

DRAFT PRESCHOOL EDUCATION PROGRAM

Full-Day Kindergarten for 4-Year-Olds From Disadvantaged Areas

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Areas in the Global Development of the Child and Competencies Targeted

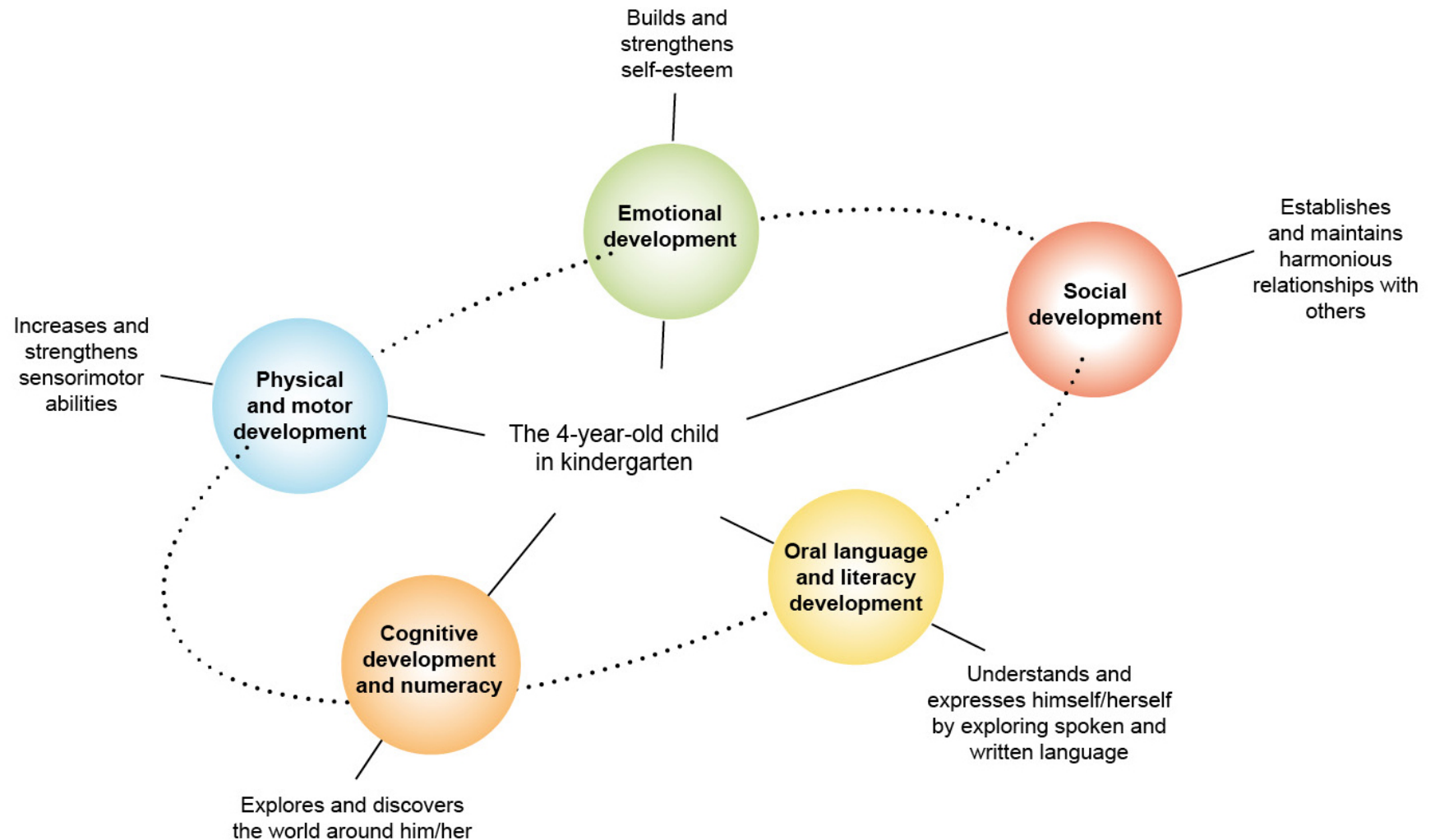


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The research findings are very clear on this matter: acting early and better preparing these children and their parents for a good start in school are recognized means for lowering the dropout rate. As a result, children are given a chance to acquire invaluable skills . . . that will allow them to develop the abilities for success in school.

Marie Malavoy, Minister of Education, Recreation and Sports

Foundations and Basic Principles

The Program for 4-Year-Olds

To facilitate the overall development of young children, it is important to adopt a shared vision and to implement joint strategies within a framework of early prevention and intervention under the responsibility of the entire school team. First of all, it should be noted that the two ministerial programs intended for children under the age of six, the Meeting Early Childhood Needs program and the Preschool Education program, are oriented toward children's global development. Because this vision entails the interdependence of the various areas of development, the teacher's actions must ensure that the links among them are maintained. The diagram on page 6 illustrates this interdependence. Central to this program is the conviction that each child can fully develop his or her potential if the necessary conditions and factors are in place. That said, and without seeking to limit children's progress in any way, the goal is not to try to have them surpass the developmental levels of the other children who will join the group in preschool education for 5-year-olds the following year.

Aims

To welcome children and their families

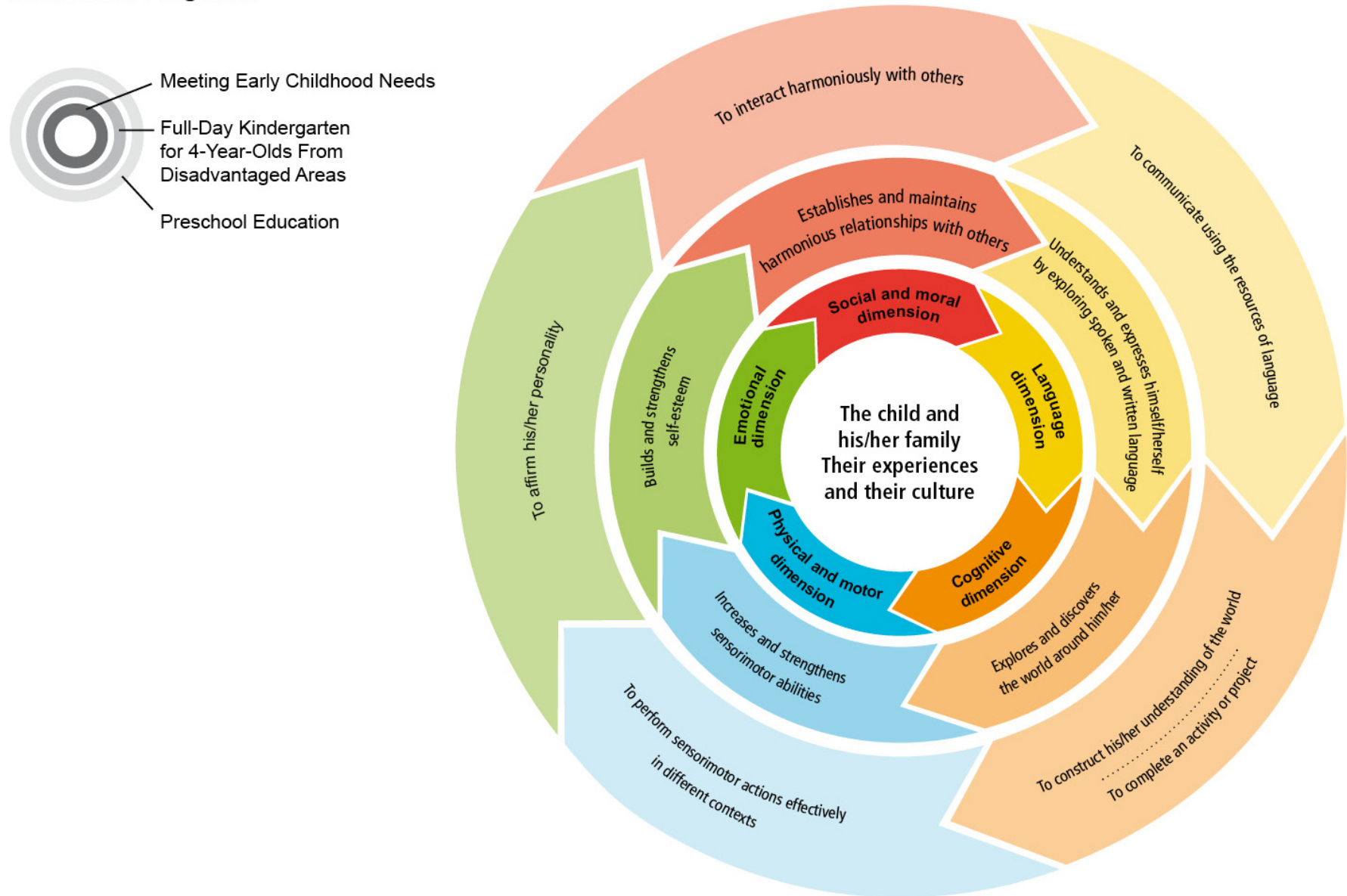
Kindergarten for 4-year-olds welcomes children and parents, enabling them to learn about the school culture and to establish, from the outset,

effective and harmonious collaboration that can be maintained throughout the school years. To achieve this, all those concerned, including teachers, school administrators, complementary educational services staff, and personnel from health services and community organizations must coordinate their actions and ensure that they are appropriate and positive. Setting up a welcoming procedure also allows the school team to gain a better understanding of the children and their families. Consequently the school has a better understanding of the reality of the community served by the school.

To have children develop a feeling of competence and a desire to learn

We now know the importance of early success in school. In fact, the adequate development of physical and motor, socioaffective and cognitive skills, in addition to language, literacy and numeracy skills, is a major predictor of children's future performance in school. By attending 4-year-old kindergarten the child has the opportunity to acquire the attitudes, strategies and processes they need to feel valued and to be equipped for their first learning experiences in school. It is mainly by having children experience success as early as preschool that the educational institution plays a positive and decisive role in their progress.

Interrelated Programs



To enrich children's development and range of experience

Each child's learning in school varies according to what he or she has learned at home as well as his or her range of skills. The Kindergarten for 4-Year-Olds program asks teachers to take the child's situation into account and to build on the strengths encountered in each area of his or her development. It is also intended to serve as a guide for observing children as they play and learn, so that teachers can provide children with challenges adapted to their interests and needs, making it possible for them to acquire a broader range of experience and develop their full potential.

To provide all children with equal opportunities

Kindergarten for 4-year-olds has been established to foster the development of all the children enrolled in it. The school must adopt procedures conducive to optimum collaboration among all the stakeholders. In all cases, it would be advantageous to build bridges between the school and the family to ensure that the essential two-way communication between them takes place. This is even more imperative when the culture of the family is very different from that of the school.

Moreover, it is important to have appropriate expectations of vulnerable children and to provide quality support that will enable them to meet the challenges ahead. Expectations that are either too high or too low may slow their development. Accompaniment and quality pedagogical practices are necessary to foster communication with those who come from different countries, or who may have different lifestyles. Such

collaboration is essential to ensure that children come fully into their own, have a positive vision of school and experience success there.

Collaboration With Parents

Since children's first educators are their parents, the latter are indispensable allies in their children's success in school. It is important, therefore, to clarify and consolidate the connections between the school and the family. This responsibility must be shared by the entire school team so that children can feel at ease in school from the outset, fully integrate and develop with confidence.

When children feel well guided, and when what they learn in school is recognized by the members of their family, they begin to grasp the importance of being in school within a society that values knowledge.

It is important to develop better mutual understanding between the school team and the parents in order to build trust and establish initial collaboration between the school and the family. Messages conveying the idea that the parents' participation is encouraged and appreciated are one way of ensuring that children enjoy a smooth integration into the school.

Recognition of the Cultural Dimension

When families feel uprooted by immigration, it can sometimes become difficult for them to reconcile the values handed down by their society of origin with those of their adoptive society. Ongoing dialogue is advisable, mainly to ensure that young children and their parents can harmoniously integrate into the structure of school. The school must show openness toward the family and build a relationship of mutual

trust. This initial experience of positive collaboration between the home and school can be maintained throughout the child's school life. Moreover, an understanding of children's cultural backgrounds makes it possible to better interpret their behaviour, to avoid cultural stereotyping and to adapt interventions accordingly. Some community organizations can support the school community in helping to establish links with families and, more particularly, with those in which English or French is not the mother tongue.

Recognition of the Teacher's Expertise

A positive emotional attachment between the teacher and child makes it easier for the child to adapt to the school. Teachers plan activities designed to foster the ongoing pleasure and motivation to learn based on a deep understanding of their students. When teachers draw on a range of quality pedagogical practices grounded in research, and adapted to young children, this optimizes the latter's global development. Teachers' professional judgment and expertise will therefore guide their practices, approaches and interventions, so that they can meet the children's interests and needs and seek to create a balance between them.

Program Orientations

The Global Development of the Child

Since the school must be concerned with fostering children's physical and motor development, as well as their emotional, social, language and cognitive development, the Full-Day Kindergarten for 4-Year-Olds program encourages teachers to offer a variety of educational activities. Each global area of learning must be recognized as having equal importance and teachers must ensure that the program's five competencies are developed within a dynamic and synergistic context. This is why all of the program components must fall within the context of daily activities that respect the children's capacity for understanding and reflect their range of interests and needs. In addition, a variety of approaches that combine play and discovery may occur along with more explicit interventions.

In the children's activities, the various areas of development integrate and influence one another. For example, regardless of the activities presented, the linguistic and cognitive dimensions are often brought into play. By playing in small groups, children reflect and express themselves and are called upon to use their emotional and social intelligence, even when the primary focus is on their physical and motor development (e.g. playing with blocks).

It is important to build young children's motivation to learn by allowing them to make use of all the areas of development. Ways of achieving this include:

- providing children with frequent opportunities to be active in and outside of class and the school
- increasing the number of opportunities for children to talk to their peers, children in other age groups, the teacher or other adults
- increasing the number of opportunities for children to interact with print, by having people read to them or having an adult scribe his/her story
- increasing the number of opportunities for children to pay attention to the sounds of oral language in songs, nursery rhymes or stories
- developing procedures that will be repeated in various activities, such as: creating a work of art, completing a project or engaging in routine activities (dressing, undressing, putting things away)
- writing down questions that children have asked spontaneously along with the answers they found in order to keep a record of their learning processes
- offering a varied range of cultural experiences such as exploring their neighbourhood, visiting a museum or exhibition, or going to see a play

The Role of Play

Children learn best through play, whether it is initiated by themselves or an adult. Play gives them an opportunity to get to know themselves, to adapt to their environment and to interact socially. In order for each child to be actively engaged in play, sufficient time should be set aside, perhaps two 45-minute periods per day. If children are not given enough time, they will not invest themselves in play and the activity will remain

superficial. Outdoor play is also important, particularly with regard to the development of motor and social skills.

Symbolic play is important due to the wide range of individual experiences. Children learn by creating complex scenarios involving objects, actions and speech. They create stories from these scenarios and, in the process, expand their vocabulary and syntax. Playing “make believe” as a group requires children to use the type of figurative reasoning needed in the early stages of reading acquisition. Teachers must also take into consideration each child’s prior learning, interests and concerns, and use them as tools for learning.

Adults support and guide children in their play, helping them to gradually make it more complex. Adults question children, and guide them through their interactions. The activities proposed must allow the children to explore new horizons. A child who plays is a child who learns, on the condition that he or she regularly engages in increasingly complex play activities. Such activities may include partners who take on a range of interchangeable roles. Play helps children to develop the tools they need to become good lifelong learners.

Organizing a Quality Environment

In an educational context, quality refers to two aspects: structure and process. Structural quality refers to the laws and regulations in effect. The quality of the process comprises the relational aspects of the educational environment. The elements associated with it concern harmonious relationships, support for the child’s learning (with reference to the child’s global development), class or group organization, and the development of activities.

Harmonious Relationships

Interactions between adults and children, or among children themselves, should take place in a positive, welcoming and warm environment. Adults should be ever sensitive to children, listening and responding attentively to their needs. Enjoying stable and harmonious relationships with a few people who are significant to them appears to be a decisive factor in children’s development.

Support for the Child

Children’s first steps in school are crucial, for they learn in a variety of ways and these early experiences influence their entire academic path. Providing support for young children means making it possible for them to achieve more than they could have done without guidance. Teachers’ expertise in learning is what leads them to act in a variety of ways, according to the profiles of the children entrusted to their care. In this regard, they select their types of intervention and adjust them to meet the needs of the child. They then gradually reduce the amount of support in proportion to measurable gains in autonomy. Providing support for children also means detecting the signs that are manifested through their attitudes and behaviour. It means making adjustments while continually questioning oneself on the best and most effective way to intervene.

Organizing a Group or Class

The organization of a group or class involves three dimensions: the physical environment, behavioural management, and the activities that are offered.

Physical environment

The class is organized in a way that fosters various types of play, particularly symbolic play (e.g. a kitchen corner, a building blocks centre, an exploration centre with a sandbox or a water-play table). It is important to provide children with a wide range of rich and developmental materials (e.g. musical instruments, digital tablets, figurines of animals and human characters, books for all interests, small objects like tokens, keys, dice, buttons).

Behavioural management

Good behavioural management requires clear and precise instructions. The established rules of conduct must be consistent, coherent and understood by the child.

Developmental learning activities

Structured according to the educational aims targeted in the program, the various activities in line with the development of the child will allow the children to: position themselves in space and time, develop their oral language and basic concepts in literacy and numeracy, acquire healthy living habits, develop their self-esteem and identity, and learn about science, technology, the arts and history. In general, 4-year-olds are

able to learn these concepts and skills as long as they are given sufficient opportunities to do so.

Observation of the Child's Progress

Helping children to learn presupposes not only that we take an interest in them and identify their needs, strengths and problems, but also that we adapt our teaching practices to them and vary learning contexts and types of intervention. Teachers use observable behaviours based on the competencies targeted, the focuses of development and the key features identified. The pedagogical activities following the observation process enable children to progress in their competency development.

Another reason for observation is to bring children to an awareness of what they are presently capable of doing and what they were unable to do in the past by describing in words, if necessary, what they are actually doing. The teacher thereby enables them to become aware of what and how they learn.

The information conveyed to the parents showcases the children's "work" and illustrates the process, content and presentation. This information could include samples of the work the children have done at various stages of learning: this could be photographs showing them involved in activities, comments by children and the teacher, and transcriptions of discussions held with the teacher.

Characteristics and Needs of 4-Year-Olds

While all children go through the same stages of development, they do so in their own way and at their own pace. Thus a six-to-eight-month discrepancy in the appearance of certain abilities in two different

children is not unusual or a cause for concern. It can happen, however, that such gaps increase in groups of children targeted by the kindergarten program for 4-year-olds. Each area of development is described in two parts: the usual characteristics of 4-year-olds and the special needs observed among some of them.

Physical and Motor Development

In general, 4-year-olds . . .

- have a strong interest in activities that involve manipulating and exploring materials and objects
- explore the different things their bodies can do, and their actions reflect their intentions
- possess enough balance and coordination to synchronize their movements
- have a tendency to define themselves in very concrete terms on the basis of visible characteristics (e.g. the colour and length of their hair, toys, clothing)
- have a natural propensity to become involved in short, high-intensity activities
- are able to distinguish movements associated with different parts of their body (e.g. distinguish between what the feet do and what the hands do)
- make use of their dexterity to grasp and manipulate objects (e.g. roll modelling clay, make castles out of blocks)
- can familiarize themselves with the spatial conditions of their environment while making mainly qualitative judgments (e.g. this

is near or far) and comparing two objects to determine which one is bigger

- can understand time cues or markers (e.g. know that a story comes before naptime; can say who came first or last in a race)
- develop their tastes and food preferences by discovering new foods
- become better at finding ways to relax
- begin to become aware of certain dangers they might encounter in their environment

Some children have a greater need . . .

- to be encouraged to take care of their basic physical needs on their own (going by themselves to the bathroom, feeding themselves, etc.)
- to experience a variety of sensory and motor experiences on a daily basis
- to adopt good posture and to draw upon the various dimensions of their gross motor skills (coordination, dissociation, balance, inhibition)
- to overcome their fears and to learn how to be confident in carrying out psychomotor activities
- to handle different textures and to use a variety of tools
- to derive satisfaction from physical activities
- to learn how to relax and to take part in relaxing activities
- to provide themselves with reference points so that they can orient themselves in space and time

Emotional Development

In general, 4-year-olds . . .

- still need support to confidently explore their environment and to know they can count on their parents or the other adults around them
- understand that they are unique people with a range of characteristics that are theirs alone
- are aware of their position within their family
- are aware of how others perceive them, which increasingly plays a significant role in their self-definition
- feel proud when they are able to contribute to the attainment of a common goal (e.g. doing a jigsaw puzzle with another person)
- are learning the important skill of controlling their emotions
- often overestimate their skills and are not always aware of boundaries they should respect

Some children have a greater need . . .

- to live in a safe and stable environment since their previous experiences did not necessarily allow them to recognize, express or control their emotions
- to feel accepted for who they are and not solely on the basis of who they are not
- to be in contact with adults who are attentive to their needs and capable of accepting their emotions
- to experience success so that they can identify their strengths and develop their self-esteem
- to draw on their creativity and be proud of their achievements

Social Development

In general, 4-year-olds . . .

- begin to acknowledge the presence of others, favouring socially acceptable forms of behaviour, such as lending, borrowing, giving, helping, accepting, exchanging and waiting
- realize that they are growing up in an ever wider social environment within a cultural space that includes, among others, their family, teachers and friends
- begin to cultivate friendships
- try to cooperate with others in order to attain their goals
- gradually become aware of what is appropriate and inappropriate depending on the context
- manage to control their physical aggression
- adopt socially acceptable strategies

Some children have a greater need . . .

- to live in a stable and safe environment where the rules of conduct are clear and adapted to them
- to participate frequently in activities in small or large groups when they are not familiar with this type of experience
- to receive help in learning to express their desires, frustrations and requests
- to be supported as they learn and assimilate the rules of social life when in contact with people from a different culture

- to be supported in acquiring reference and anchor points when in contact with people from a culture that is different from their own

Oral Language and Literacy Development

In general, 4-year-olds . . .

- often manage to sustain a long conversation with other children or adults when a subject interests them
- use oral language with increasing frequency to establish and maintain social relationships with another child or an adult
- noticeably improve their vocabulary on a daily basis with new words, longer sentences, etc.
- try to qualify what they say through the use of short words such as “but,” “also,” “or,” “before,” “after,” “in,” “between,” “on” and “under”
- grasp the meaning of more complex questions with relative ease when their mother tongue is the language of instruction
- are able to perceive sounds and to extrapolate the meaning of words formed from sounds in various contexts
- begin to show an interest in writing and to pay attention to the symbols used to communicate in writing

Some children have a greater need . . .

- to interact with individuals who can model good oral communication as well as reading and writing behaviours. They may not be used to talking about what they have done, seen or discovered, or the success they have had. Often one or two

words are all they need to express their actions, requests or emotions (e.g. pointing, pushing)

- for acceptance when they express themselves (non-verbal communication, either through silence, gestures, facial expressions, etc.). Kindergarten is often the first place where the language spoken at school is different from the one spoken at home
- for numerous opportunities to speak throughout the day
- for numerous opportunities to interact in a positive manner with print, throughout the day
- for rich and diversified cultural experiences using a wide variety of media
- to associate school with a positive experience with the language of instruction, particularly if they are children from allophone families
- to be in learning contexts in which literacy constitutes a pleasant experience
- to learn new words and to play with words and sounds

Cognitive Development and Numeracy

In general, 4-year-olds . . .

- often jump from one activity to another because everything that interests them grabs their immediate attention
- are at the symbolic thinking stage and they begin to construct their initial concepts, which can sometimes lead them to make errors in reasoning

- view the world more from a perceptual standpoint than from a logical one
- are able to make quantitative comparisons and to use words like “more” and “less;” they begin to count larger sets and to explore figures and measurements
- try harder to represent something precise in their drawings, such as a house, a human figure or a sun
- are able to plan actions and take initiative in order to attain a particular goal

Some children have a greater need ...

- to be cognitively active in meaningful activities based on their interests
- to speak regularly with others about what they do
- to use their knowledge with the support of the adults who enter into dialogue with them and ask them questions
- to be exposed to a range of cultural experiences in numeracy, science, technology, arts, history and geography
- to develop certain habits essential to the performance of academic tasks that are less frequently a part of their daily experience (e.g. asking questions, making predictions, making connections between what they already know and new learning)
- to manipulate a variety of objects that foster the exploration and construction of various concepts related to numeracy, or to explore situations that require them to plan, organize and act in order to carry out an activity

Program Components

The kindergarten program for 4-year-olds is centred on the establishment of diversified and meaningful activities designed to support the global development of the child. For each area of development, the competencies targeted are presented along with focuses of development, key features, pedagogical strategies and observable behaviours.

Competencies Targeted

The program’s five competencies are interconnected but each one relates more specifically to one area of the child’s global development. The diagram found at the beginning of each competency shows how they are interconnected, while highlighting the specific area of development being discussed or targeted. One can see how the competency being covered maintains and generates links with other competencies as an essential part of a whole.

Focuses of Development and Key Features

The competencies generally comprise two focuses of development, each of which presents the elements essential to its development. These elements, based on research, are the key features. They are formulated in a way that reflects the child’s point of view. Although each key feature can be targeted individually through specific interventions, competency development occurs through the interaction of key features.

Pedagogical Strategies

For each of the key features, pedagogical approaches are proposed in terms of attitudes, strategies, procedures or skills likely to be called upon or applied. These approaches are, however, limited and remain suggestions that the teacher may find useful when selecting and planning activities. They are developed in a way that respects what the child is capable of doing with adult help.

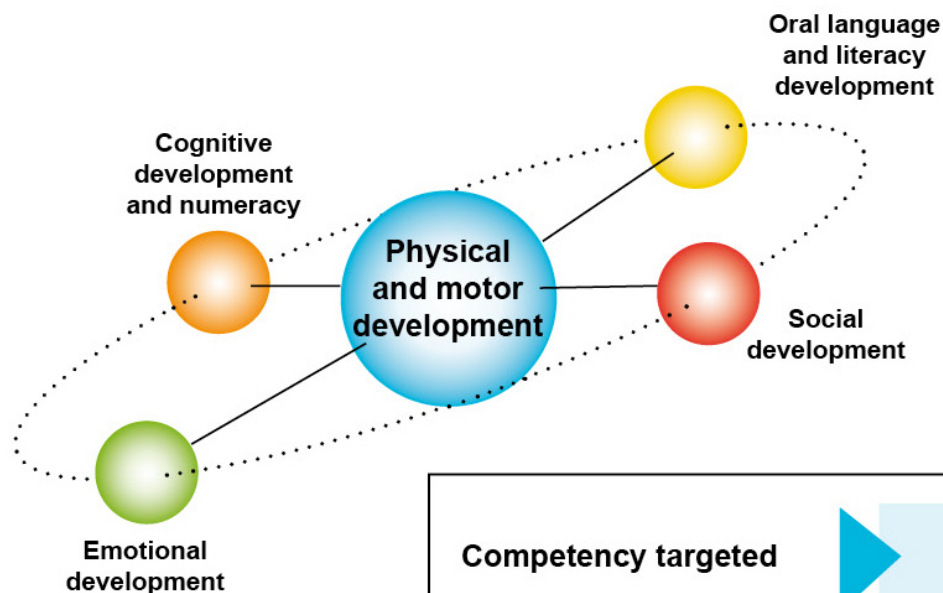
Observable Behaviours

The observable behaviours are intended as examples. They are presented in the form of manifestations in order to facilitate the collection of descriptive data. The list provided here is partial and nonprescriptive, and is not directly related to the pedagogical strategies in the left column. The behaviours described guide the teacher's attention since they help him or her to observe what the child can successfully accomplish alone or with a little help. These are not aims, but rather guides to help teachers adapt their practice as needed.

Competencies Targeted

Areas in the Global Development of the Child

	Competencies	Development								
		Physical and motor development	Emotional development	Social development	Oral language and literacy development	Cognitive development and numeracy				
Focuses of development	Key features	Increases and strengthens sensorimotor abilities	Builds and strengthens self-esteem	Establishes and maintains harmonious relationships with others	Understands and expresses himself/herself by exploring spoken and written language	Explores and discovers the world around him/her				
		... of psychomotor abilities	... of a healthy lifestyle	... of self-identity	... of self-confidence	... of social skills	... of spoken language	... of literacy (reading and writing)	... of thinking	...of numeracy
		<ul style="list-style-type: none"> • Explores his/her sensory perceptions • Draws his/her body • Uses his/her gross motor skills • Uses his/her fine motor skills • Explores the concept of time and space 	<ul style="list-style-type: none"> • Learns about healthy eating • Relaxes • Has good personal hygiene • Learns about safety factors in his/her environment 	<ul style="list-style-type: none"> • Recognizes his/her characteristics • Expresses his/her emotions and feelings • Regulates his/her emotions 	<ul style="list-style-type: none"> • Shows openness to forming personal bonds • Engages in positive experiences • Explores autonomy 	<ul style="list-style-type: none"> • Gradually integrates the rules of conduct • Shows openness toward others • Has positive interactions with others • Participates in group activities • Regulates his/her behaviour • Resolves conflicts 	<ul style="list-style-type: none"> • Interacts verbally • Expands his/her vocabulary • Uses different words to express himself/herself • Demonstrates phonological awareness (phonological sensitivity) 	<ul style="list-style-type: none"> • Imitates the behaviours of readers and writers • Interacts with print • Recognizes a number of reading and writing conventions • Identifies some letters of the alphabet 	<ul style="list-style-type: none"> • Shows openness to various cultural forms • Uses his/her creativity • Acquires reasoning skills • Uses his/her attention skills and memory 	<ul style="list-style-type: none"> • Establishes certain relationships between numbers • Explores geometric shapes • Solves problems at his/her own level



Competency targeted	Increases and strengthens sensorimotor abilities
Focuses of development	<div>Development of psychomotor abilities</div> <div>Development of a healthy lifestyle</div>
Key features	<div> <ul style="list-style-type: none"> • Explores his/her sensory perceptions • Draws his/her body • Uses his/her gross motor skills • Uses his/her fine motor skills • Explores the concept of time and space </div> <div> <ul style="list-style-type: none"> • Learns about healthy eating • Relaxes • Has good personal hygiene • Learns about safety factors in his/her environment </div>

Focus of Development: Development of Psychomotor Abilities

Key feature – Explores his/her sensory perceptions	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • use his/her senses (sight, smell, hearing, taste and touch) • become aware of the difference between heavy and light • adapt his/her actions to the weight of the object • ... 	<ul style="list-style-type: none"> • explores new textures, odours, images and sounds in different contexts • assembles, aligns, stacks and piles up objects during play • observes the details of an object in order to construct, fit together and/or assemble (e.g. blocks, puzzles) • plays memory games • ...

Key feature – Draws his/her body	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • observe his/her body and recognize its possibilities • feel comfortable with his/her body • try different movements using his/her whole body (moving forward, backward, to the right, to the left) or its parts (e.g. tilt the head forward and backward) • ... 	<ul style="list-style-type: none"> • recognizes the main parts of his/her body • knows how many fingers and toes he/she has • knows what certain parts of his/her body can do • correctly executes certain movements requested • ...

Key feature – Uses his/her gross motor skills	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • coordinate his/her movements • try different movements that involve the whole body • practise keeping his/her balance and react when he/she loses it • learn that he/she can hold a pose (e.g. sitting cross-legged) • slow down and control his/her movements • ... 	<ul style="list-style-type: none"> • goes down the stairs one step at a time • moves in various ways (e.g. imitates the movements of animals, follows a rhythm) • holds a restful pose, finds his/her stability and balance point • slides, jumps, climbs, hops, stands on one foot, etc. • throws and catches a ball • adapts his/her movements to a task (e.g. rolls a ball toward another child) • ...

Key feature – Uses his/her fine motor skills	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • handle various materials such as modelling clay (warm, cold, hard, soft) or finger paints to strengthen his/her fingers • make proper use of tools such as paintbrushes, scissors or tongs • string beads, or use a small set of tongs to transport objects • handle and properly use materials placed at his/her disposal in order to foster hand-to-eye coordination • ... 	<ul style="list-style-type: none"> • creates models with various materials (e.g. rolls or coils modelling clay, makes balls of different sizes, or a human figure) • uses both sides of his/her body to perform actions such as making cutouts, handing out sheets of paper, tightening or loosening a cap, stringing beads on a shoelace, buttoning or unbuttoning an item of clothing, cutting modelling clay, tearing up paper • ...

Key feature – Explores the concept of time and space	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • position himself/herself in space (e.g. jumping in and out of hoops, running through an obstacle course) • demonstrate awareness of others when moving around • move at different speeds (slow or fast) • assimilate various concepts of time, such as “at the same time,” “before,” “after” • reproduce sequences of movements • ... 	<ul style="list-style-type: none"> • moves around while avoiding obstacles • positions a moveable object in relation to a stationary one, following instructions (e.g. “Place a ball under the table”); or positions an object in relation to himself/herself (e.g. “Place the ball in front of you, by your side.”) • demonstrates his/her spatial memory (e.g. finds his/her original place in a group after a change) and perceptual memory (e.g. determines the colour of the next bead on a necklace) • reproduces a rhythm he/she has heard, by clapping • carries out a series of actions in the right sequence (e. g. washing his/her hands before eating) • has a sense of the daily routine • ...

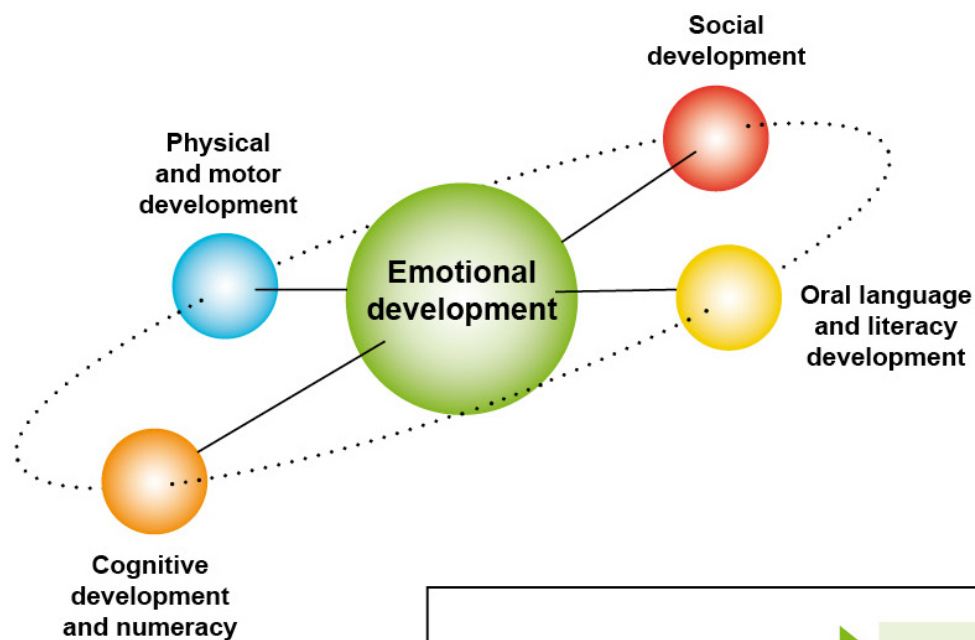
Focus of Development: Development of a Healthy Lifestyle

Key feature – Learns about healthy eating	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • develop his/her taste and preferences in food by discovering new foods • recognize healthy snacks • observe, feel, touch and taste food • ... 	<ul style="list-style-type: none"> • agrees to taste new foods • feeds himself/herself and drinks from a glass with or without a straw • ...

Key feature – Relaxes	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • rest • try new ways of calming down (e.g. breathing) • concentrate on himself/herself • ... 	<ul style="list-style-type: none"> • recognizes his/her own signs of fatigue • stays calm during naptime • ...

Key feature – Has good personal hygiene	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • wash his/her hands before eating or after going to the bathroom • sneeze into the crook of his/her sleeve • put waste in the garbage can • ... 	<ul style="list-style-type: none"> • washes his/her hands before snacktime • goes to the bathroom alone • uses a handkerchief • ...

Key feature – Learns about safety factors in his/her environment	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • be careful when moving around and when handling certain objects • recognize his/her limitations (to run at his/her own pace, to refrain from running too quickly, to choose manageable challenges) • learn about symbols warning of the dangers associated with certain substances (e.g. toxic, explosive, corrosive or flammable products) • recognize certain potentially dangerous situations • follow instructions in evacuating a building • ... 	<ul style="list-style-type: none"> • goes up and down the stairs safely • is aware of the importance of behaving safely • knows that he/she has to pay attention in certain situations • ...



Competency targeted	Builds and strengthens self-esteem
Focuses of development	<div>Development of self-identity</div> <div>Development of self-confidence</div>
Key features	<div> <ul style="list-style-type: none"> • Recognizes his/her characteristics • Expresses his/her emotions and feelings • Regulates his/her emotions </div> <div> <ul style="list-style-type: none"> • Shows openness to forming personal bonds • Engages in positive experiences • Explores autonomy </div>

Focus of Development: Development of Self-Identity

Key feature – Recognizes his/her characteristics	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> say his/her given name, family name, gender and age recognize his/her own unique physical features learn about his/her abilities, qualities, successes and strengths learn about his/her tastes and interests recognize his/her position within the family ... 	<ul style="list-style-type: none"> knows his/her given name shows his/her age by holding up the appropriate number of fingers recognizes himself/herself in photographs is aware that he/she is different from other children chooses according to his/her preferences names the members of his/her family ...

Key feature – Expresses his/her emotions and feelings	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> be aware of his/her emotions express his/her emotions in words talk about an emotion felt during an event recognize emotions of joy, sadness, anger and fear ... 	<ul style="list-style-type: none"> is sensitive to what is said to him/her and about how it is said is increasingly capable of reacting verbally when an event or a situation warrants it is increasingly capable of recognizing the signs of an emotion ...

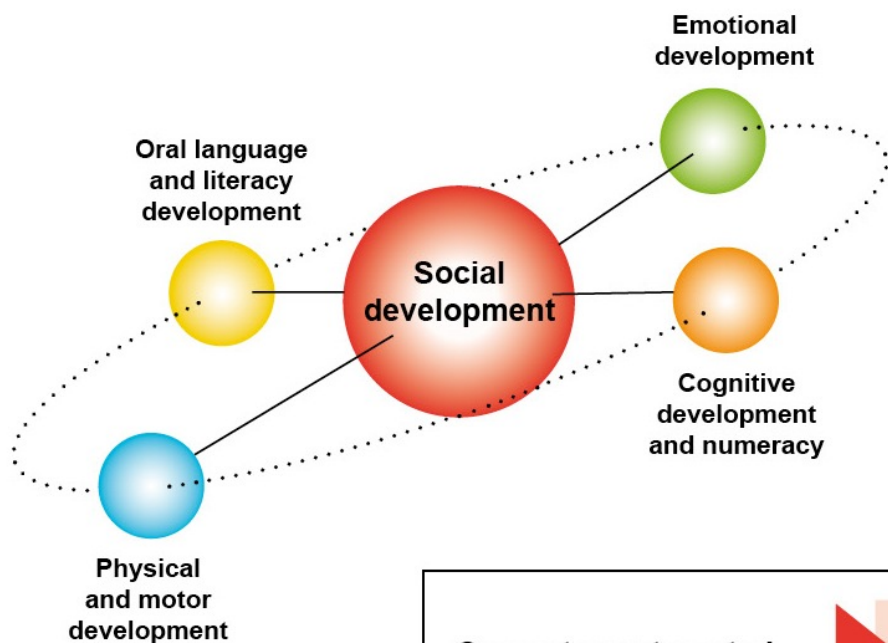
Key feature – Regulates his/her emotions	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> adapt his/her emotions, behaviour and attention to the requirements of a situation express anger using words use strategies to calm down know what to do when he/she is angry or made fun of ... 	<ul style="list-style-type: none"> is increasingly capable of dealing with failure or frustration gradually gains control of his/her anger and uses language more often to express it tolerates delayed gratification gradually learns to distinguish between acceptable and unacceptable behaviours ...

Focus of Development: Development of Self-Confidence

Key feature – Shows openness to forming personal bonds	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> collaborate with an adult in daily classroom situations recognize situations or actions that enable him/her to feel safe, or that threaten his/her security seek the support of an adult in situations where he/she feels threatened ... 	<ul style="list-style-type: none"> seeks out an adult and accepts his/her help feels secure in routine activities feels at ease in the presence of a new person or in a new environment ...

Key feature – Engages in positive experiences	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> carry out experiments suited to his/her abilities find a solution in order to accomplish a task show perseverance when he/she encounters a problem recognize the value of learning ... 	<ul style="list-style-type: none"> demonstrates pride and satisfaction is motivated to take up new challenges completes a game, activity or project talks about his/her success ...

Key feature – Explores autonomy	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> choose activities according to his/her interests ask questions proceed by trial and error show initiative adapt to a new environment, new people and new situations carry out activities without always having an adult nearby ... 	<ul style="list-style-type: none"> selects activities that most appeal to him or her meets his/her basic needs tries or suggests new activities willingly ...

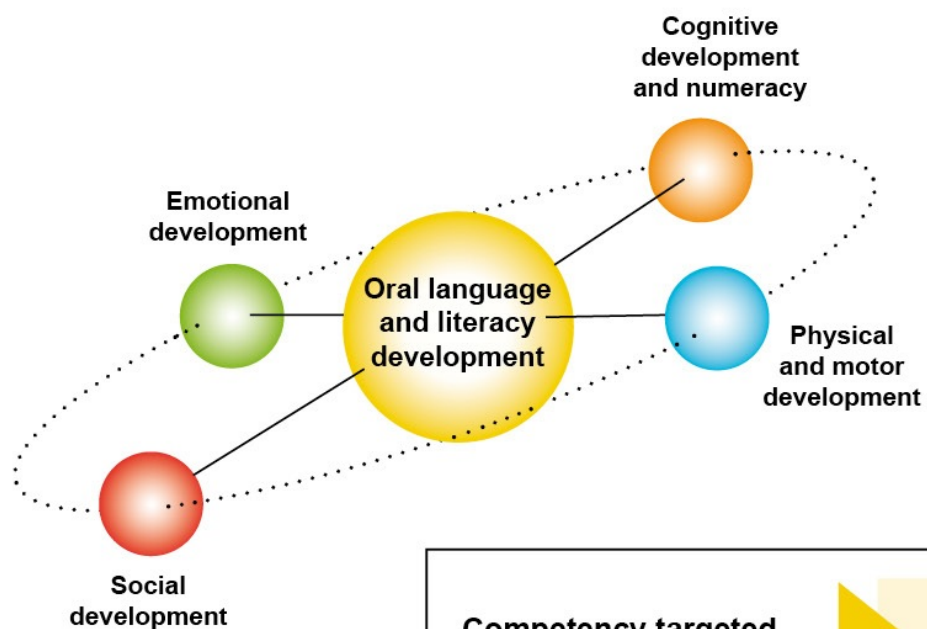


Competency targeted	▶ Establishes and maintains harmonious relationships with others
Focus of development	▶ Development of social skills
Key features	▶ <ul style="list-style-type: none"> • Gradually integrates the rules of conduct • Shows openness toward others • Has positive interactions with others • Participates in group activities • Regulates his/her behaviour • Resolves conflicts

Focus of Development: Development of Social Skills

Key feature – Gradually integrates the rules of conduct	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> learn, understand and respect the rules of conduct established in the class take on responsibilities he/she can manage within the group show respect for his/her surroundings and for any materials at his/her disposal follow some of the school's rules of conduct use courtesy expressions with his/her peers and with adults ... 	<ul style="list-style-type: none"> refers to concrete tools or methods to remember the rules of conduct (e.g. pictograms, posters, role-playing, songs, signs) follows the rules of conduct complies with instructions without being reminded takes good care of borrowed materials and shows respect for his/her surroundings ...
Key feature – Shows openness toward others	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> play with another child take time to listen to others' requests recognize that other children also have the right to express their emotions and feelings accept the specific needs of another child ... 	<ul style="list-style-type: none"> takes an interest in others is sensitive to others' emotions, needs and tastes understands that another child may have different tastes and prefer different activities offers help when another child seems to be having problems or needs assistance ...
Key feature – Has positive interactions with others	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> use words instead of gestures to express requests and frustration initiate interactions with others (ability to initiate contact) offer help suggest ideas ... 	<ul style="list-style-type: none"> increasingly expresses himself/herself with words rather than with gestures allows another child into a game congratulates another child consoles a child who is upset thanks another child for his/her help ...

Key feature – Participates in group activities	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • lend his/her games to other children • join a game that is already under way • ask another child to play with him/her • accept the invitation of others to play with them • accept taking turns (it's your turn to...) • ... 	<ul style="list-style-type: none"> • plays with other children • participates in group activities • agrees to lend or share his/her games • names his/her interests and tastes • suggests games to play • waits his/her turn • ...
Key feature – Regulates his/her behaviour	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • recognize means for developing socially acceptable behaviour • change his/her behaviour if the desired outcome is not reached • control a behaviour deemed to be socially unacceptable (e.g. anger) • go from a structured situation to an unstructured situation and vice versa without becoming disorganized • recognize the steps he/she has successfully taken in adopting appropriate behaviours • ... 	<ul style="list-style-type: none"> • tolerates increasingly long delays • tolerates frustration • exerts self-control when angry • verbally expresses his/her discontent, lack of understanding, or joy • abandons one type of behaviour in favour of a new one that is better suited to the context • shows flexibility when undergoing transitions • ...
Key feature – Resolves conflicts	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • use words to express a feeling or emotion concerning a disagreement • speak using “I” statements • listen to another child's version of an event • familiarize himself/herself with the approach suggested in class for resolving conflicts • make concessions or compromises • make amends for any wrong he/she may sometimes cause peers • accept the amends or the apologies of peers • ... 	<ul style="list-style-type: none"> • looks at and listens to a peer who is giving his/her version of events • describes a problem in his/her own way • uses language to resolve disputes with other children • suggests ways of making amends for having wronged others • chooses a solution from among a range of suggested solutions • ...



Competency targeted	Understands and expresses himself/herself by exploring spoken and written language	
Focuses of development	Development of spoken language	Development of literacy (reading and writing)
Key features	<ul style="list-style-type: none"> • Interacts verbally • Expands his/her vocabulary • Uses different words to express himself/herself • Demonstrates phonological awareness (phonological sensitivity) 	<ul style="list-style-type: none"> • Imitates the behaviours of readers and writers • Interacts with print • Recognizes a number of reading and writing conventions • Identifies some letters of the alphabet

Focus of Development: Development of Oral Language

Key feature – Interacts verbally	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> engage in conversation with a child or an adult using words and statements listen to other children when they express themselves ask questions make requests demonstrate his/her interest or lack of understanding (verbally or non-verbally) ... 	<ul style="list-style-type: none"> communicates using words or gestures with other children during games takes part in discussions (e.g. after listening to a story being read) shows an interest in questions asked by other children or an adult uses gestures to answer simple questions like "Who took your car?" attempts to listen even if he/she does not understand everything the adult says uses gestures and facial expressions to show his/her interest and openness to communication ...
Key feature – Expands his/her vocabulary	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> understand the meaning of words associated with the objects in the classroom group words according to various criteria (e.g. constructs a classification system) employ frequently used words to name objects, actions and emotions use polite phrases and expressions ... 	<ul style="list-style-type: none"> repeats words or expressions as he/she hears them even if he/she does not understand their full meaning attempts to use new words uses a new word in different contexts uses the most suitable word as often as possible ...

Key feature – Uses different words to express himself/herself**Pedagogical Strategies****With support from the adult, the child is encouraged to . . .**

- memorize the lyrics of a short song or nursery rhyme
- remember a few elements or details of a simple story
- make statements of different lengths
- make himself/herself understood
- describe what he/she sees
- say what he/she is doing
- ...

Observable Behaviours**Alone or with some help, the child . . .**

- sings a song or recites a nursery rhyme
- combines words to explain his/her drawing or refers to an image in a picture book
- frames his/her statements in a comprehensible manner
- produces statements spontaneously during play
- is able to form negative sentences
- ...

Key feature – Demonstrates phonological awareness (phonological sensitivity)**Pedagogical Strategies****With support from the adult, the child is encouraged to . . .**

- listen attentively to the sounds around him/her
- memorize sequences of sounds
- recognize occasionally the occurrence of words or sounds often repeated in a nursery rhyme or poem
- recognize sounds heard based on their characteristics
- explore varied rhythms
- recognize rhyming words
- try to break a word into syllables (orally)
- ...

Observable Behaviours**Alone or with some help, the child . . .**

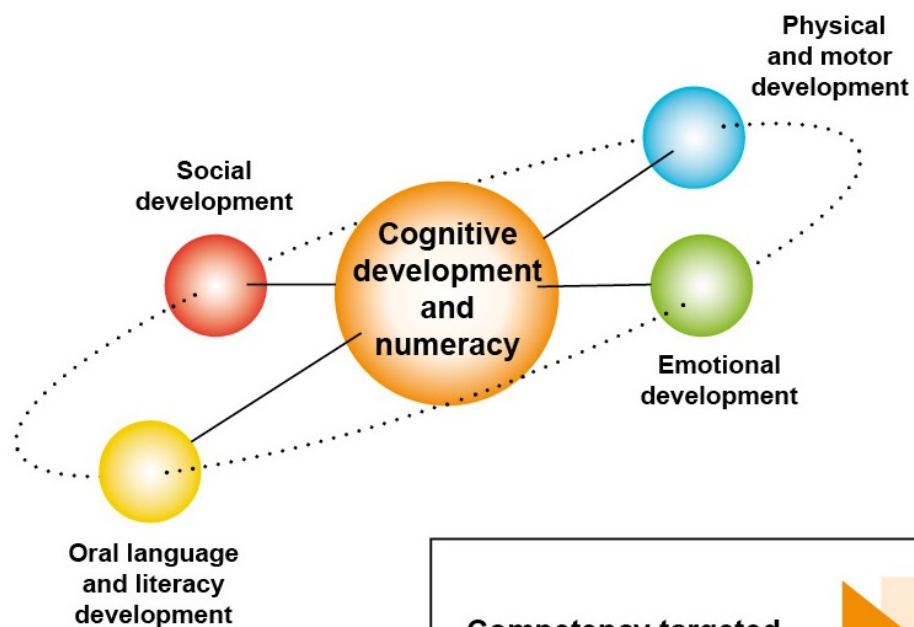
- recognizes a voice, sound or noise and where it comes from
- whispers, speaks slowly, speaks loudly and plays with intonations
- remembers and reproduces sound or rhythmic sequences
- sometimes recognizes words that begin or end with the same sound
- reacts to rhymes he/she has heard
- takes an interest in specific features of the words he/she has heard and finds some words funnier than others
- tries to follow a rhythm
- ...

Focus of Development: Development of Literacy (Reading and Writing)

Key feature – Imitates the behaviours of readers and writers	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • spend time in the reading corner • follow a story at the listening centre • take part in writing stories (dictated to an adult) individually or as part of a group • look through picture books • observe how words are written in his/her environment • ... 	<ul style="list-style-type: none"> • likes looking at books • selects books for someone to read to him/her • shows interest in new books • tells himself/herself a story he/she has been read • relates stories to a friend, a doll or a stuffed toy • writes a word or story in his/her own way (scribbles, symbols or random letters) • ...
Key feature – Interacts with print	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • react non-verbally to the reading of a story (e.g. mime, facial expressions) • react verbally to the reading of a story • make certain connections between the facts or events described in a story read to him/her • identify a pictogram matching a word heard (e.g. found on a mind map, daily schedule, logo, or picture book) • match photographs of himself/herself or of friends with their given names • ... 	<ul style="list-style-type: none"> • shows interest during a story read by an adult or presented using a multimedia device • shows interest when an adult reads or writes • recognizes songs or nursery rhymes he/she has heard and sometimes asks to hear them again • recognizes pictograms showing the daily routine • follows a story by looking at its illustrations • sometimes recognizes his/her given name and other given names that are familiar • ...

Key feature – Recognizes a number of reading and writing conventions	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> recognize that certain terms are associated with books (e.g. page, title, book cover, author, illustrator) realize that a story has a beginning and an end ... 	<ul style="list-style-type: none"> knows how to hold a book right side up knows how to find the beginning of a book and its title knows how to skim through a book page by page, looking from top to bottom and from left to right uses certain terms related to writing (e.g. letter, syllable, word) ...

Key feature – Identifies some letters of the alphabet	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> recognize certain letters by linking them to the letters in his/her given name recognize the names and the sounds of some letters of the alphabet note that letters represent units of sound in oral language ... 	<ul style="list-style-type: none"> enjoys manipulating the letters of the alphabet in a variety of ways (e.g. magnetic letters, letter stamps, sets of lower and upper case letters, various letter shapes) recognizes certain letters of the alphabet in his/her given name and in words in his/her environment uses letters in his/her attempts to write tries to write his/her given name ...



Competency targeted	▶	Explores and discovers the world around him/her
Focuses of development	▶	<div>Development of thinking skills</div> <div>Development of numeracy</div>
Key features	▶	<div> <ul style="list-style-type: none"> Shows openness to various cultural forms Uses his/her creativity Acquires reasoning skills Uses his/her attention skills and memory </div> <div> <ul style="list-style-type: none"> Establishes certain relationships between numbers Explores geometric shapes Solves problems at his/her own level </div>

Focus of Development: Development of Thinking Skills

Key feature – Shows openness to various cultural forms	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • develop curiosity about the arts, sciences, geography, history, literature, technology, etc. • take an interest in games involving instructions and steps that have to be followed • be curious about different subjects or themes • talk about his/her discoveries and learning • remain attentive during an activity undertaken on his/her own initiative and that he/she is fully engaged in • respect his/her environment • ... 	<ul style="list-style-type: none"> • shows curiosity toward suggestions from others • agrees to take part in a new experience and to participate in new games • shows interest in new materials • takes pleasure in learning • ...

Key feature – Uses his/her creativity	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • explore different media and materials for use in different ways • (e.g. using objects in ways other than their intended purpose, dressing up) • find various ways of saying, doing and understanding things • take part in symbolic play in which he/she learns to adopt various roles and to adapt as play progresses • ... 	<ul style="list-style-type: none"> • creates imaginary characters and situations • dresses up in different ways • changes the function of a common object to make it into something else • ...

Key feature – Acquires reasoning skills	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • observe people and objects and his/her environment • reflect on what he/she is going to do, is doing and has done • make connections • make predictions using causal reasoning • take part in developing procedures and sequences of actions • ... 	<ul style="list-style-type: none"> • watches carefully how another child does something before taking action himself/herself • refers to the suggested procedures and sequences of actions • asks for help whenever he/she runs into problems • looks for what he/she needs to carry out an activity or a project • (e.g. handicraft, construction) • ...

Key feature – Uses his/her attention skills and memory	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • listen to a few instructions and learn them before beginning an activity • follow sequences of actions in various contexts • express what he/she has retained following instructions or an activity • remember the steps involved in carrying out an activity • memorize sequences of rhymes, actions or sounds • ... 	<ul style="list-style-type: none"> • recognizes a simple illustrated sequence of steps governing daily routines in a group • follows a series of steps in order to get dressed or accomplish a task • remembers points from statements recently made by an adult • sometimes remembers things he/she did and refers to past achievements • explains how he/she proceeded to the other children • pays attention to an object or event and can ignore distractions • ...

Focus of Development: Development of Numeracy

Key feature – Establishes certain relationships between numbers	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • associate various elements in play areas (e.g. store, house, construction) • compare elements • classify, group and organize elements in his/her immediate environment • count the items in a small collection (e.g. number of friends in the group) • recite a counting rhyme • determine the number of objects in a set • ... 	<ul style="list-style-type: none"> • handles various objects • can orally count out up to five objects • recognizes the difference between <i>many</i> and <i>a few</i> • ...

Key feature – Explores geometric figures	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • sort objects by size, colour or shape • explore everyday objects • find examples of similar figures • create regular patterns and sequences • combine figures to create new ones • construct and modify figures • compare objects of different lengths • ... 	<ul style="list-style-type: none"> • builds things out of blocks • finishes a puzzle adapted to his/her own level • selects games in which he/she will have to sort or organize objects • distinguishes, occasionally between <i>longer</i> and <i>shorter</i> • ...

Key feature – Solves problems at his/her own level	
Pedagogical Strategies With support from the adult, the child is encouraged to . . .	Observable Behaviours Alone or with some help, the child . . .
<ul style="list-style-type: none"> • carry out the task at hand • choose a solution from among a range of possible solutions suggested • find various strategies for solving the same problem • ... 	<ul style="list-style-type: none"> • tries to find a solution • proceeds by trial and error • observes and imitates another child involved in an activity • ...

