide rich opportunities for families at no cost; the FDELK program is a part of this, but provide additional opportunities that include family involvement
- Provide parents with opportunities to express their concerns about FDELK and follow-up with how those concerns will be addressed
- Get feedback from parents whose children are currently in the FDELK program in the form of a survey so decisions can be made about what to Remove, Re-think, and Repeat
- Provide opportunities for a full-day kindergarten orientation day prior to September so parents and teachers can see what supports may be needed for children and whether it is feasible for particular children
- Train educators in how to communicate with parents and what they can expect from parents; educators should develop better relationships with parents so they are not just being called when there is an issue
- Capitalize on the opportunity to get kindergarten parents involved in their children's education because the more involved they are, the happier they will be
- Make data about the impact of FDELK available to parents so they can see the benefits (when such data is available)
- Mandate pre-registration for FDELK so school staff are better equipped to meet the needs of students
- Use intake interviews in the spring before starting kindergarten with a parent checklist that would help with class placement and parent information meetings in May or June prior to school entry
- Use an entry interview for parents and children going into FDELK so teachers and ECEs can put a face to children who have special concerns and needs
- Allow parents and children to visit the classroom before school starts to help with the transition
- Develop a list of ways for parents to help children transition into school- like practice eating out of a lunch box
- Use a staggered start to school for children, especially JKs
- Ensure extra adult help at the beginning of the school year to help kindergarten children during their transition to school; there were a lot of crying children at the beginning of the school year and not enough adults available to support them
- Develop good communication strategies between the teacher, the ECE, and the parent so everyone is in the know in order to ensure children's well-being and safety
- Continually assess the feasibility of extended day in schools



- Provide greater flexibility and affordability for extended day
- Make extended day available for all children in a family, not just kindergarten students
- Ensure extended day care is available during holidays and in the summer
- Ensure the person running extended day is accessible to parents by phone
- Ensure adequate resources for the FDELK program, particularly the extended day portion
- Classes should have weekly or monthly newsletters from educators describing what children are doing, learning, and expected to do; include songs or poems parents can practice at home
- Create a curriculum handbook for parents indicating what children are learning in each term
- Make parents aware about what their children need to improve on so they can work on it at home
- Provide ideas/resources from educators about how parents can help their children at home progress, especially if they are struggling
- Develop a policy for parents who do not want to send their children to school all day, every day- what days should they send their children to school?
- Ensure teachers and ECEs are aware of outside community agencies so they can refer them to families and children who require their service; teacher candidates and teachers need to develop a good understanding of child development to facilitate this process
- Mandate screenings for young children so more support can be offered for families and young children before they even get to school
- Ensure children get the services they require and are not put on waiting lists; early intervention is key
- Ensure children in FDELK have adequate space to develop and self-regulate
- Have smaller class sizes to facilitate student learning and better communication with parents
- Give parents forewarning about special events so they could book off time from work
- Develop community coalitions which parents can join and work towards resolving issues related to FDELK
- Encourage parents to look into kindergarten programs earlier rather than later, like the year before
- Provide information to parents about the school system and its expectations (e.g., immunization records, birth certificates) in advance and guide them through any challenging processes
- Have a standard reporting procedure for kindergarten that ensures all kindergarten parents are equally informed
- Provide parents with a parent handbook and a school policy handbook prior to school beginning
- Schools, administrators, and teachers need to be flexible and open to the idea of a modified program for students who require it
- Allow parents to come into the classroom and stay, especially in the beginning when their anxiety levels are high

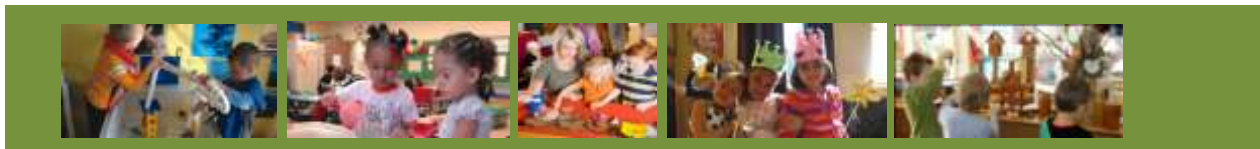


- Provide information meetings in the fall and spring for parents of children coming the following school year
- Provide a child development checklist for parents on school websites so parents can communicate about it with their children's educators



Community Partnerships Chart

Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • The involvement of an elder in kindergarten classrooms helped children transition to school and ensured there was an appreciation and understanding of First Nations, Metis, and Inuit culture in the school • Aboriginal youth liaison officers supported the First Nations children and families to feel comfortable about coming into one school; character education of seven grandfathers' teachings and festivities of First Nations were incorporated • A community services agency did a "triage" for two days at a school that went really well; needs were assessed and those children with the greatest needs were given access to treatment • Profiling of children with special education needs in their preschools prior to school entry helped schools to better prepare for the transition to school • The "Roots of Empathy" program was used in one school • The Ministry of Health's Healthy Living Program allocated funds for great children's programs in one community • A "wrap around" support system at one school involved a holistic approach to children, including a cultural component; examples of the wrap around support system included driving a child to her dental appointment and helping a parent administer lice treatment; examples of the cultural component included 	<ul style="list-style-type: none"> • Most families can't afford the high cost of before- and after-school care offered in schools • Community concerns that the local non-profit daycare would close if extended day care was offered in schools • Child care offered through the school was in conflict with free child care offered in one community • ECE staffing was a challenge in the FDELK program because some ECEs preferred classroom hours and did not like working the extended day portion • There was a conflict in interest about extended care in one school because the YMCA had been providing quality care for the past two years • Making family and community feel comfortable in schools is a "significant challenge in communities with First Nations children." (Sch5, Admin1) • Early intervention for children with special education needs is critical; there are waiting lists of a year to a year-and-a-half in some communities • Not realizing the two physical set ups of daycare and a kindergarten classroom are so different for children with special education needs; thinking a child with special education needs who does well in a daycare setting will do well in a kindergarten classroom can be a big mistake • Some board members found it a challenge to understand how children will be prepared for grade one if they are "just playing all day long." (Sch6, Admin2) • Explaining the new FDELK program to community members is a challenge for



teaching the children Inuktitut and providing the same hot meal for everyone at lunch (which usually reflected the culture)

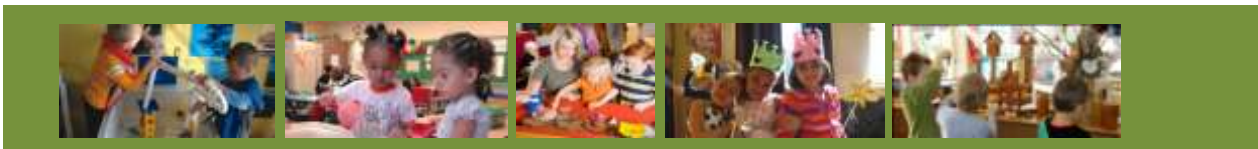
- There are good relationships between some schools and daycares located in the schools
- There were a number of activities to encourage community involvement at a community-based school
- Many schools have food programs that met the nutritional needs of students

communities who have already had full-day kindergarten

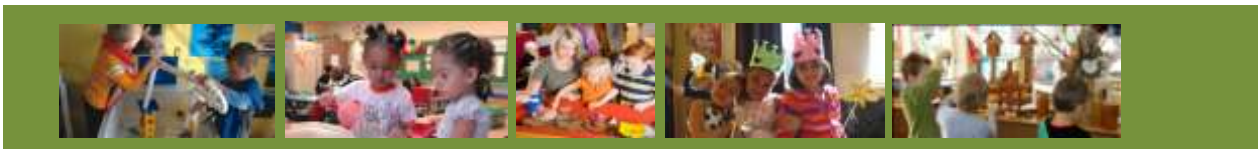
- Some teachers do not understand the importance of the oral development of children's first languages
- "One thing that is lacking [in the women's shelter] is support and counselling for children." (Sch6, Admin2)
- The new program made it challenging to know which community partners to engage, at least until there was a better understanding of the new program
- Being able to offer child care subsidies only to students in the FDELK for extended day made it likely many families would not take part because most families have more than one child in kindergarten and require child care for all of them; this opened the door to parents taking their children out of schools (particularly French-language schools)
- Finding qualified ECEs to teach in the FDELK and knowing that when you do find them you are taking them away from the child care sector
- Trying to provide the same training for educators and daycare staff around FDELK and other important educational issues
- Not knowing whether the school would be offering extended day in a school made it difficult to communicate with parents around this matter
- It takes time for families to develop relationships with school liaisons
- Providing extended day is a challenge for schools in terms of where to house it and how well it aligns with FDELK



<p>Teachers</p>	<ul style="list-style-type: none"> • Volunteers and coop students in the classroom provided more opportunity for individual attention for students • The food programs at schools ensured children’s nutritional needs were met • Settlement workers from the YMCA and translators did a great job of supporting families in their communication with the school • The Welcome to Kindergarten program was a great opportunity to involve community partners and make parents aware of the community services they offered • Some teachers had a good relationship with the daycare located in their school and they actually borrowed their equipment 	<ul style="list-style-type: none"> • Inadequate support for children in the school setting; for example, children with severe speech impairment (can’t be understood by the teacher) were not getting necessary support because the school board did not have enough resources • Children with special education needs may not get the same quality of support (additional support, speech and language therapy, occupational therapy) they were used to receiving in the daycare setting • Misinformation about the FDELK program and early learning in the community • Daycare centre employees being worried about losing their jobs • Initial training sessions with the Ministry almost being like a battleground, instead of providing answers to questions and building community partners • Little to no involvement of community partners in FDELK implementation • It’s a challenge for teachers to take time to develop community partnerships because they are trying to get a good grasp of the new program • Making sure you have parent consent to share information about students with community organizations that support children’s development
<p>ECEs</p>	<ul style="list-style-type: none"> • Some ECEs identified partnering organizations that helped meet the needs of disadvantaged students at their school, like breakfast clubs • Some ECEs invited elders to visit their FDELK classrooms • Some ECEs had a good relationship with the daycare located in their 	<ul style="list-style-type: none"> • Being unaware of students community or culture



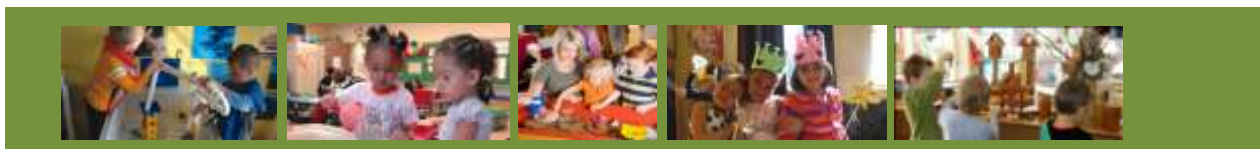
	<p>school and they actually borrowed their equipment</p> <ul style="list-style-type: none"> • Some ECEs at the daycare were receiving FDELK training so they would know about the program 	
<p>Parents</p>	<ul style="list-style-type: none"> • It's much easier to schedule appointments with outside community agencies that provide services in the school system because students are at school every day • Good information sharing between community services providers and educators • Good partnerships with community libraries • Good partnerships with "Strong Start" • Parents appreciate having a daycare located in the school • Kindergarten is a good time for parents to understand what resources the school board can offer their children, especially for parents who have children with special education needs 	<ul style="list-style-type: none"> • A lack of information about the curriculum kindergarten children for community service providers and parents • The cost of before- and after-school care was identified as another challenge • The extended day program does not include summer programs and child care in the summer can be very costly • Parents are concerned the FDELK will result in community child care centres being closed
<p>Community Stakeholders</p>	<ul style="list-style-type: none"> • Some stakeholders felt like they were listened to by the Ministry and they appreciated the training the Ministry provided • The value ECEs bring to the FDELK team • Extended day staff being school board staff brings coherency to the program in terms of training, etc. • Daycare centres being located in schools is very positive for parents • Having teachers aware of and involved in children's services at the JK level reinforces children's 	<ul style="list-style-type: none"> • There is a shortage of ECEs across the province, especially in remote rural areas and in the Francophone community • The Ministry removed policies related to extended day so schools don't have incentive to run before-and after-school programs, which undermines the idea of a seamless day • The quality of child care is undermined in daycares because the wages ECEs earn in school boards are significantly higher • The implementation of FDELK in some schools is pushing child care centres out of school locations



<p>learning</p> <ul style="list-style-type: none"> • A health unit parenting partner was well received at school meetings about FDELK implementation • Some schools are a community hub, housing FDELK, a daycare, and an Ontario Early Years Centre • The Parenting and Family Literacy Centre (PFLC) in one school was meeting the needs of a couple of children who were having a difficult time transitioning into the FDELK program; the children went to the PFLC in the morning with a parent and the FDELK program in the afternoon 	<ul style="list-style-type: none"> • Some ECEs working in child care centres and some community service providers are losing their jobs because their organizations are closing • Insufficient information for community stakeholders to share with parents and other community members • FDELK is putting more financial strain on the child care sector as centres are forced to close because they can no longer afford to operate • FDELK is actually taking away from pre-existing integration in some communities, like a Best Start Hub that provided free child care to all children in the community, not just kindergarten children • Often, extended day staff, daycare staff and third party providers do not feel respected and appreciated by school personnel • There was a big waiting list for the program that helped “at risk” students prepare for school • It was a challenge for day care staff running the extended day program at one school because they were using kindergarten classrooms; they had to cart their things to and from the class and some teachers were particular about how the class was used and limited their access to classroom resources
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Recommendations:

- Support the connection of necessary networks so people can share what’s going well and learn from other organizations
- Have a process in place to assess the feasibility of daycare centres and provide the necessary support to sustain them if they are feasible, especially in smaller communities
- Locate day cares or third party affordable care in school to make life easier for parents
- Develop a “Transition to School Document” and keep lines of communication with community partners open to foster successful transitions for children



- Consider the possibility of job splitting for ECEs between municipal daycares and school boards
- Develop guidelines and policies around how kindergarten classes will be used in the extended day program because this would make it easier for teachers to share their space and have their classroom respected; for example, house the extended day program in the classrooms of teachers who don't mind sharing their space
- Provide the necessary staff support (EAs) to help all children be successful in kindergarten
- Develop a partnership with the Early Years centre to use as a resource
- Provide more mental health support for kindergarten children
- Provide early intervention for children and eliminate the use of waiting lists for necessary services
- Support programs with a cultural component that take a wholistic approach to education
- Provide more support for teachers in the classrooms and more support for children in the classrooms, especially for children with special education needs
- Develop a better system for assessing students and giving them the treatments they need
- Provide more information for teachers and community members about what play-based learning is and what it looks like in the classroom
- Develop stronger partnerships with community organizations and leaders with vested interests in the FDELK
- Create a curriculum handbook for parents and community members so they know what children are learning and doing each term and can support their learning
- Provide more community partnership support for teachers in the classroom- like nurses, counsellors, etc.
- Include summer care in the extended day program to increase the feasibility of the program
- Have consistent wages/salaries and benefits for ECEs across different school boards; figuring out if ECEs are on a 10 month contract or a 12 month contract
- Stabilize wages and benefits of early childhood educators province-wide
- Provide a stable structure for the child care sector, similar to that in school boards
- Expand the number of child care centres by addressing funding issues and providing capital funds in order to meet the child care needs of parents
- Put a Ministry Advisory Committee in place in relation to childcare programs, family resource programs, and community-based programs to look for solutions to issues
- Allow adaptations to FDELK in order to best meet the needs of individual communities; allow the program to be community-specific
- Ensure teachers, ECEs, and schools are aware of community agencies that meet various needs of children so they can make referrals, as they see fit
- Develop stronger partnerships between schools and community agencies; promote community coalitions with regular meetings
- Ensure teacher candidates acquire a good understanding of child development in order to better understand the need for community agencies and the importance of partnering with them to promote optimal child development



- Ensure First Nations are able to speak for themselves at the Ministry of Education level, the school board level, and the local community level; teleconferencing, open forums, meetings, etc.
- Improve communication between schools, community agencies, and parents around implementation, with meetings at least once a year; communication is key to successful partnerships and FDELK implementation
- Provide support and resources for implementing the FDELK program and for encouraging community partnerships
- Support community agencies in the vision of early learning because it starts from birth (and even during pregnancy)
- Promote more screenings for young children so support can be offered for families and young children before they even get to school
- Involve doctors in early learning by having them promote optimal development and provide information resources for parents; they could also be involved in screening
- Initiate and strengthen community partnerships with health centres
- “Harmonize the programming of service providers with the ELP program framework to ensure that learning is maintained and continues” (Sch1, Admin3)
- Permit daycares to run the before and after school programs- administrators are not interested in running them
- Harmonize practices in child care and schools so children receive the best care possible, especially in the case of children who have special education needs
- Provide training for teachers on how to establish community partnerships or have the Ministry establish partnerships for schools
- Provide time for teachers to establish community partnerships that are essential in terms of providing schools with the resources they require, like equipment and groceries for children
- Provide FDELK training for ECEs who work in the child care sector so it can also occur in child care settings
- Ensure qualified personnel work in extended care
- Ensure extended care staff, daycare staff, and third party providers feel valued and appreciated by school personnel; make sure they feel like part of the “team”
- Look into the extended care model of other provinces and draw from their strengths, like the model in Quebec
- Make a daily hot lunch program available for students



Student Progress and Self-Regulation Chart

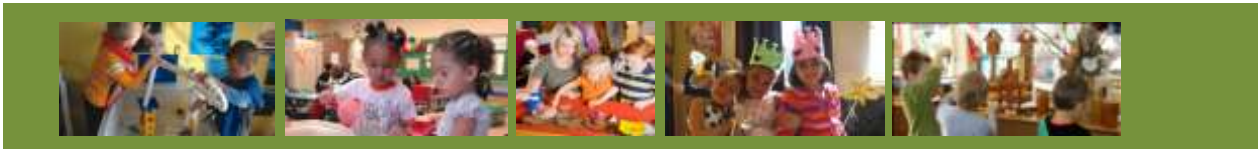
Stakeholder Group	Successes	Challenges
Administrators	<ul style="list-style-type: none"> • There is more scaffolding for children because of the collaboration between ECEs and teachers • The ability to make two smaller groups of children with two teachers in the classroom; Small group guided instruction is being used to give children individual attention and specific strategies that help them move forward • ECEs bring a particular knowledge to the classroom that teachers do not necessarily have • Built-in collaborative meetings and release time enhancing regular program planning and assessment of children • Small group guided instruction is being used to give children individual attention and specific strategies that help them move forward • Better feedback about children's developing skills, especially in the area of literacy, providing chances for the teachers to ask deeper, higher-level questions • Multiple methods for children to develop their self-regulation skills • Some children are moving from needing naps to being engaged and on task all day • A variety of experiences that are holistic in nature have been experimented with and incorporated into the program • There are more opportunities for the teaching teams to encourage students to read • There is more time for individualized instruction • It is essential to understand the pedagogy of FDELK for success: it includes play, socialization, bonding, and language 	<ul style="list-style-type: none"> • Parents are concerned about the (less) academic nature of the full day program • Parents are concerned about the lack of connection between the FDELK program and ones' community, language, culture and heritage (within schools with Aboriginal populations) • A diversity in EDI scores have been detected across several regions and boards, so how the diversity issues can be addressed in a meaningful way, is under question • Often the community support for families in crisis provide support to the families, but not necessarily to the children in the school setting • Implementation varies across individual regions, schools and even within the FDELK classrooms so learning outcomes may reflect this • How will grade one teachers adapt to changes if FDELK children end up being more prepared than they currently are? • The extent of inquiry-based learning is dependent on a number of environmental factors, particularly that there is adequate space and resources to support it • Some students with behavioural issues have required a modified FDK program • Large class sizes make it difficult for educators to meet the individual needs of students • Some extended day programs are not ideal and are not supporting the FDK program as well as they could be • Some students who have been in FDK for nine months have still not transitioned successfully and have behavioural issues that need to be addressed



	<p>development; these skills need to be in place before reading and writing</p> <ul style="list-style-type: none"> • Administrators in schools with low-income families believed school was a safer, more stimulating place for children to be than at home • Full-day kindergarten gives teachers a chance to get supports in place to help children who require them be successful in Grade 1 • Behaviour is more manageable in the smaller classes and student needs are met better • Doubling the amount of school for students from high need areas will help reduce the gap in achievement 	<ul style="list-style-type: none"> • Some early intervention programs, like reading recovery, have been cut in some school boards •
<p>Teachers</p>	<ul style="list-style-type: none"> • FDELK better supports children because the teaching team is involved in effective assessment of individual students and they provide more one-to-one guidance • Two teachers makes it possible to give students individual attention and manage problems/crises in the classroom better • FDELK allows for the inclusion of community-based knowledge (for example, the northern cultural knowledge, or Aboriginal community-based knowledge) • FDELK encourages quicker adaptation to routines and better prepares kindergarteners for grade 1 • FDELK provides more opportunities for kindergarteners to reflect on their learning • FDELK supports kindergarteners self-regulation skills across all domains in all program areas • FDELK provides students with more opportunity for language development and vocabulary growth • FDELK focuses on teaching students things that are better suited to early 	<ul style="list-style-type: none"> • The greatest threat to students' progress and self-regulation is large class sizes; the teaching team has difficulty in addressing the individual needs of each child day when there are 26 or more children in the classroom • Increasing large class sizes often increases the number of students who require additional supports, like students who have special education needs or who are English Language Learners • Small classrooms make it a challenge for teaching teams to break into small groups • Small classrooms make it a challenge for children to self-regulate because they have limited personal space available • Students being over-tired or over-stimulated makes it a challenge for them to self-regulate • ECEs are not trained to teach academics • Managing large class sizes of young, demanding children was difficult, even with two teachers in the class • Being unsure if students were progressing at the same rate as they had in previous years; There is less of an emphasis in FDELK in academics so will students be



	<p>childhood</p> <ul style="list-style-type: none"> • FDELK allows teachers to target students with difficulties without interruption because of two teachers being in the class • FDELK provides the ability to manage play-based learning in which children get excited (and may be harder to manage) through the help of two teachers • FDELK allows children to be engaged in their learning • FDELK develops social skills through group work, and other skills not learned in traditional lessons • Students in FDELK had more opportunities to communicate and they were motivated to do so because they wanted to engage in play with their peers • Even though learning is through play, students are still prepared for Grade 1 • Differentiated instruction is helping students be successful and eliminating the need for unwarranted repetition for students who already have a concept covered • Students are introduced to concepts sooner in FDELK because they are ready for them • Students are learning self-help skills sooner because they have to do them every day at school • Teachers believed immigrant children’s language was really improving in the FDELK 	<p>prepared for grade 1?</p> <ul style="list-style-type: none"> • The individual differences in knowledge children bring to the classroom
<p>ECEs</p>	<ul style="list-style-type: none"> • ECEs observe the personal and social development that occurs over time and are able to clearly articulate their observations with the teachers • ECEs provide additional support by working one-to-one with students 	<ul style="list-style-type: none"> • ECEs would like to know more about supporting and assessing reading, writing, or other academic areas • ECEs feel their observations and knowledge are not always welcomed by their teaching partners, parents, or



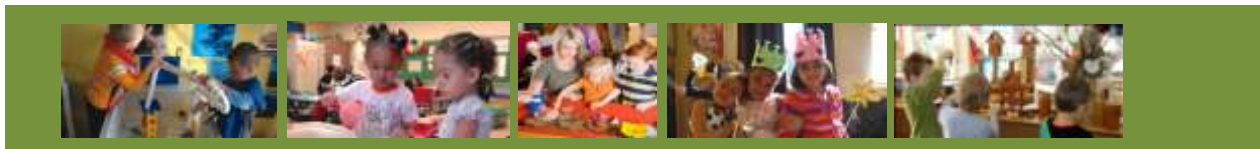
	<p>providing individual support when necessary</p> <ul style="list-style-type: none"> • ECEs are able to facilitate problem solving skills and social skills • Students enjoyed being at school and are motivated to learn • The individual needs of children were being met • Two adults in the classroom are from two different professional backgrounds • Students were making progress through play-based learning • Some children are learning to regulate their emotions, when given guidance and opportunity to do so • The teaching team really impacts what students are learning; good teaching teams keep children stimulated and interested and are responsive to their needs • The consistency of the full-day program is helping students progress and preparing them for Grade 1 	<p>administrators</p> <ul style="list-style-type: none"> • Learning how to develop concrete learning goals based upon the new kindergarten document • Large class sizes impede student progress, self-regulation, and well-being • Small class spaces impede student progress, self-regulation, and well-being • Small class sizes hinder educators from co-teaching • Young children require time and patience to develop self-regulation • There is inadequate support for some students with special education needs; the ECE takes on the role of the E.A. instead of a teaching partner
Parents	<ul style="list-style-type: none"> • Parents appreciate feedback from teachers about their children's progress, especially feedback over and above the formal reports • Parents appreciate the opportunity to observe how their children are doing in the FDELK program • Being in FDELK can be very profitable for children because they spend more time at school • Having two adults in the class helps students work through peer conflicts, which is an important life skill • Some parents report greater social skills in their children • Some parents report academic progress in their children 	<ul style="list-style-type: none"> • Parent-teacher interviews are too structured and often leave out the details parents wish to hear • During the first year in FDELK, parents are concerned they are not receiving enough information about their child's progress • Parents have a desire for constant communication with the teacher; they want to hear more about their child • Children's attention spans were not being developed enough so they would not be ready for the demands of Grade • Larger class sizes meant children were not learning as much as they could with fewer classmates and, hence, fewer distractions • Larger class sizes meant children were not



		<p>getting the individual attention they required, especially those who needed it most</p> <ul style="list-style-type: none"> • Larger class sizes, especially without adequate E.A. support, resulted in children being hurt by their peers • The program was not beneficial for certain learning styles, like those who required quiet and calm to internalize their learning • Parents had to work on academics (with paper and pencil tasks) at home because they were not being done at school • Increased liberty in children's learning meant they weren't being as challenged as they could be • The children may not be at a level they would be with the old program- there was much more writing, reading, and paper and pencil tasks in the old program
Community Stakeholders	<ul style="list-style-type: none"> • Children have more opportunity to learn in FDELK because they are there longer and there is more time for them to be engaged • The play-based approach to learning is a positive experience for young children 	<ul style="list-style-type: none"> • Large class sizes are an issue in FDK, particularly in high need areas where students require more attention

Recommendations:

- The Ministry of Education put forth more funding to enhance the availability of educational assistants in the FDELK program; with the diverse skill set children come into the school with, along with the larger classes, having additional support in the classroom would benefit kindergarteners from the onset of their schooling experience
- To facilitate a smooth transition from FDELK to grade 1, include grade 1 teachers into collaborative planning meetings of FDELK teaching teams
- Investing in time for the teaching team to reflect on their practice in relation to children's outcomes and program planning to ensure one area informs the other



- Enhance parents understanding of what they can do to prepare their child for successful entry to kindergarten and grade 1 to reduce learning gaps in the early year; for example, host family literacy nights focused on kindergarten and grade 1 to encourage parents and young children to work on reading at home
- Continue and expand summer programs such as the “Summer Readiness Program” to help children be ready for school
- Encourage teachers to take AQ courses addressing reading, writing and math, to ensure that the curriculum is being delivered and goals and requirements are being met
- Encourage parents to make sure their children get the rest they require and to be involved in their children’s education
- Provide more training for ECEs around literacy and numeracy instruction and assessment
- Encourage greater collaboration between teachers and ECEs in some teaching teams
- Provide more feedback to parents about their children’s progress
- Make reporting practices for JKs and SKs consistent so parents of JK students know how their children are progressing
- Send completed work[sheets] home to parents so they know what their children are capable of; this gives parents ideas of what they can work on with their child
- Provide more adult help in the classroom to better meet the needs of the young children
- Schools that have the most needs should receive the most amount of funding support to pay for additional E.A. support and resources required to help students from high need areas be successful
- Promote a shared vision among educators of play-based learning and FDK to enhance student success
- Promote play-based learning in the primary grades to enhance student success
- Monitor the impact of FDK on reading scores, assessments, etc.
- Put a cap on class sizes so the individual needs of children can be met
- Provide adequate space to promote student progress, self-regulation, and well-being
- Provide adequate space so educators can co-teach; without adequate space, there is no room for educators to split into small groups
- Promote holistic education
- Provide support necessary for children with special education needs and be flexible about the need for modified days
- Provide support necessary for children with special education needs so ECEs do not have to take on this responsibility and can take part in co-teaching
- Provide quality extended day experiences
- Look for the strengths in students and focus on those, instead of their shortcomings
- Provide opportunities for students to truly self-regulate

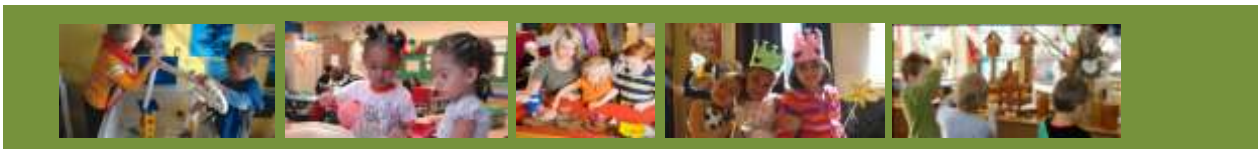


Play-/Inquiry-Based Learning Environment: Indicator 1, Time for Play

<p>Large blocks of uninterrupted time (minimum of 1 hr both am & pm) for a balance of free exploration, focused exploration, and guided activity</p>	<p>Large blocks of uninterrupted time(min. 1 hr either am or pm but not both) for free exploration, focused exploration, and guided activity</p>	<p>Short periods of uninterrupted time (<30min) for free exploration, focused exploration, and guided activity</p>
<p>Some teachers reported that significant blocks of play-based learning and free-play are scheduled in both the morning and afternoon sessions of their program.</p> <p>“What is working really well is that all that is in it, in terms of formal academic learning, there is a lot of strict content, but what is magic is that in our approach, when we do it through play, and we do it pretty much how it is supposed to be done, two blocks per day, about 120 minutes per day of play. We keep the full group lessons very short, and they are more to introduce an idea or review something that we did. But aside from that, it all happens in learning centres, and that gives so many options; it is so flexible. Because we can stimulate the stronger students in small groups or individually, and we can adapt to the needs of the weaker students.” (Teacher3, E1)</p> <p>“I think the FDP and the inquiry-based...[is] far more responsive to the child’s needs [than] in the past. It’s that balance between curriculum and the child. And I think the balance was heavier on the curriculum side in the past and as we move towards more inquiry, it responds more to the child’s learning</p>	<p>“At the start we were doing centres in the morning and the afternoon with the students, because at the beginning of the year, they really needed that. They really needed to play. Now, we see that they want to do work. They are more ready to have goals.” (Teacher1, E16)</p> <p>“But after Christmas, we decided to only do learning centres in the afternoon, and to do more seat work in the mornings. Because we wanted to prepare them as well for grade one. And in grade one there will be less learning centres, if they even have them at all.” (ECE1, E16)</p> <p>“One thing though, she said that we were supposed to be doing about two hours of play-based learning per day, with a 20-minute break, plus snack, and lunch, and gym class, and just doing the calendar in the morning takes enough time, with discussion and reading letters and all of that. So I thought, two hours, where will I find that time? And that’s where I became a bit disconnected because I have to teach sometimes. Not all the time, but a little bit.” (Teacher2, E1)</p> <p>One teacher reported the children had an hour of uninterrupted play in the morning when the louder centres were open, like blocks and house.</p>	<p>A School 10 class only had 25 minutes of open centres from 2:20 to 2:45 scheduled for twice a week.</p> <p>Some teachers find it difficult to schedule large blocks of uninterrupted play because of their predetermined schedules.</p> <p>“I looked at the daily schedules, and I noticed that often we were cutting out play time. And me, in my practice, I’ve learned that it’s really through play that you can encourage exploration, creativity and learning. And also the freedom of playing, self-regulation, the whole social aspect. But this time was being cut because we had to meet the curriculum expectation, so we had to find an equilibrium between the two.” (ECE1, E16)</p> <p>“You know, in the mornings before centres, we always do a circle [at the carpet], and I think that sometimes it lasts too long. And after that sometimes we do something else, and then there is music or gym class. Which is fine, but I think that the learning centres should be done more often.” (ECE2, E1)</p> <p>One ECE who was trained as a teacher believed there was a disconnect between teachers’ understanding of play-based and</p>



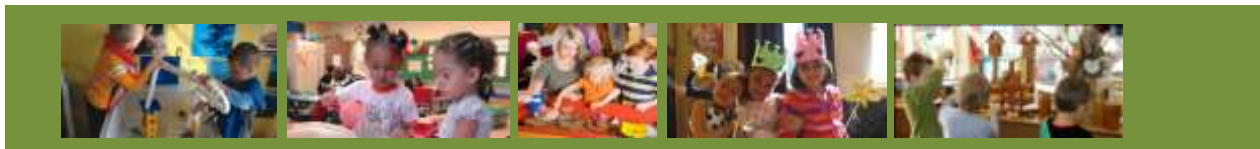
<p>needs.” (Sch11, Admin1, Yr2)</p> <p>“A big part of it is just getting in there and, you know, not taking over the play but just kind of like going in there with them and seeing what they come up with.” (Sch11, ECE1, Yr2)</p> <p>“You know you don’t have to show them everything; they just figure it out and you just have to support them in the process. So I think having that flow of like you know being able to just go with it and let go of your inhibitions and your preconceived ideas of what learning looks like, because they will show you different ways of what learning looks like that you would never consider.” (Sch12, Teacher1, Yr2)</p> <p>“I mean use of language has really improved, and just their ability to self-direct, pick a centre, stay at a centre, kind of figure out what to do next at a centre if they did the activity but what else could you do? Like [ECE] and I always used to say, ‘Well what else could you do?’ and now they are kinda thinking well you could change it into a centre where you are building or you know do this. So they are getting more comfortable with that, but that didn’t come till about March (laughs).” (Sch11, Teacher2, Yr2)</p> <p>“... give them even a pail of those rubber little counters, whether they’re bunny rabbits or vehicles, they can make patterns out of it or they’ll sort it, and all you have to do is, is just watch them and, and say, so what are you doing, or, I noticed you did this, why did you do that.</p>	<p>One teacher believed the upcoming transition to the balanced day would be better for students because they would have longer blocks of play and fewer transitions.</p> <p>School 5 Planning Documents indicate there is a little over an hour of play-based learning from 11:10 to 12:20</p> <p>A School 10 class had an hour of centres from 9:30 to 10:30 am three (3) days a week</p>	<p>centres; play-based learning involves more open-ended activities whereas a centre is fairly structured; some teachers think they are using play-based learning when they are actually using centres.</p> <p>Community stakeholders indicated that the amount of board-mandated assessments make it a challenge to have time for play-based learning.</p> <p>“I watched a video at training and it had a teacher asked the kid, ‘Does a rock absorb water?’ because they had rocks in the water table. And the kids said, ‘Yes,’ but the teacher didn’t step in to correct or anything like that. So it’s one of those tricky things of ‘When do I find the balance? When do I step in when something isn’t?’ because I don’t want the kid going to Grade 1 and being like ‘Rocks absorb water’ because they obviously don’t. So then how do you politely guide them around to realize their first conclusion was inaccurate and correcting it?” (Sch12, Teacher1, Yr2)</p>
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And they will tell you.” (Sch4, Teacher1)

“... just being able to go around the room and explore without being told, today you’re going to go to this and do that. That doesn’t work for kids... and I find when they’re exploring the room, they tend to go to those writing tasks and spend time there because nobody’s making them do it, so that’s neat to see...” (Sch8, Teacher4).

“You will see purposeful play, you will see kids engaging in a variety of activities, you will see different children doing different things. You will not see perhaps what one might have become used to [what] we lovingly refer to as stencilled bunnies and specific directions or that kind of thing. It will be child-focused and child-directed that it will be inclusive for those kids who might have limits in their development.” (Community Stakeholder, Yr1)



Play-/Inquiry-Based Learning Environment: Indicator 2, Type of Play

Complex socio-dramatic/constructive play	Episodic and short-term socio-dramatic and constructive play using only available props	Little evidence of socio-dramatic/constructive play
<p>“I’m going to go back to the play-based learning because I just feel like it gives, like I said it gives them a chance to socialize. It gives them a chance to socialize and interact and learn to do those things that, you know when you get older you take for granted... And also on top of that they are engaged and having fun but they are also learning and doing things... It’s all really child-centered, child-directed, so they are doing it on their own, which is nice to see.” (Sch12, Teacher3, Yr2)</p> <p>“When you see them playing together, when you see them learning, I take my little pictures [of what they are doing] because they are doing something so great, and yes, it’s in the curriculum. Like the other day, they made a cave for dinosaurs because they were playing with dinosaurs and they were talking about a story about dinosaurs that we read, and they said, oh yea, there was a cave in the story that we read, so I’m going to make a big cave for my dinosaurs. Well, they made a structure, they were working on ways of making three-dimensional objects, and, you know, that’s part of the curriculum.” (Teacher1, E1)</p> <p>“They are playing everywhere, like our house has been changed like</p>	<p>“I’ve seen a couple of videos at the networks where, you know, they talk with the students about what a zoo would need, and they brainstorm ... I think that’s great, the list making and things like that, but then they, show the student how to play zoo. Just come get a ticket, give a ticket. I think that students are going to do whatever they want with that zoo center. What I find is you set up a centerand I never see students playing that linearly...” (Sch12, Teacher 1)</p> <p>Observation Field Notes: Sch5</p> <p>May 3, 2011, 9:27 am: House Centre</p> <p>Children are putting on medical masks</p> <p>Student 1 – Asks for help putting on a mask. “I’m a doctor.”</p> <p>Student 2 – Has a streamer roll</p> <p>Teacher- “Qui est tu?...Who are you? [repeats question in English]”</p> <p>Student 1 – “I’m me.”</p> <p>Teacher – “Are you</p>	<p>“The whole question of play-based learning, I believe there is still work to do on the side to have a common understanding of what it is.” (Sch1, Teacher2)</p> <p>“I think that helps other teachers understand that this is not just about... open the room, go in and play, and have fun kids.” (Sch6, Admin1)</p> <p>“Learning centres, really understanding what play-based learning is, that takes some time. You have to experience it.” (Sch3, Admin1)</p> <p>One ECE who was trained as a teacher believed there was a disconnect between teachers’ understanding of play-based and centres; play-based learning involves more open-ended activities whereas a centre is fairly structured; some teachers think they are using play-based learning when they are actually using centres.</p> 



so many times. Right now it's a flower shop. I don't know if you have seen it, so they are selling flowers in there, they are making money, orders and carts to move flowers, so you know they are more creative and they are more hands on." (Sch11, Teacher1, Yr2)



"Like I literally took my recycling, went [making a pouring out sound] and we sorted it. And they wanted to take it to our drama area. So it became a recycling plant. And they were dumping it and sorting it with rubber gloves on. And we made a big thing of which went in the blue bin, which went in the grey one so like how often would you hear of like a drama area being a recycling plant?" (Sch11, Teacher2, Yr2)

"We have lots of kids who plan out what they are going to make before they are going to make it: little engineers already. They have a vision and they make it." (Sch11, Teacher 2, Yr2)

"You will see purposeful play, you will see kids engaging in a variety of activities, you will see different children doing different things. You will not see perhaps what one might have become used to [what] we lovingly refer to as

pretending to be doctors?
Docteurs ..."

Student 1 – "We are going to help the turtle."

ECE takes a picture of the student with the mask.

Student 1 is using scissors to cut tape. Puts a piece of tape on the turtle's leg and shows the teacher. The teacher responds positively, "You are taking good care of the turtle."

Student 3- Has a leash and she is putting on a collar for a stuffed animal.

Student 2- Is using a piece of streamer to wrap around a stuffed animal's leg.

Student 1- Is putting turtle in a play crib with a blanket.



Most Itinerant teachers do not understand the play-based philosophy and tend to run the class in a traditional teacher-directed fashion. The clearest evidence of this came from a lesson observed when an itinerant teacher taught a math lesson to an SK/Gr. 1 split:

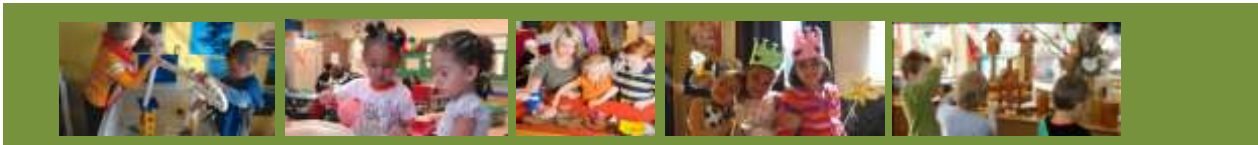
Observation Field Notes: Sch9
May 20, 2011: Whole Group
Math Lesson
11:10 am

Students arrive through the hallway and go to cubby room to hang up coats and change shoes.

The students then go directly to the carpet for a whole group lesson.

A coverage (itinerant) teacher is here during teacher's planning time.

Whole group lesson begins with showing a 3D figure; a student is called up to help describe the figure (e.g., # of faces, other characteristics such as ability to roll).



stencilled bunnies and specific directions or that kind of thing. It will be child-focused and child-directed that it will be inclusive for those kids who might have limits in their development.” (Community Stakeholder, Yr1)

“The whole basis of the new Kindergarten program is learning through exploration.” (Sch5, ECEs)

Sch11, Yr2, Class2: Student1 (Boy): “This is my favourite place- the drama centre. You dress up and pretend that you are someone. I am the farmer. I am the rooster that steers the horse.”



Sch11, Yr2, Class 2: Student3 (Boy): “My other favourite is Lego. We build exciting stuff like dragons and there’s one right there.”



Students are asked to give examples of things they know that are that shape (e.g., pop can is a cylinder); this process continues on with several different figures.

They go through all the attributes of each figure (e.g., how many faces, edges, and vertices).

A child with special education needs (FAS) is invited up to do the sphere; the teacher gives her a hint about the name- the sound at the beginning; the teacher guides her through the description by asking directed questions.

Throughout this lesson, the children shout out answers, play with toys at the back of the carpet; several children are asked by the teacher to relocate and not shout out.

Two children are then sent to sit in chairs; one repeatedly asks which chair but is ignored (I tell him a chair and he sits quietly)

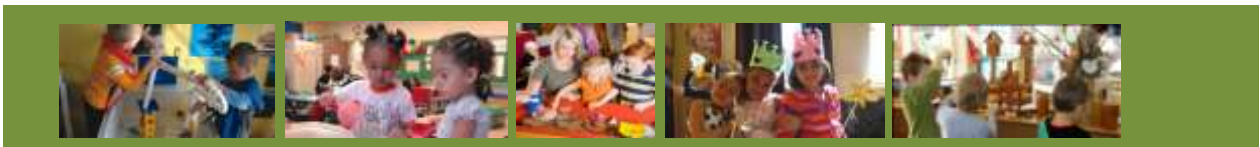
One of the boys (in the chairs) smells his shoe while the other calls out to him to stop and when that doesn’t work he starts tattling to my research partner.

11:35 am The same activity continues at the carpet, they are on their 4th shape.

A boy at the back of the carpet drives his glasses along the carpet as if they are a car.

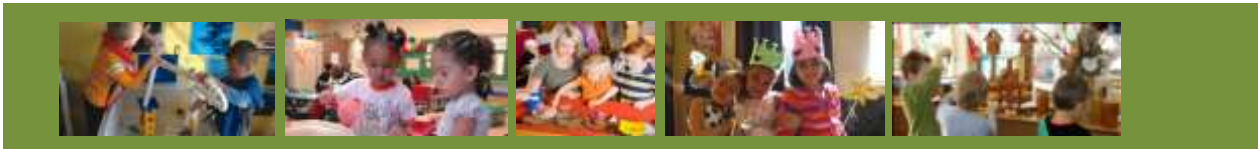


		<p>A girl has her shirt on her head.</p> <p>Another girl plays with her hair elastic.</p> <p>A boy and a girl talk and giggle at the back of the carpet.</p> <p>11:43 am The initial lesson is over.</p> <p>The teacher shows the students the worksheet they will complete; the Grade 1s are sent to their desks to complete the worksheet.</p> <p>The SKs are asked to stay at the carpet; they wait for 7 minutes while the teacher hands out sheets and gets the Grade 1s settled.</p> <p>11:50 The teacher plays a guessing game with the SKs; she hides a figure in the bag, lets one student reach in and feel it. The student then describes it to the other children so they can guess.</p> <p>11:57 The teacher starts a new game with the SKs; it is a game the students have played before so the teacher gives a brief review...</p>
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Play-/Inquiry-Based Learning Environment: Indicator 3, Integration

Integration of arts, numeracy, literacy, and science/social science in play-based/inquiry (or project) activities	Some integration of arts, numeracy, literacy, and science/social science in play-based/inquiry (or project) activities	Little or no integration of arts, numeracy, literacy, or science/social science in play-based/inquiry (or project) activities
<p>“Sometimes we’ll integrate ourselves in their playing, we get in their games, in their creativity, and we’ll bring in elements, because we know what we want to teach them. We’ll sit with them with the blocks, the puppets, the costumes, and we’ll bring in academic things just by helping them go further. You know, we have our plan in our heads, but they don’t know that, they think it is just playing. So we’ll bring in tons of things related to reading, writing, math, and it’s very subtle and always done through play, but the whole time they are learning and learning and they love it.” (Teacher3, E1)</p> <p>“I think we had this idea in our heads that, you know, okay, we need to look up the math curriculum, we need to get this covered, we need to get the language and more of teacher-directed lessons were taking place in the past. Whereas now, there’s more of an open-ended... play-based centres, the language and math is coming out of those centres.” (Sch6, Teacher 1)</p> <p>“Our kids are very into nature. We spend a lot of time outside, playing with worms and measuring them. Oh my goodness, my girls are not afraid of bugs and worms. They were measuring them, sorting, like putting them from longest to shortest and one day they were frozen and picking up the dead worm.” (Sch11, Teacher2,</p>	<p>“Sometimes ... I might give them 5 minutes to ... incorporate language with their play. Or if they’re playing at the blocks I try to throw in the math and the writing. This morning the boys made a big castle out of blocks and I had asked them if they could record how many red cubes they used, blue cubes So they sat at the table working.” (Sch5, Teacher1)</p> <p>In most schools, there was some integration of learning by some students at centres. However, in large classes, much of educators’ time was devoted to classroom management. See examples below from field notes.</p> <p>Field Notes, School 15, Class 5</p> <p>Two students are at the overhead projector and are making patterns with coloured rocks; one tries to take them away and the other says they need to leave them for the teacher to see.</p>	<p>“And I’d like to be more structured with this little one, because I don’t think he can do it on his own. And sometimes little boys as well, they learn, I know it, but as an educator it frustrates me because it’s not them who will choose to go in to the writing [centre], reading [centre]. They’ll go to numeracy, science. But they won’t necessarily go into the mathematics centre, from what I see. So indirectly I’ll go get them and say, “Ok, you’ll work here today”, “look, this is fun”. And they’ll [the boss] will say, well, it’s because your centres aren’t well organized, because the centres all need to be interesting for everyone. Yes, I know that, but you can’t always do that, especially in your first year. So those are the things that frustrate me. Sometimes they have too much choice.” (Teacher2, E1)</p> <p>“Like how do you divide it up, the job and the different areas of learning? ... We had a meeting and we thought maybe, their [ECEs] strengths may be at the play-based activities centres and our strengths are more the, specific teaching, shape, model, guided and independent reading/writing/math and that sort of thing.” (Sch10, Teacher1).</p> <p>“My role is as a teacher to</p>



<p>Yr2)</p> <p>One teacher worked very closely to with his ECE to generate ideas for planning and implementing play-based learning.</p> <p>“They are playing everywhere, like our house has been changed like so many times. Right now it’s a flower shop. I don’t know if you have seen it, so they are selling flowers in there, they are making money, orders and carts to move flowers, so you know they are more creative and they are more hands on.” (Sch11, Teacher1, Yr2)</p> <p>“Like I literally took my recycling, went [making a pouring out sound] and we sorted it. And they wanted to take it to our drama area. So it became a recycling plant. And they were dumping it and sorting it with rubber gloves on. And we made a big thing of which went in the blue bin, which went in the grey one so like how often would you hear of like a drama area being a recycling plant?” (Sch11, Teacher2, Yr2)</p> <p>“They are learning through play and still getting the stuff they need to get in Kindergarten. It was a big celebration because it’s hard to embrace something new.” (Sch11, Teacher2, Yr2)</p> <p>“They call me a parent and family worker... My role is to actually teach the parents how children learn through play because the parents are really their first teacher. My role is just to be a role model for them and to point out things that children are doing through play that will teach</p>	<p>One student calls the teacher over to see her pattern and another student comes by.</p> <p>Student- “Don’t break it! Don’t break it!”</p> <p>The teacher says she will be there in a minute; she is helping the students who came late so the other student [pattern partner] goes and gets the teacher.</p> <p>The teacher comes over.</p> <p>Teacher- “Oh, you made a pattern? Can you describe it?”</p> <p>One student describes it.</p> <p>Another student comes over to the teacher and tells her that his peer has hit the caterpillar down [from the aquarium].</p> <p>The teacher goes over and sternly explains to the student how to touch the top and shows him how he can look at it. She is obviously frustrated with the situation.</p> <p>The teacher moves the caterpillar aquarium out of the class and into the kitchen.</p> <p>Another student is crying...</p> <p>Field Notes, School 10, Class 3</p> <p>After students complete a</p>	<p>teach a curriculum to the children while the [ECE] does play-based stuff mostly with them. She sets up the centres and all that. I do mostly the teaching the curriculum like the literacy, arts, I teach also math and science and things like that.” (Sch11, Teacher1, Yr2)</p> <p>Some teachers confuse centres (that are structured) with play-based learning, but play-based learning is open-ended in its very nature; in these classrooms, students often did literacy centres (or numeracy centres) and then could go and play. See an example from field notes below.</p> <p>Field Notes, School 10, Class1</p> <p>The children are invited to choose a tabletop literacy centre (listed below). The teacher quickly describes each activity. Children lift their hands once they’ve made their choice. The teacher calls them one at a time and they choose their centre.</p> <p>CENTRES</p> <ol style="list-style-type: none"> 1. Match It Rhyme – self-correcting rhyming puzzles with pictures and words 2. Sight Word Bingo 3. White Boards 4. Popcorn pull words/pull letters – the students pull out a word or letter from the popcorn jar, they then colour that word or letter on their
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certain skills like things like literacy and numeracy and so on.” (Community Stakeholder, Yr2)

“So, they want to build and play with Knex and make ramps and do scientific investigations... right now we have wee little caterpillar larvae and they’re just growing and eating and spinning cocoons and we will shortly put them up in their butterfly cage and watch them go through the process...it’s fairly neat.” (Sch10, Teacher1)



Field Notes, School 10, Extended Day Morning Program

ECE – “Alright boys. I’m going to fill up the water table.”

The kids cheer about boat races.

literacy centre, they are allowed to go to open centres. The following activities are occurring:

A group is at the house setting the table and playing with the dolls (they are feeding the babies); later they write shopping lists

A boy plays alone at the sand centre

A group plays at the block centre, building with the blocks; a child with autism plays with the other children; when a child goes to the child’s E.A. to say she is climbing on the structure, the E.A. says, “I’m taking [student’s name] out of there.”

*Another boy was doing the same thing but was not told to stop

The E.A. tells me she can’t always play with those boys; she takes the child to paint, which she does happily

2 children are playing with magnets on the side of the filing cabinet making groups of 4

3 children play with train tracks on the carpet- they’re building a ramp for the marble

2 children play with Lego

2 children play with play-

recording sheet

5. Magnet Board – retelling Hungry Caterpillar using picture cards

During centres the teacher circulates helping children at the white boards pull sounds in words apart, helps guide the retelling of the story.

Most itinerant teachers are subject- specific and just teach their subject to kindergarten students.

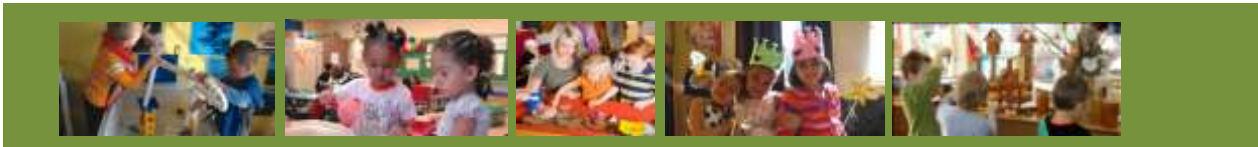
Some SK/Grade 1 split classes appear to be teaching the SKs without a play-based approach. See field notes below.


Field Notes, School 14

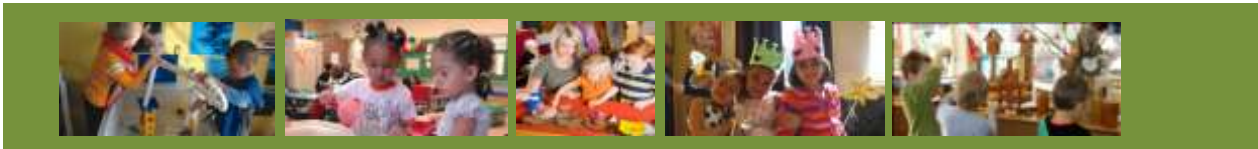
The Teacher has just finished reading the class a story and is having them respond with an activity.

T- “If you don’t believe in yourself, those big dreams won’t come true... Think back to your big dream from yesterday. Close your eyes. Make that picture in your mind... I have a big paper for your big dreams... What colours do you see? Is anyone with you? Do you have to work hard [to get your dream]? Do you have to go to school?”

Teacher shows students that they can position their paper horizontally or vertically and



<p>The 4 boys immediately get the plasticine and begin making boats; they first roll the plasticine and then fold up the sides.</p> <p>When they're finished, they take their boats to the water table.</p> <p>They float them in the water, then put in one marble at a time to see how many it takes to sink their boat.</p> <p>They first try with little marbles and then big ones to see if this changes the number.</p> <p>Soon all the children are making boats and experimenting at the water table.</p> <p>They proudly tell each other how many marbles it took to sink their boat.</p> <p>The ECE helps build boats and asks children how many marbles it took, including comparing big and small.</p> <p>"The water table is my favourite because it's so fun with the fishes and everything and there's bubbly soap and you get to write letters with it. I was there with my friend." (Kindergarten Student, Sch15)</p> <p>"I like making pizza with all different kinds of recipes." (Kindergarten Student, Sch12)</p>	<p>dough; as they play, they talk about their ages, deciding who is older; they are making food</p> <p>2 girls are painting (picture taken); after one girl finishes painting her garden she goes to write the story at the table (picture taken)</p> <p>At the writing centre 2 girls write books – one about basketball, the other had yet to decide, and a third girl is drawing a picture</p>	<p>demonstrates what each one means.</p> <p>Teacher demonstrate how to write the title at the top, "My Big Dreams"</p> <p>Teacher explains, "I just want a picture right now. We can do the writing later today."</p> <p>T- "I will put out big markers. They are just for the title."</p> <p>T- "[Write] in pencil first and then you can go over it with a marker."</p> <p>Some free play/choice activities appeared to lack integrated learning. See child responses below.</p> <p>Two male students told me they liked playing cars the best in kindergarten. They liked crashing them into the wall and they did this with other boys. They were actually involved in this activity when I went to speak with them. (Kindergarten Students, Sch14)</p>  <p>"[I like] the art centre. I do crafts and painting. That's my painting." (Kindergarten</p>
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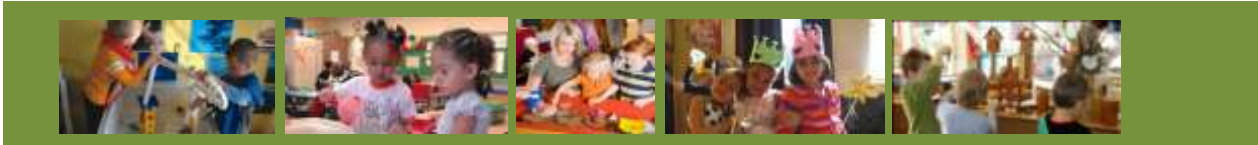
Student, Sch11)

"Blocks. I build a house. The house is a block. We don't really have to build one. It's already built." (Kindergarten Student, Sch11)



Play-/Inquiry-Based Learning Environment: Indicator 4, Assessment of Child During Play

<p>Consistent assessment of K children’s knowledge and skills within play-/inquiry- based activities, with emphasis on observation and documentation of children’s representations</p>	<p>Intermittent assessment of K children’s knowledge and skills within play-/inquiry- based activities, with emphasis on observation and documentation of children’s representations</p>	<p>Seldom or no assessment of K children’s knowledge and skills within play-/inquiry- based activities, with emphasis on observation and documentation of children’s representations</p>
<p>“I would say play-based learning, that’s important because that’s when you really see the child, like if you plan a centre and they are doing it, when you observe them, they think they are playing. The students think they are playing. But really, within the game that they are playing, we can observe and evaluate things like numeracy, literacy, things like that. I think it’s important because the child is learning while playing” (ECE2, E16)</p> <p>“When you see them playing together, when you see them learning, I take my little pictures [of what they are doing] because they are doing something so great, and yes, it’s in the curriculum. Like the other day, they made a cave for dinosaurs because they were playing with dinosaurs and they were talking about a story about dinosaurs that we read, and they said, ‘Oh yea, there was a cave in the story that we read, so I’m going to make a big cave for my dinosaurs.’ Well, they made a structure, they were working on ways of making three-dimensional objects, and, you know, that’s part of the curriculum.” (Teacher1, E1)</p>	<p>“The teachers need to develop their ability to evaluate. Not that they haven’t been doing well, but they need reinforcement to know that what they are doing is right, is good. If they get this, they will be more comfortable to go even further.” (Administrator1, E1)</p> <p>“And what I find difficult, it was the same last year as it is this year, it’s not natural for the ECEs to write down everything that they see, you know? They do great observations, but then it’s “Oops, sorry, I forgot to write it down”, so then we have to go over it verbally. Or I’ll give the just a little task, can you go and just check this off the list if the child can do it, but it’s always me that has to plan that because if not, it’s just not a part of their routine. They make observations, but they, they don’t know what to do with them, because they’ve never had report cards to do.” (Teacher3, E1)</p>	<p>“But when I talk about challenges you have to pay attention to, firstly, with the children, in terms of observations and evaluations, how to connect each child because each child has his own different personality in their learning. So how can the adult have the presence of mind to go join and gather information from each child on their learning? That is one of the biggest challenges.” (ECE3, E1)</p> <p>“We, we often forgot about the evaluations. For me [as an ECE] it wasn’t something automatic to have my little paper and check things off [laughing]. I think it was a bit easier for the teacher because I think she is more used to it.” (ECE3, E1)</p> <p>Assessment is more challenging in a play-based program because students are not all doing the same thing or having the same experiences. For example,</p> <p>“Because it’s done through play, it’s like you are</p>



<p>“Both teachers and ECEs are becoming better at using observations for evaluation. They are understanding how to create and use tools that are in line with the goals of the program.” (Administrator1, E1)</p> <p>“So it’s really like that, it’s a progression. The hardest part is to put it all together at the end, when we look through all of our comments and look over the pictures and what not, to put it all together.” (Teacher1, E1)</p> <p>“One child who is playing house and who is doing something, may show me that they have succeeded in meeting an expectation. But that child isn’t necessarily showing that achievement in everything that they do. Maybe the child is playing with something and counting it, so I’ll mark that down and it will be done for that child. But if they child is painting, they aren’t necessarily demonstrating that expectation. So I’ll have many different files for each child.” (Teacher, E1P1)</p> <p>“The hardest part is to put it all together at the end, when we look through all of our comments and look over the pictures and what not, to put it all together.” (Teacher1, E1)</p> <p>“There’s so much in their play that they can’t take home. You can bring home a worksheet or painting but they can’t show what they did in their playing. You know they often don’t bring home the thing they made out of sticks and straws.” (Sch11, Teacher2, Yr2)</p>		<p>always going back through your notes saying, ‘Did I get this person doing this or that? I haven’t seen this person in this centre.’ So I find it’s a lot of assessment and a lot of documentation and organizing. (Sch11, Teacher2, Yr2)</p>
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<p>Field Notes, School 5</p> <p>ECE shows me how she has been documenting learning with a class portfolio of pictures and individual portfolios of each student; Individual Portfolios are broken down into: Numeracy, Literacy, Science, Centre Exploration, Physical Activities, and Art; ECE shows me a picture of a student who demonstrated patterning at lunch by lining is cheese and wieners in an ABAB pattern</p> <p>ECE tells me that they also use an Observation binder where both educators use sticky notes but that they have heard of a pilot project in the board where ipads are being used by educators so they can put pictures and observations in an electronic folder for each student; ipads are also being used by students- there are 5 or 6 ipads per class. An example of a class application on the ipad is the Lego app where they construct something on the ipad and them try and construct it for real on the floor</p> <p>“I had all their learning segments, and then examples of them, what they were doing for literacy ... so parents when they were coming in could see that “Oh, wow! Okay, this is what they mean.” (Sch5, ECEs)</p> <p>Teachers described being a part of school board training sessions that were related to play-based learning, including</p>		
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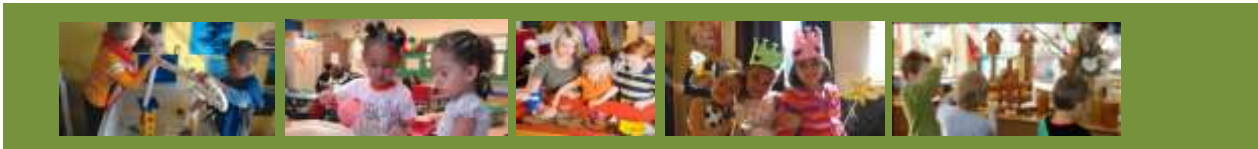


assessment about play-based learning focused on “capturing the moment”		
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<i>Play-/Inquiry-Based Learning Environment: Indicator 5, Supporting Play</i>		
Consistent use of scaffolding (introduce a new resource, concept or challenge/problem to solve) to enhance children’s engagement during play-/inquiry- based learning	Intermittent use of scaffolding (introduce a new resource, concept or challenge/problem to solve) to enhance children’s engagement during play-/inquiry- based learning	Little or no scaffolding (introduce a new resource, concept or challenge/problem to solve) to enhance children’s engagement during play-/inquiry- based learning
<p>” Sometimes we’ll integrate ourselves in their playing, we get in their games, in their creativity, and we’ll bring in elements, because we know what we want to teach them. We’ll sit with them with the blocks, the puppets, the costumes, and we’ll bring in academic things just by helping them go further. You know, we have our plan in our heads, but they don’t know that, they think it is just playing. So we’ll bring in tons of things related to reading, writing, math, and it’s very subtle and always done through play, but the whole time they are learning and learning and learning and they love it.” (Teacher3, E1)</p> <p>“But the learning centres are important, it’s there where, like I said, they think they are playing but they are also learning and reinforcing the base that we’ve built up.” (ECE1, E16)</p> <p>“I was told today that I should</p>	<p>“And, um, what we are currently reflecting on is that when we say play-based learning, that doesn’t necessarily mean letting the child do whatever he wants to, free playing... we have to bring it back to that level [play-based learning], and we need the teachers to play their role of guide, companion, and that the teacher becomes more conscious and clear in their pedagogical intentions.” (Administrator2, E1)</p> <p>“And us as teachers, we need to learn how to sit at the table and play with the students, and how to intervene in their games. Because before it was much more, cutting, you know, in the format, it was more we do activities that are very organized by the teacher, and after that, you know, it was free play. But now, we let them play and, we don’t get too involved, you know, but the whole technique of intervening in their playing, getting into their exploration and integrating into their playing, the ECEs are used to doing that, but for us [teachers] it’s something we have to learn. So we still have adjustments to make in all</p>	<p>“A big part of it is just getting in there and, you know, not taking over the play but just kind of like going in there with them and seeing what they come up with.” (Sch11, ECE1, Yr2)</p> <p>SK/Grade 1 classrooms do not really seem to support play and take more of a teacher-directed Grade 1 approach to learning</p> <p>At schools that use learning centres followed by short periods of time for play, there is less opportunity for scaffolding during play-based learning</p>



<p>take my flowers and put them in the oven 'cuz we have a flower shop and I was like "Oh, why would I put them in the oven?" and they said , "Well, because the sun." So they were thinking that like the heat from the oven is like the heat that comes from the sun... If I wasn't in there with them I wouldn't be able to understand and pick up what they were talking about and asking the open-ended questions." (Sch11, ECE1, Yr2)</p> <p>One ECE said it was her role to find out what students are interested in and communicate that with the teacher so they could plan together about how to "expand on their [students'] thinking and learning through play." (Sch11, ECE2, Yr2)</p> <p>"They call me a parent and family worker... My role is to actually teach the parents how children learn through play because the parents are really their first teacher. My role is just to be a role model for them and to point out things that children are doing through play that will teach certain skills like things like literacy and numeracy and so on." (Community Stakeholder, Yr2)</p> <p>Field Notes, School 11, Yr2 An ECE at School 11 regularly took part in children's centres and interacted with them- puppet centre, flower shop, play-</p>	<p>of that." (Teacher3, E1)</p> <p>"But in terms of FDELKP, I'll say that it's a bit easier to understand that it's through play, and the teacher realizes that she was doing that before in her class, but didn't really realize that she could add in more fun things to help with the teaching, the pedagogy. So that is super, compared to last year when people were asking what we were there for. Now it is coming easier. (ECE3, E1)</p> <p>"Play-based learning, like I said before, and I know I am repeating myself, I find that there still needs to be structure that the adult, it's great that they are learning by themselves, but sometimes you have to push them in their learning. They have to follow you. Because just learning by themselves all the time, I'm not sure. I don't have enough experience to say yes or no, but I think that might be a weakness." (Teacher2, E1)</p> <p>"You know you don't have to show them everything; they just figure it out and you just have to support them in the process. So I think having that flow of like you know being able to just go with it and let go of your inhibitions and your preconceived ideas of what learning looks like, because they will show you different ways of what learning looks like that you would never consider." (Sch12, Teacher1, Yr2)</p> <p>"I think that [the program] helps other teachers understand that this is not just about... open the room, go in and play, and have fun kids." (Sch6, Admin1)</p>	
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2012-FDELK-EDUCATOR SURVEY

Thank you for your willingness to complete the online survey. The purpose of the Survey is for you to share your knowledge and experience about the implementation of the full-day early learning kindergarten program. The information will be summarized and presented to the Ministry of Education, Early Learning Division, to inform ongoing implementation strategies and supports. Summarized results may also appear in research articles, presentations, and reports. Please note we assure confidentiality and anonymity of your survey responses. Because we are not able to track a response to an individual, we are unable to delete your specific responses once they are submitted. Although we encourage you to, you do not need to complete every question before moving on to the next. Please remember to save each page as you move forward in the survey. Please note some pages have several questions, while others may only have one or two.

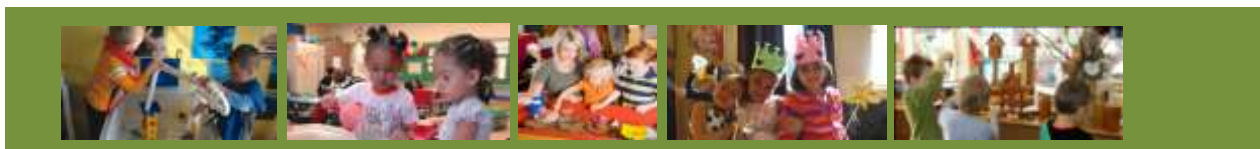
We would love to receive responses from kindergarten teachers and ECEs, whether or not you are currently in a FDELK program. Please note, you have the option of returning to complete the survey if you do not have the time to complete it in one 30 - 45 minute sitting. You simply indicate your desire to return as you are exiting the online survey and you will be automatically assigned a link to re-enter.

Demographic

Completion of the demographics helps us to describe the people who participated in each stage of the research.

What is your age range?

- 19-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55+
- Decline to Answer



Gender

- Male
- Female
- Decline to answer
-

Race/Ethnicity

Please check all that apply.

- Aboriginal First Nations/Metis/Inuit
- Asian or Pacific Descent
- Black or African Descent
- Hispanic or Latino/Latina
- White or Caucasian
- Other _____
- Decline to answer

Primary Language

- English
- French
- other

Region

- Ottawa
- Barrie
- Thunder Bay
- London



- Greater Toronto Area
- Sudbury

What is your position?

- Teacher
- Early Childhood Educator

Are you full time or part time?

- Part Time
- Full Time
- Limited Term Full Time
- Limited Term Part Time

How many years have you been employed in education or in the childcare sector?

How many years have you been teaching or taught 4 and 5 year old children?

How long have you taught FDELK?

- none, our school does not yet have FDELK
- first year in FDELK
- second year in FDELK



PLEASE check each type of specialized early years training you have completed or are currently enrolled in.

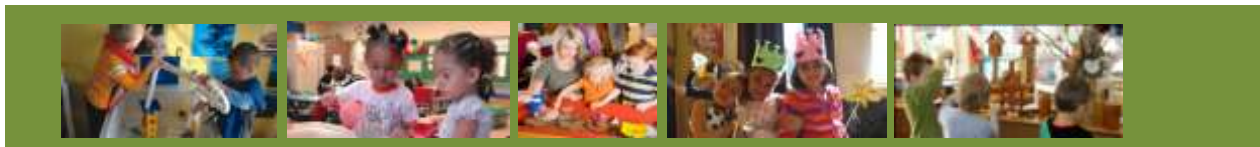
- Primary Specialist- additional qualifications 1
- Primary Specialist- additional qualifications 2
- Primary Specialist- additional qualifications 3
- Kindergarten additional qualifications 1
- Kindergarten additional qualifications 2
- Kindergarten additional qualifications 3
- Special education additional qualifications 1
- Special education additional qualifications 2
- Special education additional qualifications 3
- M.A. or M.Ed focused on child development or early education
- 3 or 4 year university degree in child studies or equivalent
- 2 year early childhood education diploma program
- Other, please specify: _____

Have you attended Ministry of Education Full Day Early Learning Kindergarten Training Sessions ?

- No
- Yes, Half-Day
- Yes, Full-Day
- Yes, Multi-Day

Have you attended School Board FDELK training sessions?

- No
- Yes, Half-Day
- Yes, Full-Day
- Yes, Multi-Day



Now that we have some of your background information, we would like to know about your classroom experiences

How many students are in your class?

How many senior kindergarten students are in your class?

How many junior kindergarten students are in your class?

How many grade one students are in your class?

What is the duration of your program?

- half-day morning
- half-day afternoon
- full-day alternate days
- full-day every-day (FDELK)

Does your school have extended day or before/after school care?

Please check all that apply.

- no
- yes extended day morning run by school board
- yes, extended day morning run by third party
- yes, before school care yes,



- yes, extended day afternoon run by third party
- yes, before school care
- yes, after school care
- yes, extended day afternoon run by school board

If kindergarteners attend the extended day program,

Do they have the same ECE in the extended day as in the core day?

- Yes
- No

Do your kindergarteners share the same recess/nutrition breaks as children in the other grades at your school?

- Yes
- No

Do your kindergarteners regularly mix with the students from other grades?

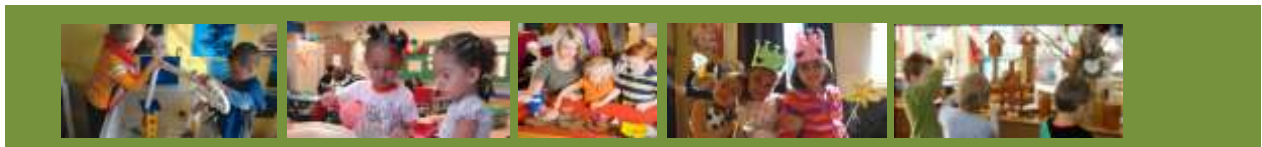
- Yes
- No

Do your kindergarteners have their own outdoor play space?

- Yes
- No

If yes, is their outdoor play space fenced?

- Yes
- No



Do you spend the same amount of time outdoors as your kindergarteners?

- Yes
- No

What percentage of the program do the kindergarteners typically spend outdoors?

- 0%
- 5%
- 10%
- 15%
- 20%
- 25%
- 30%
- 40%
- 50%

Identify each piece of outdoor equipment the kindergarteners typically have access to?

- climbers
- swings
- bikes
- balls
- scooters
- sandbox and shovels etc.
- water table
- building blocks
- dramatic play toys
- slide
- push/pull toys
- helmets



- dress up clothes
- hills
- grass
- paved areas
- covered areas
- trees/plants/bushes
- other: _____

What best describes the volunteers in your classroom? Check all that apply.

parents, periodically-
special events

parents,
regularly

high school coop
students

university students,
teaching practicum

ECE students,
college practicum

Are the responses regarding volunteers, representative of past years?

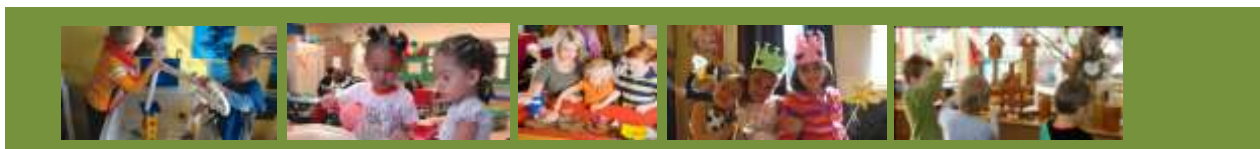
- Yes
- No
- Don't Know

How much contact do you typically have with parents?

- none
- not enough
- some
- moderate amount
- quite a bit
- too much

How positive is the contact you typically have with parents?

- not very positive



- somewhat positive
- positive
- very positive

How many of your kindergarteners have been formally identified as having special education needs?

How many of your kindergarteners have been not been formally identified but required specialized programming?

What best describes the educational assistance available in your classroom?

Please check all that apply.

- None
- EA part-time
- SERT part-time
- EA full-time
- SERT full-time
- EA periodically
- SERT periodically
- speech language
- occupational therapist
- Other, please specify: _____

How adequate is the availability of the educational assistance in your classroom?

- Not at all adequate
- Somewhat adequate



- Adequate
- Very adequate
- Other, please specify: _____

What changes if any, do you require regarding educational assistance?

Typically, how much time do you spend program planning with other teaching staff?

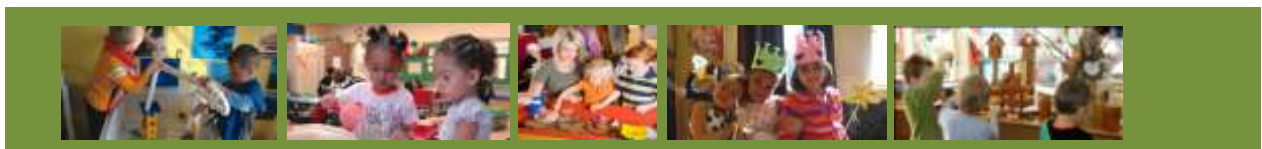
- none
- very little
- some
- quite a bit
- a great deal
- not applicable _____

Typically, how much time do you spend program planning with administration?

- none
- very little
- some
- quite a bit
- a great deal
- not applicable _____

Typically, how much time do you have to connect with non-partner teaching staff during the day?

- none
- very little
- some
- quite a bit



- a great deal
- not applicable _____

Which would best describe the amount of one-to-one contact you have with each kindergartener each day?

- not enough
- some
- moderate amount
- good amount
- great amount

In general, how positive is your one-to-one interaction with the kindergarteners?

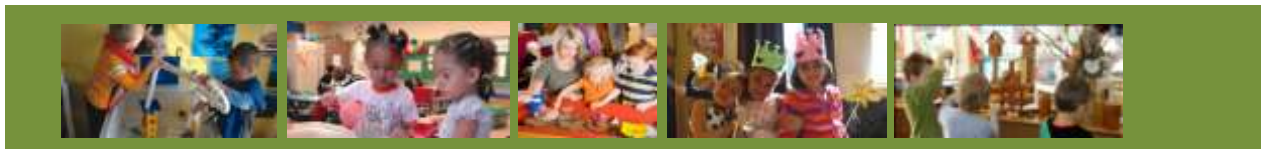
- very negative
- negative
- neutral
- positive
- very positive

In your opinion, does the one-to-one interaction with kindergarteners need to be improved?

- Yes
- No
- Other, please specify: _____

How often would you say your kindergarteners are noisy?

- seldom
- once in a while
- often



- most of the time

How often would you say your kindergarteners are quiet?

- seldom
- once in a while
- often
- most of the time

How often would you say your kindergarteners are cooperative?

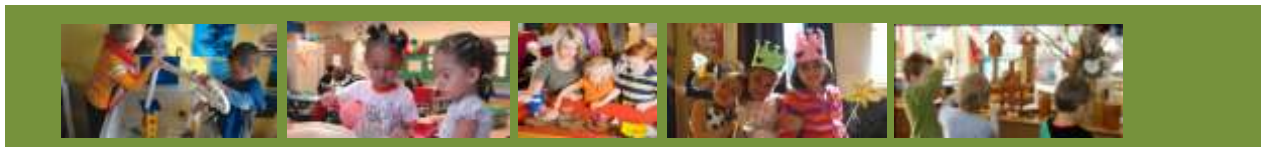
- seldom
- once in a while
- often
- most of the time

How often would you say your kindergarteners are competitive?

- seldom
- once in a while
- often
- most of the time

How often would you say your kindergarteners are happy?

- seldom
- once in a while
- often
- most of the time



How often would you say your kindergarteners are miserable?

- seldom
- once in a while
- often
- most of the time

How often would you say your kindergarteners are task-oriented?

- seldom
- once in a while
- often
- most of the time

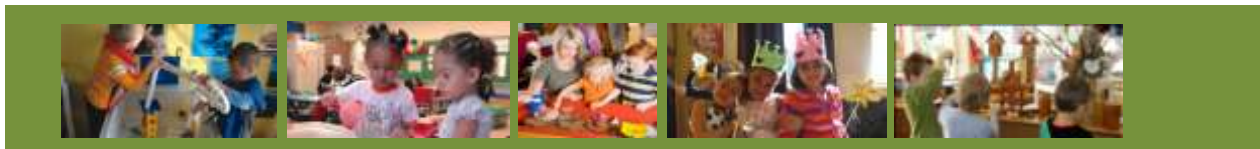
How often would you say your kindergarteners are aimless?

- seldom
- once in a while
- often
- most of the time

Can you describe a paper and pencil task you have used recently?

How often are paper and pencil tasks(i.e., worksheets) assigned to your students?

- never
- seldom (monthly)
- sometimes(weekly)
- often (daily)



- regularly (more than once daily)

Do you wish to comment on paper and pencil tasks?

Can you briefly describe a typical whole group instruction activity you regularly use in your class?

What percentage of the day do the kindergarteners typically spend in whole group instruction ?

- 0%
- 5%
- 10%
- 15%
- 20%
- 25%
- 30%
- 40%
- 50%

Do you wish to comment on the time spent in whole group instruction?

How manageable is your work environment?

- not at all
- somewhat
- manageable
- very manageable



What would make your work environment more manageable?

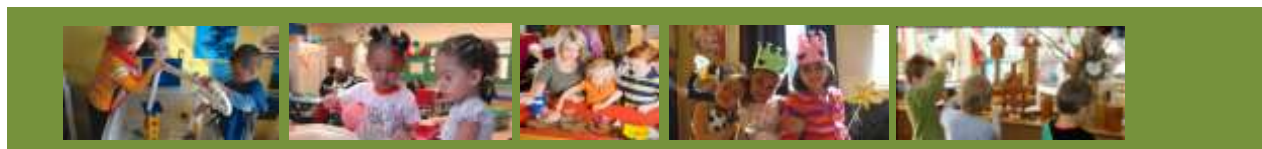
How often do you consult the kindergarten program document?

- never
- bi-monthly
- monthly
- bi-weekly
- weekly
- daily
- annually
- semi-annually

Indicate how much time is dedicated to the following items over the course of a typical week?

Select how many hours (i.e., '1-2' = 1 to 2 hours per week)

	0	1-2	3-4	5-6	7-8	9-10
Teacher Directed Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inquiry-Based Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Initiated Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-emotional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross motor activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine motor activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Self-help skills

Social Studies

Any comments about the program areas?

What are three words or a phrase that you would use to best reflect your kindergarten program?

What parts of the program are the kindergarteners responding really well to?

What parts of the program are challenging the kindergarteners?

What do you feel would make the program better?

Have there been, or do you anticipate, any changes in how your typical day flows or would flow with the FDELK program?

If yes, please briefly describe ...

Have there been, or do you anticipate, any changes in your role within the FDELK program?

If yes, please briefly describe...



What are some of the successes you have experienced or expect to experience with the FDELK program?

What are some of the challenges you have experienced or expect to experience with the FDELK program?

What do you believe is the primary purpose of the full-day early learning-kindergarten program?

Select your top three choices in order of importance to you.

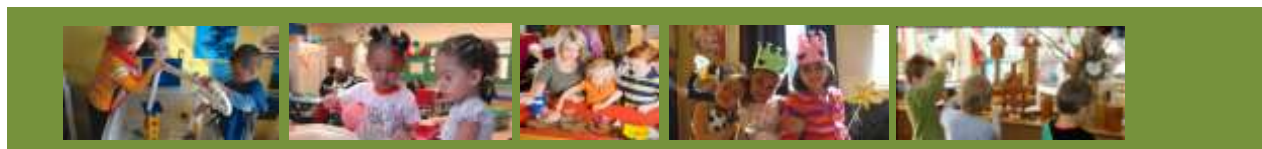
	Choice 1	Choice 2	Choice 3
a) to prepare students for Grade 1 academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) to help students develop social skills and self-regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) to help students develop a positive attitude towards school and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) to provide quality educational experiences for children who do not normally have access to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments about the primary purpose of FDELK:

What have you heard grade one teachers say about the FDELK kindergarteners transitions to grade one?

Compared to children entering grade one in previous years, from half day, or every other day kindergarten programs, the FDELK students are showing (N/A, Less, Same, or More) proficiency in:

	N/A	Less	Same	More
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Regulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Help skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Staying on task

Please identify the most common assessment and evaluation practices you use?

Rank order your top three practices

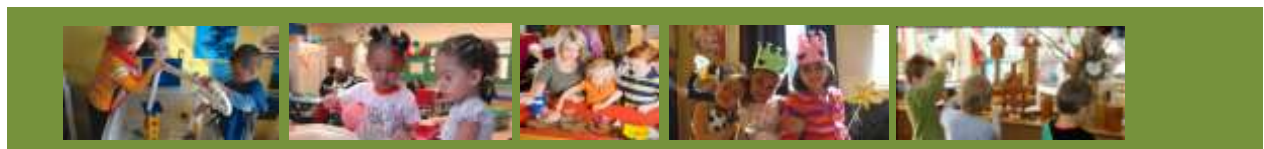
	Choice 1	Choice 2	Choice 3
a) anecdotal records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) check lists- developed by teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) check lists- developed by school board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) photos with captions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) board wide assessment strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) portfolios -reading, writing, art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) child-teacher conferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) small working groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) video-recording the activities in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the top three items that should be included in a standardized kindergarten report card:

Please describe how you make learning visible to parents and classroom visitors:

Please describe how you make learning visible to kindergarteners:

What has changed or what do you expect to change with assessment and evaluation in the FDELK program?



How well do you think the FDELK program will meet the education and care needs of all kindergarteners?

- will not meet the needs of some children
- will meet the needs of most children
- will meet the needs of all children

What would you say was the most courageous professional conversation you had this year and whom did you have the conversation with?

Think about a child who had difficulty in self-regulating at the beginning of the year.

Briefly describe what has contributed to how the child is self-regulating now, and identify what you think would improve the situation even more.

Are you part of a teacher/ECE teaching team, or are you in a FDELK program with an extended day program?

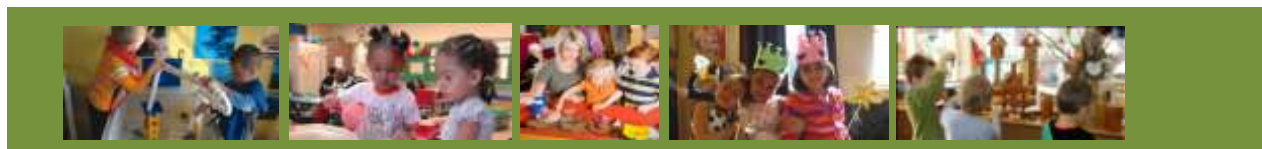
Since the remaining questions address the teaching team or staff from both the core and extended day program, if you select no, you will automatically be taken to the final page.

- Yes
- No

Indicators of Change Component

In this last segment of the survey, we are very interested in the early learning team and how you view the educational partnership between teacher and ECE. There will be three major sections (early learning environment, early learning kindergarten teaching team, and parent participation) with items and descriptions to choose from that match your experience. Please note that this section of the survey is adapted from the Toronto First Duty, Indicators of Change Survey.

Early Learning Environments



Which description best matches your experience regarding the curriculum framework & pedagogical approach?

- 1. ECEs & teachers plan separate programs.
- 2. ECEs & teachers communicate plans with one another.
- 3. ECEs & Teachers coordinate plans to ensure a holistic program.
- 4. ECEs & teachers work together on significant elements of the curriculum.
- 5. ELK team uses a common curriculum approach and similar pedagogical strategies.

Which description best matches your experience regarding the daily schedule & routines?

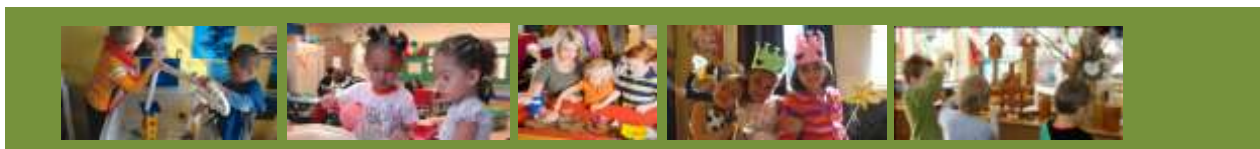
- 1. ECE and teachers follow separate routines and schedules.
- 2. ECEs and teachers communicate their routines and schedules during individual time periods.
- 3. ECEs and teachers coordinate their routines and schedules with one another.
- 4. ECEs and teachers establish routines and a schedule that includes joint responsibilities.
- 5. ELK team establishes common routines and schedule, for which both are responsible.

Which description best matches your experience regarding the use of space?

- 1. ECE and teacher are in separate spaces within the school/community.
- 2. ECEs and teachers communicate their plans for 'their' space in the environment.
- 3. ECEs and teachers organize the space to complement one another's programming.
- 4. ECEs and teachers together organize indoor/outdoor environment.
- 5. ELK team designs and sets up indoor/ outdoor environment.

Which description best matches your experience regarding children's development and progress?

- 1. ECEs and teachers track and document using own tools and approaches.
- 2. ECEs and teachers discuss their respective tools and approaches.
- 3. ECEs and teachers complement one another's techniques and strategies.



- 4. ECEs and teachers use some common tools and strategies in some areas.
- 5. ELK team regularly uses common tools and strategies in all areas.

Which description best matches your experience regarding program quality?

- 1. ECEs and teachers assess program quality using their own approaches and measurement tools.
- 2. ECEs and teachers assess each other's program quality tools and related regulatory requirements.
- 3. Teachers and ECES use approaches to monitor program quality that complement each other.
- 4. ELK team combine their individual approaches and information for a holistic view.
- 5. ELK team monitors program quality together using a common approach.

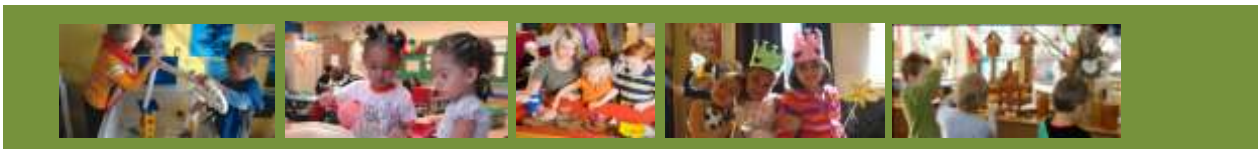
Which description best matches your experience regarding the extended day programs?

- 1. Unaware of extended day or core program content or routines.
- 2. Aware of what each other does.
- 3. Coordinate programs, space, schedules and routines with each other.
- 4. Have separate & shared spaces, establish complementary schedules, routines and strategies.
- 5. Share the same space, strategies, and extend programming across core and extended day.

Early Learning Kindergarten Teams (ELK teams)

Which description best matches your experience regarding program planning and implementation?

- 1. no joint planning time, one educator is responsible for planning, other educator supports.
- 2. Share plans, either may be the lead for planning and implementation.
- 3. Coordinate individual planning with each other.
- 4. Each plan and implement some aspects together & independently, joint planning time.
- 5. Together plan and implement a common program.



Which description best matches your experience regarding behavior and guidance?

- 1. We each have our own expectations for children's behaviours.
- 2. We share and discuss behaviour expectations.
- 3. We have complementary behaviour guidance practices.
- 4. We typically share common approaches during most of the day.
- 5. We established a common behaviour guidance protocol.

Which description best matches your experience regarding your roles and responsibilities?

- 1. We are each assigned separate roles and responsibilities.
- 2. We are aware of and discuss each of our roles and responsibilities.
- 3. We have complementary responsibilities and coordinate the roles/implementation of activities.
- 4. We share many responsibilities to plan and implement the daily program.
- 5. We share all roles and responsibilities.

Which description best matches your experience regarding staff development?

- 1. We each participate in our own PD and organizations.
- 2. We communicate with each other about our staff development activities.
- 3. Our PD opportunities complement each other.
- 4. We plan for participating in opportunities that support the goals of the program.
- 5. We take part in common PD, networking and staff development opportunities.

Which description best matches your experience regarding the extended day programs?

- 1. We plan separately; take part in separate PD and report to different administrators.
- 2. We communicate and share programming details
- 3. We coordinate some joint activities and inform each other of our behaviour guidance strategies.
- 4. Together we plan, share some strategies, core and extended programs complement each other's.



- 5. Educators from extended and core program plan together and participate in same PD.

Parent Participation

Which description best matches your experience regarding parent input and participation in programs?

- 1. Teachers and ECEs have separate communications with parents about involvement opportunities.
- 2. Teachers & ECEs discuss parental concerns, conversations and participation.
- 3. We use common occasions (i.e., orientation) to engage parents.
- 4. We use ongoing joint opportunities to engage and seek feedback about the program from parents.
- 5. We use common strategies to engage parent participation, input, and feedback.

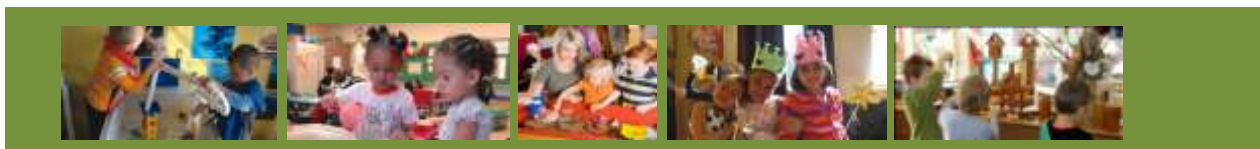
Which description best matches your experience regarding parent knowledge?

- 1. Teachers & ECEs, individually talk to parents about available support and resources.
- 2. Teachers & ECEs share information about resources and supports available to parents.
- 3. Teachers & ECEs' complement each other information to, and resources for, parents.
- 4. Together we create joint opportunities to share our own information and resources with parents.
- 5. Together we establish common information and resources to make available to parents.

Which description best matches your experience regarding relationships with parents?

- 1. We each develop independent relationships with parents.
- 2. We discuss our individual parent interactions with each other.
- 3. Our interactions with families complement each other.
- 4. We work together to establish strategies for our independent relationships with parents.
- 5. We have a proactive approach to building codependent connections and relationships with parents.

Which description best matches your experience regarding parents and staff from the core and extended day program?



- 1. Core and extended day staff have separate communications with parents.
- 2. Core and extended day staff share communications they have with families, with each other.
- 3. Core and extended day staff coordinate specific events and activities for parents.
- 4. Core and extended day staff plan ongoing activities to engage parent input and participation.
- 5. Core and extended day staff have common strategies to engage and support parents.

