

Research and the observations of our members in the classroom indicate the benefits of full-day Kindergarten.

Students from full-day Kindergarten programs:

- are more ready to move into Grade one
- read better in later grades
- demonstrate greater skills in oral language and artistic expression
- stay in school longer
- are more confident and willing to take risks.

Full-day Kindergarten:

- narrows the gap in achievement among students from different socio-economic groups
- leads to better integration of Kindergarten into the elementary school community, making children feel more comfortable with school
- provides more opportunities for DECEs and teachers to work individually with students and incorporate play and social activities into the curriculum.



## WORKING TO MAKE FULL-DAY KINDERGARTEN A SUCCESS FOR ALL

The Elementary Teachers' Federation of Ontario has long been an advocate of full-day Kindergarten. We actively promote play-based learning in Kindergarten and beyond. We are proud of the work done by the team of Kindergarten professionals and parents to support the learning of our youngest students.



Elementary Teachers' Federation of Ontario  
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Kindergarten  
A  
unique  
program  
A unique  
partnership

Every four- and five-year old in Ontario has the opportunity to attend a full-day Kindergarten program. The program is based on a unique partnership of teachers and designated early childhood educators (DECEs) working together in a dynamic learning environment.





## PLAY-BASED LEARNING

Another valuable aspect of Ontario's Kindergarten program is play-based learning.

Children learn through play and inquiry. They build on their natural curiosity through guided exploration, investigation and communication.

The teacher-DECE staffing model enriches this play-based learning.

"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."

*Canadian Council on Learning*

## UNIQUE STAFFING MODEL

In Kindergarten, the classroom teacher and DECE work as a team bringing the program to life.

One of the most valuable aspects of Ontario's Kindergarten program is its staffing model. Children benefit by having both a DECE and a teacher in the classroom. These two professionals work together to give students the best possible start in school.

The Kindergarten team keeps learning child-centred and play-based. Both professionals observe, assess and assist each child in their classroom. Both undertake ongoing professional learning to enhance their skills. Both communicate with parents and caregivers.

Each professional also brings their special skills to the Kindergarten program.



## DESIGNATED EARLY CHILDHOOD EDUCATORS

- Have a specialized focus on the learning needs of young children aged birth to five.
- Study child development, socio-emotional skills and developmental psychology.
- Have knowledge of developmentally-appropriate practice for play-based inquiry learning.
- Graduate from community college or university.
- Are registered with the College of Early Childhood Educators.

## KINDERGARTEN TEACHERS

- Are trained to teach across the grades and across the continuum of learning.
- Understand how Kindergarten program expectations link to later elementary grades.
- Have ultimate responsibility for evaluation and reporting.
- Graduate from university and a faculty of education.
- Are registered with the Ontario College of Teachers.



**KINDERGARTEN**  
A unique program  
A unique partnership

