



Growing Success: Kindergarten Addendum (2016) Communication of Learning for Kindergarten Students

Advice for Designated Early Childhood Educators (DECEs)

This document applies to the **Kindergarten Communication of Learning Report: Year 1 and Year 2 only**.

The *Kindergarten Communication of Learning* will be issued at two points in the school year:

- At the end of the second reporting period, between January 20 and February 20 reflecting the child's growth and progress since September; and
- At the end of the third reporting period, towards the end of June, reflecting the child's growth and learning since the January/February report.

According to *Growing Success: The Kindergarten Addendum 2016*:

The assessment, evaluation, and reporting policy for Kindergarten aligns with the content, philosophy, and intent of *The Kindergarten Program (2016)*, a play and inquiry based program designed to be developmentally appropriate for young children. Assessment is conducted concurrently with instruction and is an integral part of learning in Kindergarten. Assessment, evaluation, and reporting policy is based on a view of the young child as "competent, capable of complex thinking, curious, and rich in potential" and actively engaged in the assessment process (Ontario Ministry of Education, 2013, p. 7). The policy also recognizes that children enter Kindergarten at different stages of development and with diverse backgrounds and experiences, and that they will also leave Kindergarten demonstrating variations in growth and learning in relation to the expectations. (p. 3)

Comments

1. "It is expected that teachers and early childhood educators will collaborate in observing, monitoring, and assessing the development of children in Kindergarten and in communicating with families, and that the teacher will ensure that the appropriate *Kindergarten Communication of Learning* templates are fully and properly completed and processed." *Growing Success: Kindergarten Addendum* (p.13)
2. The expectations for DECEs around the report card completion have not changed from previous years. DECEs are not expected or advised to create nor input comments on the Communication of Learning report.

In *The Kindergarten Program (2016)*, the overall expectations are organized under the four "frames" or four broad cross-curricular areas of learning; *Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating*. These four frames are designed to support the way children's learning naturally occurs and are critical to young children's development. They are used to structure thinking about learning and assessment. The four frames are reflected in the *Communication of Learning* template.

The comments in the template used to communicate learning are defined in the following categories:

Key Learning refers to the most important or significant skills and/or understandings (knowledge) that the child has demonstrated during the reporting period, in relation to the overall expectations. It is appropriate for educators to include their perceptions about the child's interests and learning preferences in their descriptions of key learning.

Growth in Learning refers to positive developments in learning that the child has demonstrated over the reporting period, in relation to the overall expectations. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when evaluating and describing growth in learning.



Next Steps in Learning refers to ways in which the child can move forward in developing knowledge and skills, in relation to the overall expectations, both at school and at home. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when determining next steps in learning.” Growing Success: Kindergarten Addendum (p.14)

Reporting

1. The “six-week rule” regarding report card completion applies for all formal reporting periods. The Kindergarten Communication of Learning would be completed for each student who has been enrolled in the school for more than 6 weeks from the commencement of the reporting period. (Section 3.2 of the Ontario Student Record (OSR) Guideline, 2000. (p. 8)
2. Teachers and DECEs should not be asked for any additional written reporting to parents (formal or informal) other than the *Communication of Learning* templates which are completed by the teachers.

Signatures

The *Communication of Learning* template includes a section on the third page for signatures. There is a teacher and principal signature line and there is a DECE box where the DECEs name is inserted. DECE members should not sign the *Communication of Learning* document. The DECEs name should not be hand written in the box but instead it should be electronically generated and inserted by the board or school. The teacher is the author of the report card; the DECE is a contributor.

What should DECE members do if asked to create comments, enter comments or sign their name on the Kindergarten Communication of Learning template by their principal or their teaching partner?

Please refer them to ETFO's *Professional Judgement Matters Guidelines for Completion of the Communication of Learning Report (Growing Success: Kindergarten Addendum, Assessment, Evaluation and Reporting in Ontario Schools, 2016)* or call ETFO Professional Relations Services Staff.

Related Resources

Check the ETFO provincial website for: Advice for Members www.etfo.ca

The link to the EduGAINS Website with further information can be found at:
<http://www.edugains.ca/newsite/Kindergarten/index.html>

The *Kindergarten Program (2016)* is available at the following link:
http://www.edugains.ca/resourcesCurrImpl/OntCurriculum/kindergarten_english.pdf

The *Growing Success Kindergarten Addendum (2016)* is available at the following link:
<http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf>

If you have any questions or concerns, please contact Staff in Professional Relations Services (PRS) at 416-962-3836 or 1-888-838-3836.

