

Q2 KINDERGARTEN

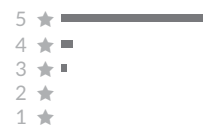
Ottawa-Carleton District School Board
Building Brighter Futures Together @OCDSB

Q2 What are some ways that the OCDSB could improve how we support learning and well-being?

The full day kindergarten program is not working Classes are too large, behaviours and needs are too great.

Elementary Staff

4.5 ★★★★★ (24)

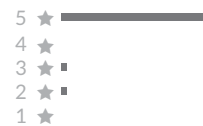


Full day, Half French immersion kindergarten with ECE's doing EDP is a disaster. Too many contacts and teams stretched to the max.

Students are going into grade one lacking essential skills and very poorly adjusted. Poor academic performance and violent behaviour are some of the outcomes

Elementary Staff

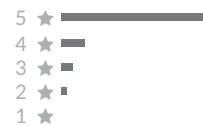
4.5 ★★★★★ (23)



Full day kindergarten is NOT working Too many children with problems. Countless calls daily from staff in the rooms for help

Elementary Staff

4.4 ★★★★★ (31)



Remove the bilingual part of JK. Too much stress for the kids. This is the first year the kids are in school. Let them settle in before throwing another language at them.

Elementary Staff

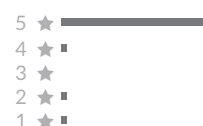
4.4 ★★★★★ (24)



We need to look at the purpose and expected outcome of full day kindergarten. Classes are too big. There are too many needs and children are not prepared to enter grade one.

Elementary Staff

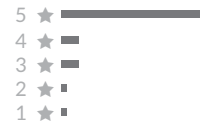
4.4 ★★★★★ (23)



The full day kindergarten is NOT working. Students are completely unprepared for EFL grade 1. There is a significant lag in students who went thru the full day kinder (play-based). Students are not learning the basics. (gripping a pencil etc...

Elementary Staff

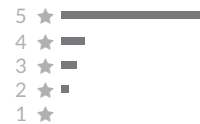
4.3  (31)



Look at how the full-day kindergarten model is run Our youngest learners are struggling with the many contacts, switch in languages and the very long day.

Elementary Staff

4.3  (23)



Full day kindergarten is a disaster. Return to small class sizes and/or half day options Kindergarten classrooms are chaotic, loud, overstimulating and dangerous. Teachers cannot give individualized attention due to the numbers

Elementary Staff

4.3  (22)



Dump French/English kindergarten. Too many adults involved in these young lives. The research states that they need 1 caring adult to connect with.

Elementary Staff

4.2  (24)



Kindergarten and play based learning is not providing the necessary math, language and self regulation skills for students to be successful in grade 1 PM benchmarks are lower in grade 1 than ever before, because they don't follow structured phonics programs.

Elementary Staff

4.1  (29)



All Day play based Kindergarten is not working. As a grade 1 teacher I have seen a huge drop in what kids are able to do when they enter grade 1. If the board wants to continue with EQAO then there has to be more actual learning in kindergarten and less "discovery." Also, these classes are wild

Elementary Staff

4.1  (25)



Kindergarten model must go! 50/50 French program is unsuccessful and does more harm than good. Our kids are in crisis!

Elementary Staff

4.1 ★★★★★ (24)



We really need to take a close look at full day kindergarten. The staff/student ratio is inadequate.

Elementary Staff

4.1 ★★★★★ (24)



Kindergarten: dual language classes may not be the answer to meeting student needs. Our youngest students should have the most secure classrooms. This is not the case.

Elementary Staff

4.1 ★★★★★ (23)



Teacher/ECE partnerships need nourishing to flourish For a better Kindergarten program, teachers and ECEs should work together and get some PD/prep time together for the core day. EDP needs rethinking.

Elementary Staff

4.1 ★★★★★ (23)



Reconsider French in JK and for ALL students. We are an English school board with many students who are not ready to take on a third language. They need social skills first and reading readiness.

Elementary Staff

4.0 ★★★★★ (23)



The gap between gr1 and kinder There is a huge problem with the transition from kinder to Gr.1. The curriculums don't match and it creates pressure and tension between staff.

Elementary Staff

4.0 ★★★★★ (23)



There are WAY too many contacts for Kindergarten students (at least 6). This is detrimental to their development and is causing huge issues. Children need routine, security and to bond with trusted adults. The current model does NOT allow for this.

Elementary Staff

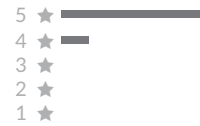
4.0 ★★★★★ (23)



Smaller kindergarden classes with fewer teacher/ECE transitions throughout the day
Kindergarden children need to feel bonded and safe in their classroom and this is difficult with so many students in the class and educator changes.

Community Members

4.0 ★★★★★ (6)



Re-examine half-day French in kindergarten, paying particular attention to language formation amongst ELD/ESL and Spec Ed learners. This goes against all existing pedagogy and I am skeptical that it is not hampering acquisition of English language development amongst above learners

Elementary Staff

3.9 ★★★★★ (24)



Carefully assess and evaluate student outcomes of bilingual kindergarten.
Evaluation of any new program is important in deciding whether to continue or change a program, whether it saves money or not.

Elementary Parents and Guardians - 4

3.9 ★★★★★ (21)



Take younger grades more seriously
Kindergarten and the first grades are IMPORTANT and should be taken more seriously with more teachers per student, hands on stuff and opportunities.

Students Grades 9 to 12

3.8 ★★★★★ (17)



Hire ECE's that have strong language skills in English and or French How can kindergarten students learn languages from people who don't have a good grasp of the language themselves?

Elementary Parents and Guardians - 2

3.8 ★★★★★ (16)



Include strategies and resources (e.g. active desks) in classrooms for young children who are highly active There is an expectation that very young children can sit still and listen - many could use an outlet for their energy in class to help them focus

Elementary Parents and Guardians - 2

3.8 ★★★★★ (14)



Consider hiring an ECE to work on the Early Years team at Curriculum Services and/or the Early Learning Team as part of LSS.

District Office and Centrally Assigned Staff

3.8 ★★★★★ (12)



Shorten the kindergarten day. Three, four and five year olds need guidance by an adult, not their peers. Or change the ratio to that of daycares. Children are not starting grade one ready to manage their behaviour. Their emotional regulation skills are not age appropriate.

Elementary Staff

3.7 ★★★★★ (10)



Find ways to provide more consistency for Kinder students - my son had 4 educators go on maternity when he was in JK! Only 1 ECE was there all year. For these youngest kids, making strong attachments to adults at school is essential for learning and well-being.

Elementary Parents and Guardians - 3

3.6 ★★★★★ (27)



Change kindergarten. Must go back to teaching and get rid of play based learning. Kids are entering grade one too far behind.

Elementary Staff

3.6 ★★★★★ (22)



In the public service, everyone's roles are clearly defined but not in kindergarten where ECE's and teachers have no written guidelines to follow. Written guidelines will decrease the amount of conflict among kindergarten teams struggling to understand their different roles in the room.

Elementary Staff

3.6 ★★★★★ (22)



Play-based kindergarten should still require specific learning benchmarks to be met before moving kids on to grade 1. Kids need to be ready to start reading in grade one and start mental math, not using this year to start learning letter and number names!

Elementary Parents and Guardians - 3

3.6 ★★★★★ (17)



Support for students transitioning from pure play based learning in kindergarten to grade 1

It is difficult for children to move from a more free environment to a confirming one

Elementary Parents and Guardians - 4

3.6  (17 )



Kindergarten should be restructured. Jk and sk should be separated, as jks needs and skill development are very different than sks. JK's needs are following routine, developing social skills, self regulation, and adjusting to a classroom environment before French, etc.

Elementary Staff

3.6  (12 )



Core day ECEs for better partnership for educators and predictability for children. The Catholic board has done this for years. Why are we reinventing the wheel poorly?

Elementary Staff

3.6  (10 )



Smaller class sizes in Kindergarten and fewer staff contacts. Kinder students have more adult contacts during their day than children in middle school ... not beneficial to their development.

Elementary Staff

3.6  (10 )



Way too few human resources to support students who are in Kindergarten classes. Trying to help high needs students takes away time from helping others to grow and learn. Actual time with two adults in class is very limited.

Elementary Staff

3.6  (9 )



OCDSB needs to rethink the Kindergarten model. These 3 & 4 year olds NEED attachment and are NOT able to have that with 6 different contacts in a day. We know that this is what is best for kids & our board needs to walk the walk not just talk the talk. We NEED to set these kids up for success!

Elementary Staff

3.6  (8 )

