



# Kindergarten Program Orientation Session

**Date:** Thursday, April 26, 2018

**Where:** St. Andrew Catholic School Gymnasium

**Address:** 145 Millbank Drive, Oakville

**Time:** 6:30 pm – 7:30 pm



# Kindergarten Parent Orientation Night



Achieving Believing Belonging

Jesus, our Saviour and Friend,

You have shown us so much love.

You are gentle with us, You heal us, You died on the Cross for us.

Now You ask us, "Do you love Me?"

As we come to know You better, and see all that You have done for us,

May our hearts be filled with love for You.

Make us eager to always do what You ask of us,

And to see Your face and love You in everyone else we meet,

Especially those we may find it hard to love.

It is Your love which turns our lives around.

By trying to love as You have loved us, we become more and more like You.

Guide us always on our way,

Show us each day how to love You more.

Spirit of the living God, fill our hearts!

Amen.

Do you love me?  
John 21:15-17



Student artwork by Doreen Zheng, St. Ignace of Loyola Catholic Secondary School

# Honoring the Land and Territory

As we gather today on these treaty lands, we would like to acknowledge and thank the Mississaugas of the New Credit First Nation for being Stewards of this traditional territory.



# The Halton Catholic School Board Mission Statement



“The Halton Catholic District School Board in partnership with home and Church is dedicated to providing excellence in Catholic Education by developing Christ-centered individuals enable to transform society.”

# The Kindergarten Program



“Play nourishes every aspect of children’s development—it forms the foundation of intellectual, social, physical, and emotional skills necessary for success in school and in life. Play “paves the way for learning”.

Canadian Council on Learning, *Lessons in Learning* (2006) cited in The Full-Day Early Learning-Kindergarten Program (Draft), 2010

# Play-based Learning

- Providing large blocks for play
- Supporting children's ideas and interests
- Providing a variety of hands-on experiences
- Responding, challenging and extending children's thinking and learning



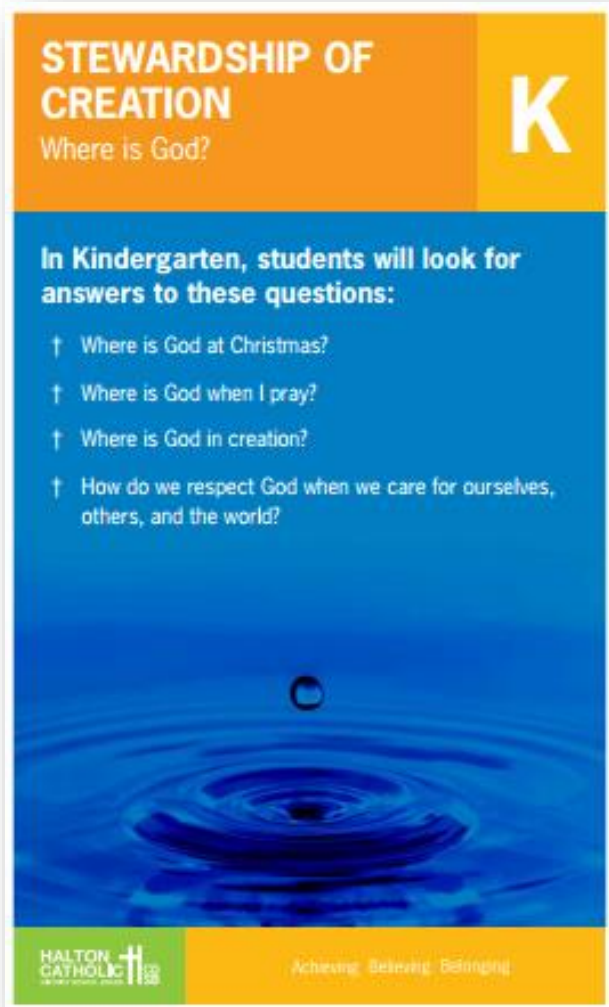


**Children are curious and connect prior knowledge to new experiences in order to understand the world around them.**





# Religious Development



In Kindergarten, the aim is to assist children to see traces of God in and around them.

Spiritual growth takes place within the home, school, church and community.

# The 4 Frames



# Belonging and Contributing

- their sense of connectedness to others;
- their relationships with others, and their contributions as part of a group, a community, and the natural world;
- their understanding of relationships and community, and of the ways in which people contribute to the world around them.



# Self-Regulation and Well-Being

- their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others;
- regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning;
- their physical and mental and wellness.



# Demonstrating Literacy and Mathematics Behaviours



- literacy behaviours, evident in the various ways they use language, images, and materials to express and think critically about ideas and emotions, as they listen and speak, view and represent, and begin to read and write;
- mathematics behaviours, evident in the various ways they use concepts of number and pattern during play and inquiry; access, manage, create, and evaluate information; and experience an emergent understanding of mathematical relationships, concepts, skills, and processes;

# Problem Solving and Innovating

- exploring the world through natural curiosity, in ways that engage the mind, the senses, the body, and spirit;
- making meaning of their world by asking questions, testing theories, solving problems, and engaging in creative and analytical thinking;
- the innovative ways of thinking about and doing things that arise naturally with an active curiosity, and applying those ideas in relationships with others, with materials, and with the environment.





# The School Day...

**8:35-8:50** Drop off in Kindergarten playground

**8:50** Outdoor Inquiry Play/Gym

**9:30-11:50** Inquiry Learning

**11:50-12:50** Lunch and Outdoor Play Time

**12:50-2:50** Inquiry Learning

**2:50-3:20** Outdoor Inquiry Play and Dismissal



# Entry and Dismissal Procedures

Drop-off / pick up  
Bus

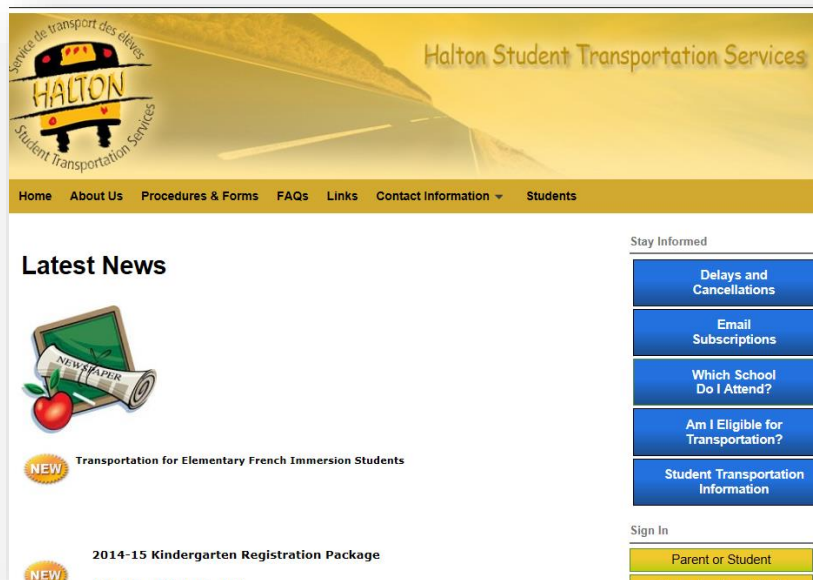
YMCA Before/After School



*Parents are encouraged to leave their children to the supervision of the educators. This will encourage all of the children to adjust sooner to the kind, nurturing learning environment of kindergarten and to continue to develop independence and self-regulation skills.*

# Bus Transportation

Please visit [www.haltonbus.ca](http://www.haltonbus.ca) for more information.



# Lunch and Snacks...



Peanut Free/Food Allergies

Containers and Utensils

Labelling

Healthy Snack

“Litterless”

Portions/Quantity

# Clothing and Footwear...

One set of spare clothing to keep at school in a labelled bag including:

- Socks
- Underwear
- Shirt
- Pants

Your child should be able to put their shoes on independently (velcro vs laces)

Running shoes must be worn in the gym

**MAKE SURE ALL BELONGINGS ARE LABELLED**

# Backpacks should be large enough to hold...



Large picture books

Communication bag

Shoes

Lunch

Snacks



# How Can Caregivers Support the Transition to Kindergarten?

The following activities may help children prepare for the school routine:

- Develop routines at home
- Supporting independence at home (dressing/undressing, toilet independence)
- Drop-in programs at OEYCs/library
- Spending time at the school site/playground
- Enrolling in the EvenStart Program



# Establishing Routines...

Toileting Independence

Dressing and Undressing

The screenshot shows the Halton Region website. The header is green with the Halton Region logo on the left, a search bar with the text 'Are You Looking For?' and a magnifying glass icon on the right, and a navigation menu with links: Home, Newsroom, Contact Us, Jobs, and Sitemap. Below the header is a blue navigation bar with dropdown menus for: Regional Council & Administration, Planning & Sustainability, Living in Halton, Doing Business in Halton, Working in Halton, and Discovering Halton. On the left side, there is a vertical menu with links: Parenting - Toddlers/Preschoolers, Positive Discipline, Sleep Challenges, Temper Tantrums, Aggression, Stress And Parenting, Choosing Quality Child Care, Toilet Learning (highlighted in blue), and Importance Of Play. The main content area has a breadcrumb trail: [Halton Region](#) » [Living in Halton](#) » [Parents, Youth & Seniors](#) » [HaltonParents \(Pregnancy & Parenting\)](#) » [Toddlers/Preschoolers \(age 1 - 5\)](#) » [Parenting - Toddlers/Preschoolers](#) » Toilet Learning. The title 'Toilet Learning' is in large green font. Below it is a link to a 'Fact Sheet (PDF file)'. A section titled 'Why call it toilet learning vs. training?' contains a bulleted list: Learning to use the toilet is part of a child's development like learning to walk; It should be child led when he/she is ready. (i.e., not led by a parent who is read to "train" the child); The parent can support toilet learning by being tuned in to their cues for readiness; A parent can help teach by providing information and the tools. Below this is the question 'When will my child be ready?'. On the right, there are two boxes: 'HaltonParents blog' with links to 'Toilet learning will happen when it happens (external link)' and 'Why is my school aged child still wetting their bed? (external link)', and 'Video resources' with links to 'Elmo learns to use the potty (external link)' and 'Potty Time with Elmo App (external link)'.

**Halton REGION**

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Positive Discipline

Sleep Challenges

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Aggression

Stress And Parenting

Choosing Quality Child Care

**Toilet Learning**

Importance Of Play

[Halton Region](#) » [Living in Halton](#) » [Parents, Youth & Seniors](#) » [HaltonParents \(Pregnancy & Parenting\)](#) » [Toddlers/Preschoolers \(age 1 - 5\)](#) » [Parenting - Toddlers/Preschoolers](#) » Toilet Learning

## Toilet Learning

[Fact Sheet \(PDF file\)](#)

### Why call it toilet learning vs. training?

- Learning to use the toilet is part of a child's development like learning to walk.
- It should be child led when he/she is ready. (i.e., not led by a parent who is read to "train" the child)
- The parent can support toilet learning by being tuned in to their cues for readiness.
- A parent can help teach by providing information and the tools.

### When will my child be ready?

### HaltonParents blog

- [Toilet learning will happen when it happens \(external link\)](#)
- [Why is my school aged child still wetting their bed? \(external link\)](#)

### Video resources

- [Elmo learns to use the potty \(external link\)](#)
- [Potty Time with Elmo App \(external link\)](#)

# Questions....

Please feel free to contact us or check out [www.hcdsb.org](http://www.hcdsb.org) click on Parents and then on Kindergarten for more information.

