

Information Session





Objectives of the meeting

- Identifying key elements and outlining the direction of the new Preschool Cycle Program.
- Targeting what is new

PRESENTATION



➔ *The Preschool Cycle Program is intended for children who attend kindergarten for 4-year-olds and 5-year-olds.*

➔ *This **program** is a **prescribed** pedagogical reference designed to help ensure quality educational services.*

With the intention of promoting school success, the mandate of preschool education is as follows:

➤ To foster the global development of all children:

- Provide a reassuring, welcoming and inclusive environment*
- Cultivate enjoyment through exploration, discovery and learning*
- Lay the foundations for future schooling*

➤ To take preventive action:

- Provide universal prevention activities*
- Provide targeted prevention activities*

FOSTERING THE GLOBAL DEVELOPMENT OF ALL CHILDREN



*Refers to allowing them to **grow in every area**: physical and motor, emotional, social, language and cognitive development.*

*It is vital that all areas of development be **accorded equal importance** and be dealt with in **synergy**.*

*In the educational contexts presented to children, the various **areas of development influence and reinforce one another**.*

FOSTERING THE GLOBAL DEVELOPMENT OF ALL CHILDREN (cont)



Provide a reassuring, welcoming and inclusive environment

*It means focusing on the well-being, safety and health of **each child**.*

*It means being attentive to the children's **needs**, **believing in them** and in their **ability to learn**.*

FOSTERING THE GLOBAL DEVELOPMENT OF ALL CHILDREN (cont)



Cultivate the pleasure of exploring, discovering and learning

Cultivating enjoyment through exploration, discovery and learning involves encouraging the children to be active, express their natural curiosity, make choices and be creative in a safe and stimulating environment.

FOSTERING THE GLOBAL DEVELOPMENT OF ALL CHILDREN (cont)



Lay the foundations for future schooling

Providing **contexts** and **activities** that **foster** the development of attitudes and behaviours.

Allowing children to **develop** processes and strategies.

Allowing children to **acquire knowledge** related to certain determinants of school success

TAKING PREVENTIVE ACTION

*This means **taking a careful look at each child** to support their global development in terms of their **maturity**, their **pace** and their **needs**.*

*It also means acting in **collaboration** with families, educational childcare services, complementary services and social services to provide consistent and continuous interventions.*

TAKING PREVENTIVE ACTION (*cont.*)

*It means providing **specific, regular activities** for all the children in order to foster learning related to certain determinants of school success, particularly with oral language, reading and writing, mathematics, social skills and self-regulation.*

*It means taking early action and providing proactive **support to give the children** the proper tools and to prevent adaptation or learning difficulties, by working together as a team.*

TAKING PREVENTIVE ACTION (*cont.*)

Provide universal prevention activities



*Taking universal preventive action involves offering specific, continuous **activities for all children** to foster the development and consolidation of protective factors and the acquisition of the personal and social competencies required for harmonious development.*

*Universal prevention also aims to spark **children's interest in learning** related to certain determinants of school success.*

TAKING PREVENTIVE ACTION (*cont.*)

Provide targeted prevention activities



*This involves offering specific, differentiated and intensified **activities in response to the needs of children** who have been identified as more vulnerable or who present certain difficulties, such as psychosocial or cognitive challenges.*

The activities are designed to supplement universal prevention by means of a strategy developed before difficulties appear or increase.

*These targeted prevention activities can be offered by **teachers or by professional and support staff, according to the children's needs.***

WORKING TOGETHER ON BEHALF OF THE CHILD

School-family-community collaboration



*The school team, the family and the community share the responsibility of **working together on behalf of the child.***

*Preschool accommodates not only **children**, but their **families** too.*

*This requires **an inclusive stance** that is sensitive to the families' **needs.***

*Families must therefore be recognized **as indispensable allies in their children's educational success.***

WORKING TOGETHER OF BEHALF OF THE CHILD

(*cont.*)

Recognition of the cultural dimension

*The school team **recognizes and values each child's culture** while encouraging an openness to **Québec culture**, as well.*

*The school team should pay particular attention to each **child's mother tongue** to ensure that diversity is welcomed and respected in the classroom.*

WORKING TOGETHER ON BEHALF OF THE CHILD¹⁵

(*cont.*)

Recognition of the teacher's expertise

*Teachers have **extensive knowledge** of child development and of the **pedagogical approaches specific to preschool education**.*

*Their **observations** of children, their professional judgment, their culture and their expertise enable them to seize opportunities for **authentic classroom situations**. This allows teachers to plan **rich, meaningful, diversified learning situations, particularly in the context of play**.*

*Teacher support helps the children experience **success** by developing their intrinsic motivation and **enjoyment of learning**.*

WORKING TOGETHER ON BEHALF OF THE CHILD

(*cont.*)

Planning smooth transitions

The school team plays a key role in smooth, successful transitions as well as in educational continuity across the children's various life environments.



PROGRAM ORIENTATIONS

Learning through play



*Children have different strategies they can apply in order to learn, including imitating, observing, experimenting and questioning. **However, play is the ideal way for children to learn and develop their full potential.***

PROGRAM ORIENTATIONS

(cont.)

Learning through play

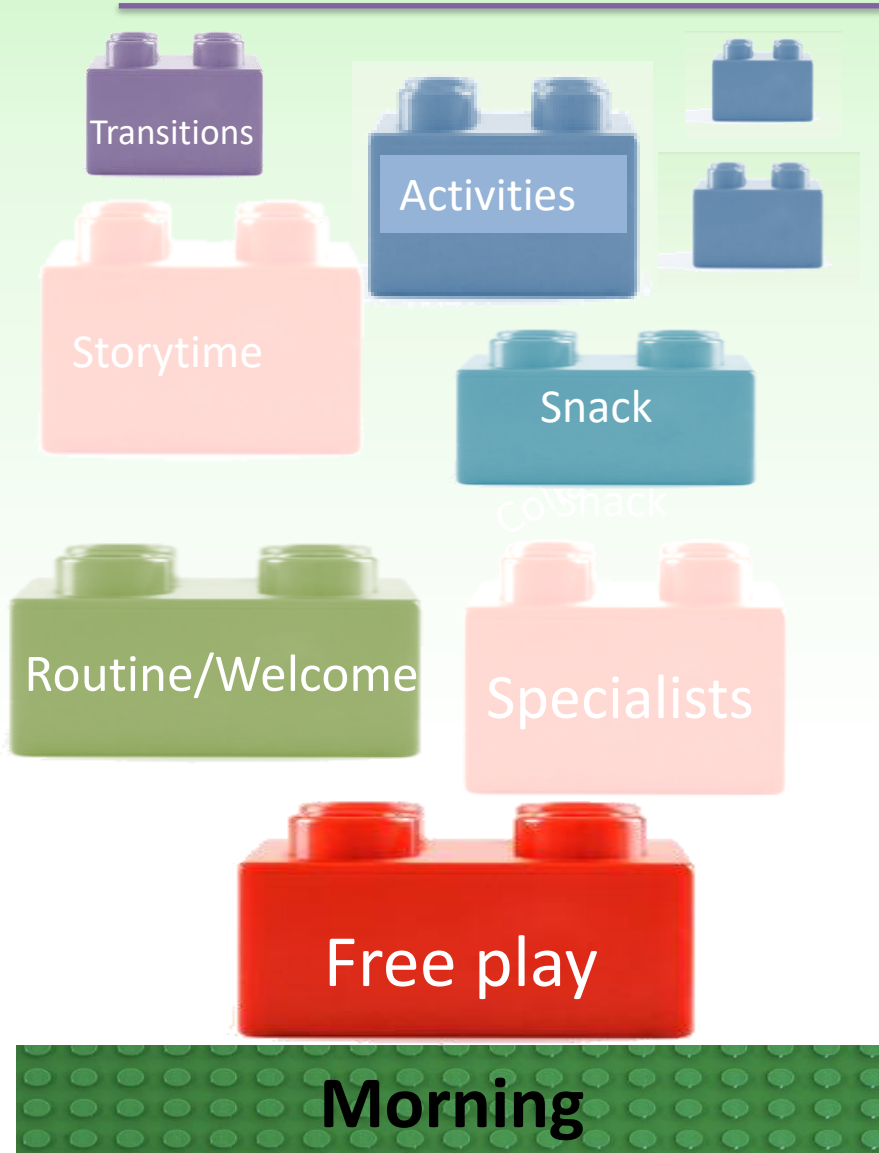


Sufficient time and space should be set aside for each child to be actively engaged in play. When children know they have enough time to play, they are more likely to become fully invested.

*Children should **have two periods of between 45 and 60 minutes of free play every day** and should be permitted to choose with whom and what they will play.*

*In addition, they should have daily access to a range of quality **outdoor play** structures and materials that are age appropriate.*

Strategy for a typical timetable



PROGRAM ORIENTATIONS

(cont.)

Learning through play

*The **enjoyment and satisfaction** that children derive from self-initiated play will motivate them to become fully engaged and to persevere.*

With support from the adults, children are able to engage in learning situations based on a combination of play and real-life experiences, and hence begin to assume their role as active students.



PROGRAM ORIENTATIONS

(cont.)



Observation of the child's progress

*Observing children's progress **requires paying attention to what is happening** and what the children's words and actions reveal.*

Observation helps teachers identify the children's skills, knowledge, learning, interests, questions, attitudes, behaviours, processes, strategies and needs.

PROGRAM ORIENTATIONS

(cont.)

Observation of the child's progress

Free play provides favourable opportunities to observe children and their interactions in a natural context.

From the perspective of taking early action, observing the child is important and presents opportunities to better target the interventions to be put in place.



PROGRAM COMPONENTS (cont.)

Framework for the areas of development

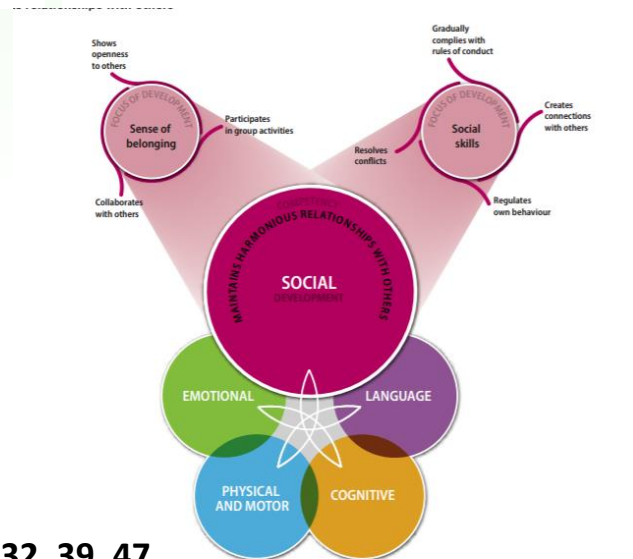
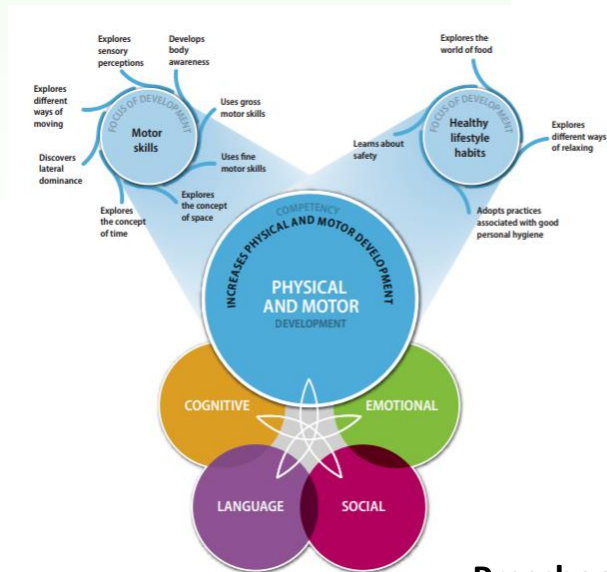
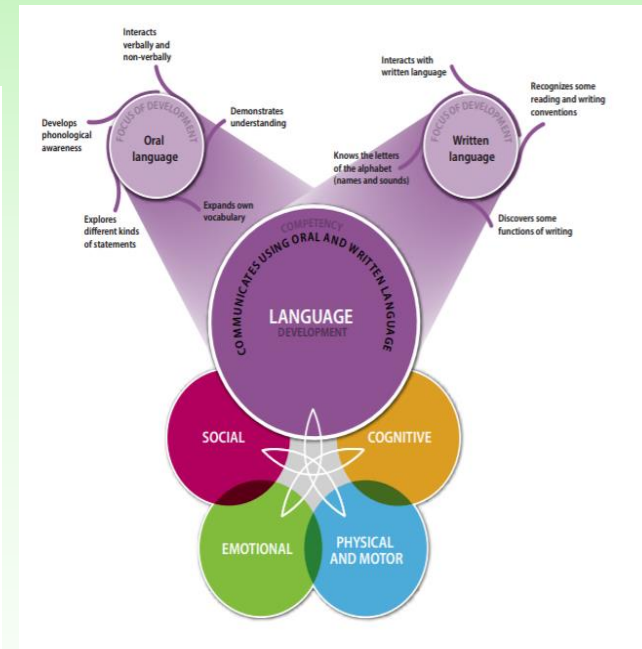
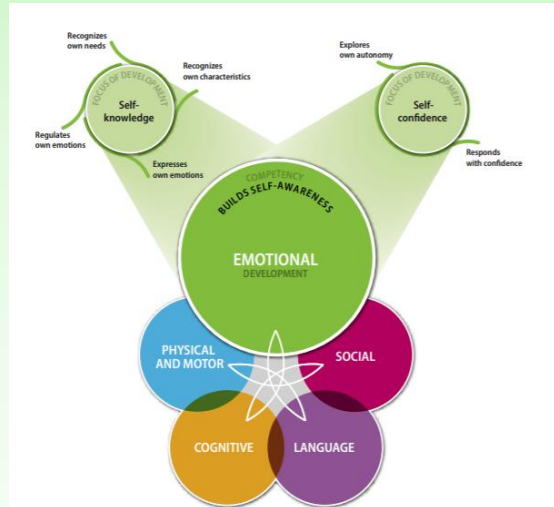
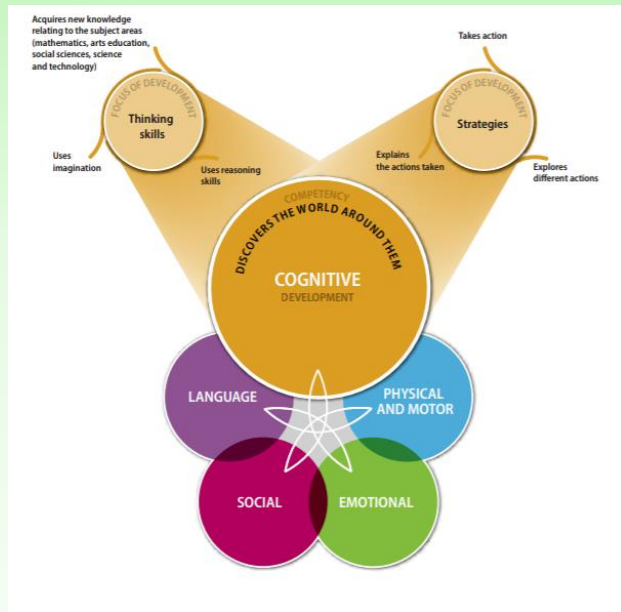
For each area of development you will find:

- a diagram (example on the next slide)
- the description
- the context for learning
- connections with other areas of development
- connections with executive functions
- end-of-preschool outcomes
- characteristics and needs of children
- observable behaviours



PROGRAM COMPONENTS

(cont.)



THE FIVE AREAS OF DEVELOPMENT

Competencies, focuses of development and key features

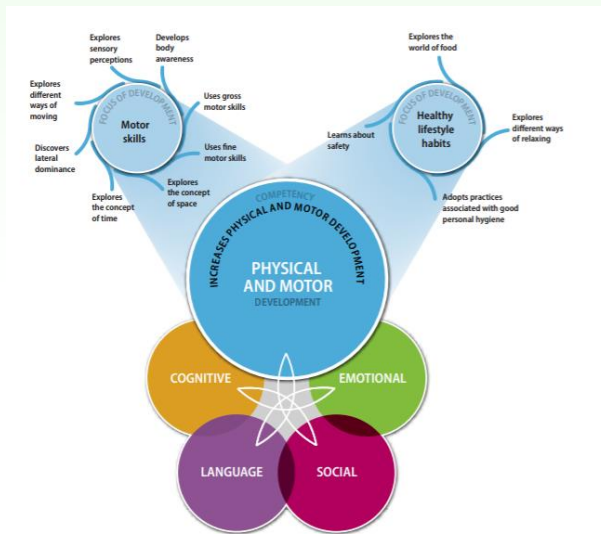


Areas of development and competencies	Focuses of development	Key features
Physical and Motor Development Increases physical and motor development	Motor skills	› Explores sensory perceptions › Develops body awareness › Uses gross motor skills › Uses fine motor skills › Explores the concept of space › Explores the concept of time › Discovers lateral dominance › Explores different ways of moving
	Healthy lifestyle habits	› Explores the world of food › Explores different ways of relaxing › Adopts practices associated with good personal hygiene › Learns about safety
Emotional Development Builds self-awareness	Self-knowledge	› Recognizes own needs › Recognizes own characteristics › Expresses own emotions › Regulates own emotions
	Self-confidence	› Explores own autonomy › Responds with confidence
Social Development Maintains harmonious relationships with others	Sense of belonging	› Shows openness to others › Participates in group activities › Collaborates with others
	Social skills	› Gradually complies with rules of conduct › Creates connections with others › Regulates own behaviour › Resolves conflicts
Language Development Communicates using oral and written language	Oral language	› Interacts verbally and non-verbally › Demonstrates understanding › Expands own vocabulary › Explores different kinds of statements › Develops phonological awareness
	Written language	› Interacts with written language › Recognizes some reading and writing conventions › Discovers some functions of writing › Knows the letters of the alphabet¹
Cognitive Development Discovers the world around them	Thinking skills	› Acquires new knowledge relating to the subject areas (mathematics, arts education, social sciences, science and technology) › Uses reasoning skills › Uses imagination
	Strategies	› Takes action › Explores different actions › Explains the actions taken

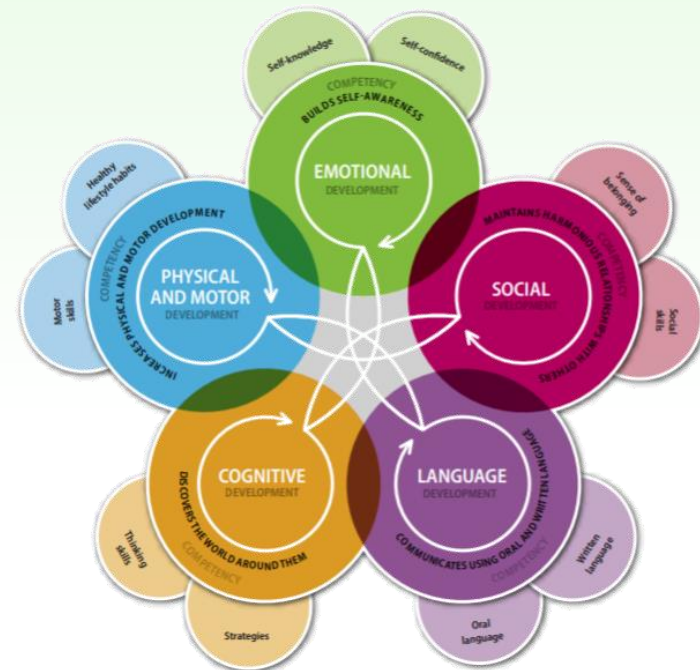
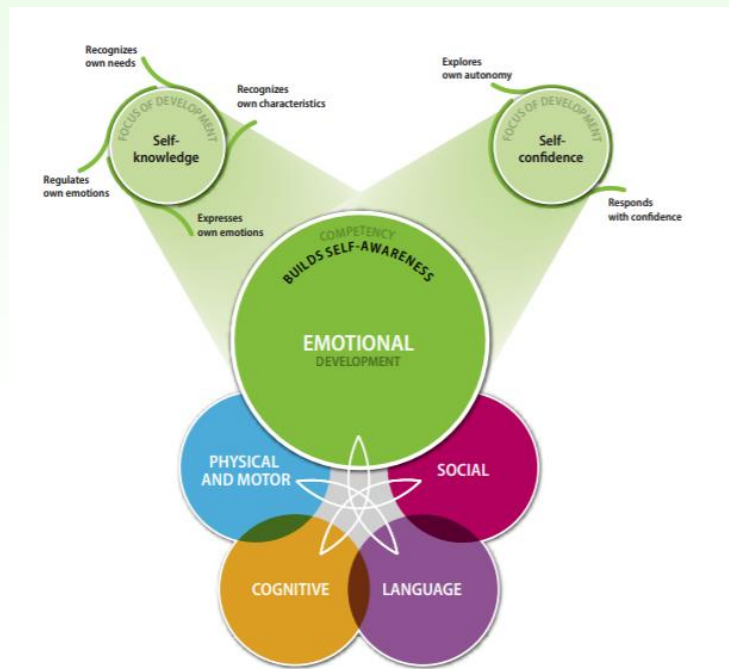


http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/Programme-cycle-prescolaire-synthese-AN.pdf

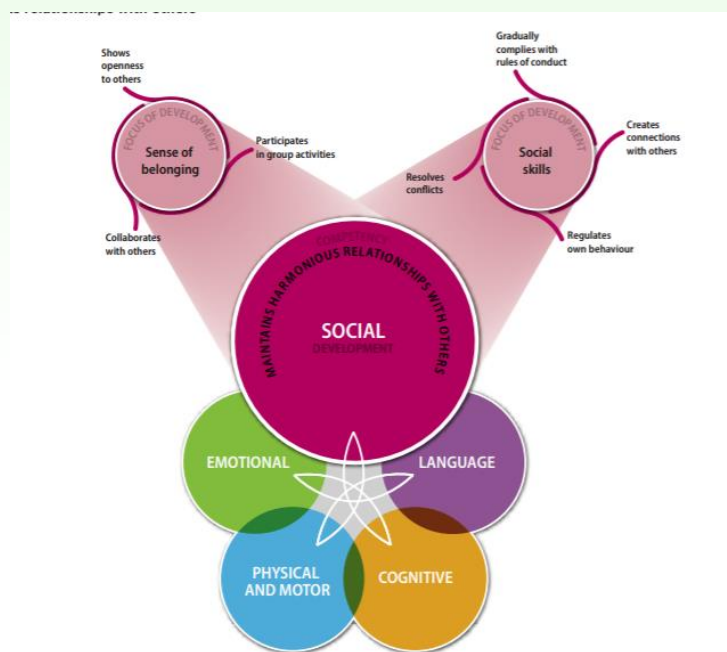
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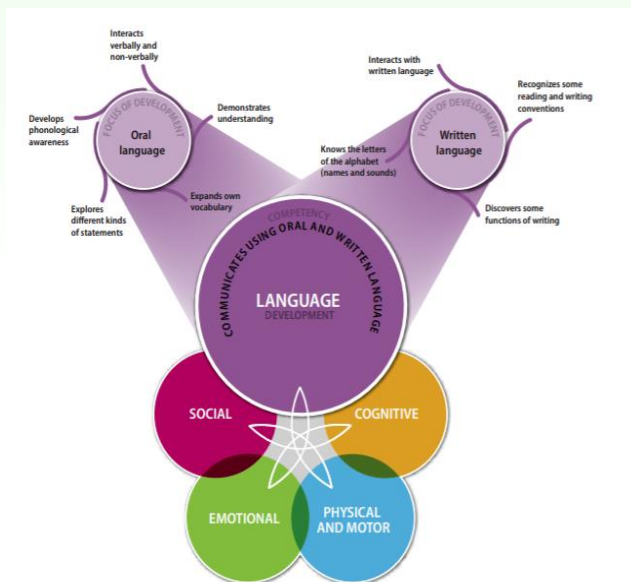
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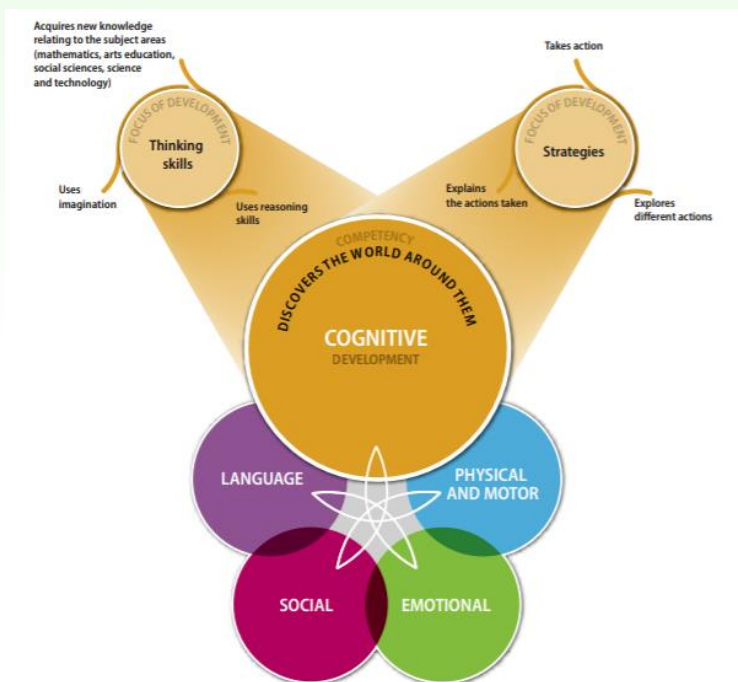
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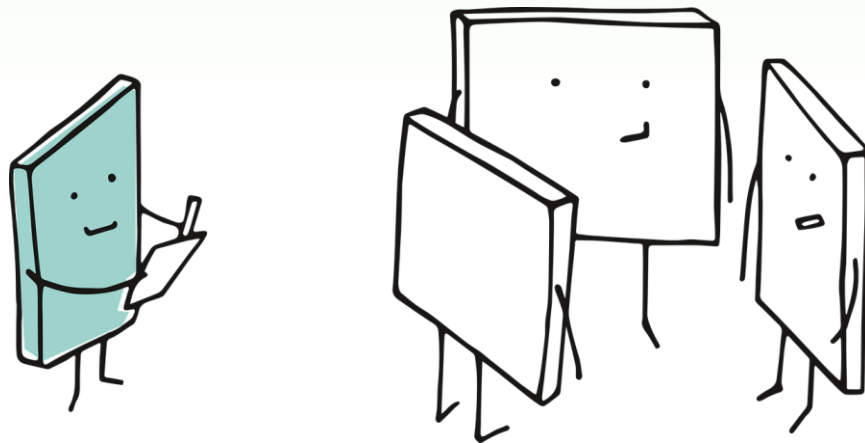


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Assessment and the Report Card

- Amendment to the Basic school regulation
- Framework for the Evaluation of Learning: Preschool Education
- Report Card Support Sheet



Questions from the network

1. Given the arrival of the new Preschool Cycle Program, is it relevant to think about doing multi-program groups?
2. Are there any teaching materials recommended by the Ministère de l'Éducation related to the Cycle Program?
3. Are there any intervention models that the Ministère is proposing to implement with this new Preschool Cycle Program?
4. What about the parent component?
5. Do the premises need to be adapted in terms of structure, organization and placing (first floor, size)?

Questions from the network (cont.)

6. Are there any learning expectations at the end of kindergarten for 4-year-olds, at the end of kindergarten for 5-year-olds?
7. Will there be content distribution between kindergarten for 4-year-olds and kindergarten for 5-year-olds?
8. Should targeted intervention be conducted primarily by the teacher and, exceptionally, by another intervention specialist?
9. Will there be an additional budget to support the organization of K-5 classrooms?

Questions from the network (cont.)

*10. In addition, they should have daily access to a range of quality **outdoor play structures** and **materials** that are age appropriate.*

Preschool Cycle Program, p. 9

- Does this mean that there is a compulsory period of outdoor play every day?
- Does the time the children spend outside (e.g. during recess, daycare service, lunch hour) count toward the “two periods of between 45 and 60 minutes of free play every day?”

Questions from the network (cont.)

11. How many hours per week are allocated for the additional resource in the classroom for kindergarten for 4-year-olds?
12. Will there be an information document on the Preschool Cycle Program for parents?
13. Do school service centers have a specific budget for the addition of professional resources (complementary services) for kindergarten for 4-year-olds?
14. How should complementary services be organized in schools?

Thank you and see you next time!

