

Ontario Catholic School Graduate Expectations

Your child is beginning the journey towards graduation. Everything that happens between now, and post-secondary, the workplace or vocation is designed to prepare your child to take his or her place as a witness to the Gospel message of Jesus Christ in the local and the global community.

As your child journeys through the school years in Dufferin-Peel, we promise to do our part in cultivating the *Ontario Catholic School Graduate Expectations*, to encourage your child to become:



A Discerning Believer

An effective communicator



A reflective, creative & holistic thinker

A self-directed, responsible, lifelong learner



A collaborative contributor

A caring family member



A responsible citizen

The expectations of the Catholic graduate are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.

As parents, you are your child's first teachers of faith. By your example of prayer, worship and daily living, you have set your child on the road to knowing the Gospel message of Jesus Christ.

The Kindergarten Religion Program, *In God's Image*, affirms your child in all areas of his or her growth and celebrates the wonder of childhood as a 'trace of God.'

Father,
Thank You for the gift of our children.

May our children come to know You,
and Jesus Christ, whom You have sent.

May Your Holy Spirit help them to grow
in faith, hope, and love,
so they may know peace, truth, and goodness.

May their ears hear Your voice.
May their eyes see Your presence in all things.
May their lips proclaim Your word.
May their hearts be Your dwelling place.
May their hands do works of charity.
May their feet walk in the way of Jesus Christ,
Your Son and our Lord.

Amen.

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The Kindergarten Learning Journey



Extraordinary Lives Start with a Great Catholic Education

Dufferin—Peel Catholic Schools

We in Dufferin—Peel welcome you and your child to a community of faith and learning that stretches back for over 170 years in Ontario.

Dufferin-Peel Catholic schools stand together with parents and local parishes to ensure that the next generation of Catholic children are prepared to take their place as Gospel witnesses in the local and global community.

We promise to collaborate with you in guiding your child to become a Catholic school graduate who can fulfill the baptismal call to love God and to follow God's will according to the example of Jesus Christ.

The mission of the Dufferin-Peel Catholic District School Board, in partnership with the Family and Church, is to provide, in a responsible manner, a Catholic Education which develops spiritual, intellectual, aesthetic, emotional, social and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

The Kindergarten Program

A Ministry of Education document, The Kindergarten Program (2016), supports growth in learning in four learning areas which include: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviour, and Problem Solving and Innovating.



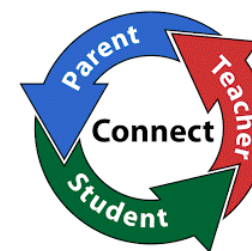
Learning through play and inquiry is an essential and very valuable part of the kindergarten program. Purposeful play is the child's way of working and learning. Children acquire many skills through play. They try new roles, solve problems, learn how to make sense of the environment, and practice social skills.

Belonging and Contributing	<ul style="list-style-type: none"> • sense of connectedness to others; • relationships with others, and their contributions as part of a group, a community, and the natural world; • understanding of relationships and community, and of the ways in which people contribute to the world around them.
Self-Regulation and Well-being	<ul style="list-style-type: none"> • their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others; • regulate their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning; • physical and mental health and wellness.
Demonstrating Literacy and Mathematics Behaviour	<ul style="list-style-type: none"> • communicate thoughts and feelings – through gestures, physical movements, words, symbols, and representations, as well as through the use of a variety of materials; • literacy behaviours through the use of 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; access, manage, create, and evaluate information; and experience a beginning understanding of mathematical relationships, concepts, skills, and processes; • an active engagement in learning and a developing love of learning, which can instill the habit of learning for life.
Problem Solving and Innovating	<ul style="list-style-type: none"> • explore the world through natural curiosity, in ways that engage the mind, the senses, and the body; • make 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 naturally arise through curiosity, and apply those ideas in relationships with others, with materials, and with the environment.

Kindergarten Communication of Learning

Ongoing communication with parents and guardians is a crucial part of the home– school relationship. Kindergarten educators constantly assess and monitor student progress.

Communication of your child's learning can occur between the parent and educators in a variety of forms (at morning drop off, during classroom visits, or through social media). The *Kindergarten Communication of Learning Tool*, in combination with a formal interview, allows an



opportunity whereby parents will receive clear, detailed information about their child's learning and next steps for growth. This conversation is another way for you to learn how you can support your child's learning.

At the end of each reporting period, educators will communicate information about the child's learning in three categories: **Key Learning**, **Growth in Learning**, and **Next Steps in Learning**.

These terms are defined as follows:

Key Learning refers to the most important or significant skills and/or understandings (knowledge) that your child has demonstrated during the previous term.

Growth in Learning refers to positive developments in learning that your child has demonstrated over the previous term.

Next Steps in Learning refers to ways in which your child can move forward in developing knowledge and skills both at school and at home.

(Growing Success: The Kindergarten Addendum, Queens Printer for Ontario, 2016)