

Learning Environment Document Statements

Full Day Early Learning – Kindergarten Program *and The Ontario Curriculum*

Full Day Early Learning – Kindergarten Program

... the learning environment needs to reflect the social and cultural context in which each child is developing. The program should be flexible enough to respond to individual differences and to make children feel comfortable in applying their unique ways of thinking and learning. (p. 3)

Four- and five-year-old children learn through active engagement, activities, observations, experimentation, and social interaction with others. The social and physical environment invites their active participation and provides challenges to master and problems to solve. (p. 26)

... the learning environment is inclusive and that it is one in which children feel comfortable and safe, yet stimulated to learn and explore. The environment should be one that encourages empathy, interest in trying new things, and the development of self-confidence.

... promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement and help all children reach their full potential. (p. 44)

... the learning environment must be active, hands-on, child-centred, and inquiry-based.
... an environment to support children's scientific inquiry and their engagement in the technological design process. (p. 112)

The Ontario Curriculum, Grades 1–8: The Arts, 2009

... creating a reassuring learning environment in which students feel free to experiment with new or alternative approaches and ideas. (p. 23)

... provide opportunities ... to engage in open-ended, hands-on activities.

... plan learning experiences that promote integrated learning.

... allow children to handle, explore and experiment with familiar materials in a learning environment that is safe, secure, and inviting. (p. 61)

The Ontario Curriculum, Grades 1–8: Science and Technology, 2007

... teachers provide numerous hands-on opportunities ...for students to develop and refine their inquiry skills, problem-solving skills, critical and creative thinking skills, and communication skills, while discovering fundamental concepts through investigation, exploration, observation and experimentation.

... enable students to relate and apply concepts to the social, environmental, and economic conditions and concerns of the world in which they live.

... motivate students to learn in a meaningful way and to become lifelong learners.

... help students understand that problem solving of any kind often requires a considerable expenditure of time and energy and a good deal of perseverance.

... encourage students to investigate, to reason and to explore alternative solutions and to take the risks necessary to become successful problem-solvers. (p. 11)

... students engage in activities that allow them to develop knowledge and understanding of scientific ideas in much the same way as scientists would. (p. 13)

... an inquiry approach with emphasis on learning through concrete, hands-on experiences, best enables students to develop the conceptual foundation they need. (p. 30)

... students must ask good questions to frame their research, interpret information, and detect bias.

... consider the values and perspectives of a variety of groups and individuals. (p. 39)

The Ontario Curriculum, Grades 1–8: Language, 2006

... see themselves and others in the texts they read and the oral and media works they engage in... (pp. 4–5)

Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are integral parts of high-quality language instruction. (p. 23)

The Ontario Curriculum, Grades 1–8: Mathematics, 2006

... opportunities to learn in a variety of ways – individually, cooperatively, independently, with teacher direction, through hands-on experience, through examples followed by practice. (p. 24)

... an investigative approach, with an emphasis on learning through problem solving and reasoning, best enables students to develop the conceptual foundation they need. (p. 24)

... learning should be embedded in well-chosen contexts ... broad enough to allow students to investigate initial understandings, identify and develop relevant supporting skills, and gain experience with varied and interesting applications of the new knowledge. (p. 25)

Thinking about Thinking: Becoming an Independent Reader
Used in Session 1