

An Information Bulletin

- 1 Supporting Kindergarten
- 4 Roles within Curriculum Renewal
- 6 Supporting the Kindergarten Program

Supporting Kindergarten

March 2011

Supporting Kindergarten

This bulletin provides support for the *Kindergarten Curriculum* (2010) and its companion document, *Children First: A Resource for Kindergarten* (2009). Within the context of curriculum renewal, this bulletin outlines roles specific to Kindergarten and provides answers to frequently asked questions about Kindergarten programs.

Purpose of Bulletin

This bulletin is a support for the Kindergarten programs in Saskatchewan.

There is a dual purpose of this bulletin:

- to develop awareness of the philosophy and instructional orientation of Kindergarten
- to assist in promoting developmentally appropriate practice in Kindergarten.

Curriculum Renewal

The Ministry of Education conducts regular reviews of the curriculum and its philosophical base. Since the introduction of the Goals of Education in 1985, reviews have occurred approximately every 7 years.

The purpose for review and renewal of the curriculum is to sustain and strengthen Core Curriculum, to clarify expectations, and to ensure relevance and consistency for students across grade levels and areas of study.

Children First: A Curriculum Guide for Kindergarten was originally published in 1978 and renewed in 1994. Changes have occurred in the field of early childhood education since the publication of these curricula, including the emergence of a philosophy based upon the early childhood educational experiences of the community of Reggio Emilia. The Ministry

An Information Bulletin

Supporting Kindergarten: An Information Bulletin is a publication of the Saskatchewan Ministry of Education, Curriculum & E-Learning Branch.

The Curriculum and E-Learning Branch is responsible for provincial curriculum development and implementation, the evaluation of resources, and the creation of support materials for Saskatchewan's K-12 schools.

2220 College Ave
REGINA SK CANADA S4P 4V9



of Education created *Children First: Resource for Kindergarten* (2009) with its foundation rooted in previous philosophy with a greater emphasis on allowing opportunities for deeper understanding. In 2010, the *Kindergarten Curriculum* was published as part of on-going curriculum renewal in Saskatchewan.

Principles of Early Childhood Education

The principles of early learning originate from research-based early childhood education practices. These principles are a belief that:

- children are competent learners
- development and learning is holistic
- relationships are opportunities for learning and development
- environments are stimulating and dynamic.

Educators who believe that children are competent learners provide children with experiences that enable them to create their own understandings of the world. Children learn best when their physical and emotional needs are met and they feel valued. The belief in children as competent learners recognizes that there are multiple ways of knowing, doing, and learning.

Holistic development and learning asserts that each person finds identity, meaning, and purpose in life while learning about the world around them. Children are supported as they develop at their own rates and in a variety of ways. Children are given many opportunities to grow and develop in all four holistic domains (intellectual, physical, spiritual, and socio-emotional).

Relationships as opportunities for learning and development provide children with the chance to create a sense of self and belonging. Relationships may occur between people and the environment, and with ideas, beliefs, and theories. Children's uniqueness, dignity, worth, and culture are respected through such relationships.

Stimulating and dynamic environments encourage wonder, exploration, independence, and responsibility. Open-ended materials invite and enable children to be creative with their explorations. A stimulating and dynamic environment facilitates children's active learning and their ability to construct their own understandings.

Distinguishing Features of an Early Childhood Education Program

The principles of early learning are the foundation to planning an integrated experience. The distinguishing features are:

- environment
- conversation
- play.

The environment has a powerful influence on a child's development. Children should feel valued, safe, and comfortable in their learning environment. The learning environment should support connections with other children and instill a sense of responsibility in children. Children's senses need to be engaged and their interests followed. The environment should create wonder, curiosity, and excitement for the children. Children should be provided with opportunities to construct their own understandings, to represent these understandings, and to reflect on their learning.

Conversation can be used to discover children's prior knowledge and interests, scaffold learning, enhance inquiry, and encourage reflection. Authentic questioning can inform the educator about the children's theories, create connections with past experiences, and direct future learning. Through conversation, ideas can be offered to extend children's play and encourage children to become self-directed learners.

Children explore their world through play. Children use their imagination, express their thoughts and feelings, and develop understandings while playing. Play allows children to use flexible and divergent thinking skills while solving real problems. Large and small motor skills can also be enhanced through play.

Planning in Kindergarten

Co-construction of knowledge is foundational to an effective Kindergarten program. Educators should keep this in mind as they plan and facilitate learning experiences for the children.

Planning begins with the end in mind, which is the desired results. The desired results are the outcomes which are used to identify what the children are expected to know, understand, and be able to do by the end of Kindergarten.

Assessment evidence allows educators to determine if the children have achieved the outcomes. The assessment evidence can be collected through

a variety of forms such as self-assessment tools, performance tasks, rubrics, and checklists.

Educators are encouraged to observe, document, and interpret children's learning. This may be in the form of anecdotal notes, audio or video recordings, photographs, work samples, and other artifacts.

Documentation is the process of making the children's learning visible by displaying the children's words, ideas, creations, and constructions. Such displays are supplemented with a statement that records the experiences and voices of the children.

The interpretation of the observations and documentation will inform the educator about the children's ideas and theories. The information gathered will also be used to guide future planning.

Planning for learning considers the environment, conversation, and play to provide opportunities for the children to achieve the outcomes. The learning takes place in the form of inquiry. Planning for

learning is a flexible process that considers the interests and needs of the children in relation to the outcomes. Long and short term plans should focus on the achievement of the outcomes through play and project-based learning.

Educators can ensure that they are providing holistic learning opportunities for each child by

planning through a reflective lens. This lens focuses on providing daily opportunities for children to develop a sense of belonging and contributing, explore and create, as well as understand and share.

Integration of the Areas of Study

The outcomes from each area of study are best achieved when learning occurs through integrated play experiences. Integration allows children to develop and learn holistically. Educators are provided with the freedom and flexibility to plan for the integration of the outcomes from each area of study in a manner that best suits the children's interests and learning needs.

Planning for learning considers the environment, conversation, and play to provide opportunities for the children to achieve the outcomes.

Roles within Curriculum Renewal

There are a number of roles within curriculum renewal that will support effective teaching and learning practices. The Ministry of Education, school divisions, administrators, and classroom educators all play a part in effectively communicating and supporting the development of an effective Kindergarten program. Curriculum renewal affects parents and caregivers as they, too, have a role to play in the children's learning.

Role of Ministry of Education

The role of the Ministry of Education is to provide educators with the curricula for each area of study. The Ministry of Education also provides educators with a list of Core and Additional Resources which will support educators in delivering an effective Kindergarten program. The Ministry's role includes providing professional development for educators in relation to Core Curriculum. The following documents, which guide and support the teaching and learning process in Kindergarten, are available:

- *Kindergarten Curriculum* (2010) provides teachers with information on the Broad Areas of Learning, the Cross-curricular Competencies, and the K-12 Aim and Goals for each area of study. The outcomes and indicators for each area of study are presented in this curriculum.
- *Children First: A Resource for Kindergarten* (2009) is a support document for Kindergarten. It would also be relevant for elementary educators since the early childhood philosophy is applicable for children ages zero to eight years.
- *Core Learning Resources for PreKindergarten and Kindergarten* (2009) lists a variety of resources that have been evaluated and considered appropriate to support high-quality Kindergarten programs. Materials are suggested for both professional development and instructional purposes. Media formats may include videos, DVDs, websites, and numerous print resources.

Curriculum renewal affects parents and caregivers as they, too, have a role to play in the children's learning.

- *Early Literacy: A Resource for Teachers* (2000) supports educators of emerging literacy learners in creating positive and effective literacy experiences. It is intended to supplement the curriculum and is particularly focused on students in the emerging literacy phase. While these students are often found in PreKindergarten and Kindergarten, they can also be found in grades one to grade three.

Role of School Divisions

School divisions use a variety of strategies to guide and facilitate the implementation of sound early childhood education programming as described in *Children First: A Resource for Kindergarten* (2009) and the *Kindergarten Curriculum* (2010).

Orientation workshops have been provided by the Ministry of Education to support the renewal process. The role of the school division is to support school and classroom educators to:

- understand the philosophy and practices advocated in the *Kindergarten Curriculum*
- facilitate a range of professional development opportunities designed to meet the needs of schools and school divisions in curriculum renewal
- support the implementation of ideas and practice found in the *Kindergarten Curriculum* (2010) and *Children First: A Resource for Kindergarten* (2009) in their schools and school divisions.

Role of Administrator

As educational leaders, administrators are key to successful curriculum renewal. Administrators facilitate the curriculum renewal process by having knowledge of the curriculum, providing resources, and supporting sound early childhood education practices. In general, it is helpful if administrators:

- are part of the school division leadership team
- understand the general intent and principles that underlie the *Kindergarten Curriculum* (2010)

- reassure teachers that renewal requires time and commitment
- develop a school team plan for supporting renewal
- ensure that educators have an opportunity to participate in a variety of professional development opportunities
- support educators in reflective practices such as curriculum reflection, inquiry, and networking (see *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth*: 2001).
- create an environment of trust and support to facilitate the risk taking that is necessary for change to occur
- recognize the need for a Kindergarten budget
- inform parents and the broader school community of the philosophy of the *Kindergarten Curriculum* (2010), as explained in *Children First: A Resource for Kindergarten* (2009)
- recognize the need for appropriate resources to support the philosophy of Kindergarten and ensure that the school division selection policy reflects Ministry of Education initiatives and guidelines
- support educators with assessment and evaluation, and reporting of children's progress
- support educators as they expand their repertoire of instructional strategies and practices related to Kindergarten
- review and regularly discuss with educators their insights and needs related to the Kindergarten program
- share information (particularly curriculum and resource lists and best practices) with educators
- work with educators, parents, and school division central office personnel to accommodate the needs of all Kindergarten children.

Role of Classroom Educator

New educators, educators new to Kindergarten, and experienced educators will need time and opportunities to develop awareness, to explore, and to become knowledgeable about and adopt classroom practices that reflect the philosophy and expectations of Kindergarten. It would be helpful for classroom educators to:

- understand the general intent and principles that underlie both the *Kindergarten Curriculum* (2010) and *Children First: A Resource for Kindergarten* (2009)
- commit to actualizing the *Kindergarten Curriculum* (2010) in daily practice
- participate in professional development opportunities
- reflect on effective practices, strategies, and the learning process
- inform parents and the broader school community of the philosophy and instructional practices of an effective Kindergarten program as described in *Children First: A Resource for Kindergarten* (2009)
- assess, evaluate, and report children's progress in a manner that supports the philosophy of Kindergarten
- expand their repertoire of instructional strategies and practices related to Kindergarten
- review and regularly discuss with administrators insights and needs related the *Kindergarten Curriculum* (2010)
- read and employ information learned (particularly curriculum and resource lists and best practices)
- respect the children's knowledge, abilities, experiences, cultures, and understandings
- work with administrators, parents, and school division central office personnel to accommodate the needs of all Kindergarten children.

Role of Parents/Caregivers

Administrators and educators need to acquaint parents and caregivers with the Kindergarten curriculum, including its philosophy, content, and approach. Parents and caregivers should be made to feel welcome in the classroom and should feel free to contribute however they can. Parents and caregivers who have knowledge about a topic that is of particular interest to the children could be invited in to share with the children and educators. Communication between the educator and parents and caregivers is important in Kindergarten.

Supporting the Kindergarten Program

It is important that classroom resources be updated on a regular basis. The Ministry of Education provides Core and Additional Resource lists for Kindergarten and each area of study. Educators are encouraged to review new materials from publishers and to select additional resources they think are appropriate for use with their students. It is important to refer to the school division resource material selection policy when making these choices.

Schools and school divisions are responsible for the development of plans to support staff needs in refining methods of instruction and evaluation, and continuing communication with parents, caregivers, and others. Questions to consider follow:

- To what extent are educators familiar with the *Kindergarten Curriculum* (2010), its philosophy, principles, and outcomes?
- To what extent are educators familiar with *Children First: A Resource for Kindergarten* (2009), its philosophy, principles, and distinguishing features?
- To what extent do the actual experiences which educators provide match the philosophy and outcomes found in the *Kindergarten Curriculum* (2010)?
- How are educators structuring their classrooms to ensure that the outcomes for each area of study are being met?
- Are all students progressing as a result of the learning experiences educators provide?
- Do educators have an effective system for communicating with parents and caregivers?
- Are parents and caregivers included as valuable partners in learning?
- Are educators adapting materials, methods, or settings when necessary to meet individual student needs and support student achievement of curriculum outcomes?
- Are the components and initiatives of Core Curriculum being implemented in the Kindergarten classroom (e.g., Gender Equity, Adaptive Dimension)?
- What instructional approaches and methods are used? Are they appropriate? Are they consistent with the philosophy of an effective Kindergarten program?
- To what extent do educators appear to be enthusiastic about the Kindergarten program?
- Has an in-school or school division network been established to support delivery of the Kindergarten program through idea exchanges and peer coaching?
- What other provisions are made for staff development?
- What human and material resources are used for supporting an effective Kindergarten program?
- To what extent are community resources and programs used to enrich the Kindergarten program?
- Are sufficient resources available to teach the Kindergarten program, as intended?
- Are adequate equipment and facilities available to allow educators to support student achievement of curriculum outcomes?
- Are equipment and materials utilized in such a way that they support an effective Kindergarten program?
- Are there creative ways to free up funding to further support the Kindergarten program?

Professional Development Suggestions

Administrators should allow time for change to take place and plan opportunities for dialogue and action planning.

1. Self-reflection. Educators are encouraged to reflect upon the philosophy of both the *Kindergarten Curriculum* (2010) and *Children First: A Resource for Kindergarten* (2009), instructional practices, and learning. Teachers may reflect on planning, teaching practices, learning experiences, and the needs of the children. *Classroom Curriculum Connections* (Saskatchewan Learning, 2001) provides guidelines and practical tools for curriculum reflection activities.

2. Focus on specific areas for change and set specific goals. As individuals or as a staff, educators can avoid the feeling of being overwhelmed because there are so many things to do or try. Deciding on a focus for the year and concentrating energies and attention on specific aspects of the *Kindergarten Curriculum* (2010) can result in concrete change and move individuals or staffs to refine and improve the Kindergarten program in their schools.

3. Attend specific workshops and utilize available resources.

Administrators and classroom educators should attend workshops facilitated by the school division leadership team. Access to support materials for Kindergarten may range from videos and websites to print materials. For some of those support materials, please refer to the Ministry of Education's curriculum website.

4. Network with educators. Being part of an educator network can be one of the most rewarding activities that individuals can engage in to further their professional development. Identify colleagues in the school or division who might be interested in discussing their Kindergarten programs through a face-to-face meeting, the telephone, teleconferencing, webcam, or email. Principles of early

childhood education, the distinguishing features of a Kindergarten program, planning, effective strategies, possible inquiries, and curriculum outcomes are suggested topics for discussion.

5. Prepare best practice reviews, book talks, or resource boxes. Set aside five to ten minutes of each staff meeting to review best practices, or to talk about a new professional resource. Add the new resource to a box that includes additional resources on a similar topic. Include an evaluation or comment sheet for each resource to allow educators to provide feedback about the resource to help others decide if this resource may be useful to them given the context of the renewed Kindergarten curriculum.

6. Plan for lunch or staff meeting videos. Set aside time for educators to view and discuss professional videos related to the *Kindergarten Curriculum* (2010) and *Children First: A Resource for Kindergarten* (2009).

7. Involve parents, caregivers, and other members of the community. Plan an orientation session for parents, caregivers, and community members who are interested in Kindergarten. Discuss the principles, distinguishing features, importance of inquiry through play, and curriculum outcomes. If possible, give some hands-on experience with early childhood education practices that support and help children achieve curriculum outcomes through play and the project approach. Encourage participants to look through some of the resources that are available to educators.

Parents and caregivers who have knowledge about a topic that is of particular interest to the children could be invited in to share with the children and educators. Communication between the educator and parents and caregivers is important in Kindergarten.

Frequently Asked Questions

1. Are worksheets appropriate for Kindergarten students?

Research has shown that, in most cases, worksheets are too abstract for four to six-year-olds and, therefore, devoting time to them is not a wise investment in the education of our children. Rather, children should be involved in a play-based inquiry program which provides invitations for the children to explore and inquire through a variety of activities, including

the project approach. Writing tools, paper, and numerous concrete materials found throughout the classroom and community environments, meaningful conversations, and intentional, purposeful play are developmentally appropriate activities for children of this age.

2. How much time should be scheduled for the formal teaching of letters and numerals in Kindergarten?

While it is important that children learn about letters and numerals, it is not recommended that time be scheduled for formal instruction or drill on letters and numerals. For many children of this age, sitting passively for more than a few minutes is often frustrating and stressful. Research has shown that Kindergarten children will learn letters and numerals more effectively through the use of concrete materials, field trips, teacher modeling (experience charts, graphs on chalkboard, etc.), self-initiated writing activities, teacher-directed finger plays, games, poems, and songs in a stimulating, print-rich environment.

As children recognize that print communicates meaning, feel the excitement of self-expression via writing, and experience the satisfaction that reading and writing bring, they will usually learn letters and numerals at a very fast pace.

3. Are file folder games and other teacher-made or commercial games and puzzles that focus on numerals, letters, rhyming words, etc. appropriate to have in Kindergarten?

File folder games and puzzles are appropriate materials to have in the classroom. Children may decide to use them in the context of their play and interests. Through conversation and play, teachers can support children who are particularly interested in concept experiences. This way children who are ready to learn the letters and numbers will have the opportunity without pushing children who are not yet ready.

4. Should Kindergarten children be taught to print?

Children arrive at Kindergarten as emergent writers. Their writing may be in the form of scribbling or non-phonetic letter strings, but these scribbles and strings of 'writing' represent stages of writing development just as babbling represents a stage of speech development. Teachers should accept children in the stage they are at and anticipate advancement. Teachers should not teach formal printing lessons but should provide numerous opportunities for children to express themselves through print.

Every Kindergarten program should be well stocked with items such as paper, pencils, crayons, staplers, and hole punches so that during their playtime, children can make booklets, write letters, or create stories, etc. In addition, writing tools and paper should be located in play areas so that children can create maps, menus, lists, signs, etc. as needed to support play activities.

It is important for children to see teachers model proper letter formation when writing poems, songs, thank-you letters, etc. It is also important for teachers to have print displayed in a variety of ways in the classroom (e.g., signs, labels, posters) and to take children into the community to examine print in everyday life.

Teachers should be available to assist children on an individual basis as required. For example, if a child asks how to make the letter D, the teacher could point one out where the letter is displayed in a book, around the classroom, or demonstrate how to make one on a scrap of paper. These are only a few ways that teachers can guide children in becoming confident and capable writers.

5. How can the wide range of developmental skills and abilities of children entering Kindergarten be addressed in the Kindergarten program?

In a play-based program which considers the socio-emotional, physical, spiritual, and intellectual development of each individual, there are unlimited opportunities for growth and learning

for everyone. Through conversations, observations, and documentation, the educator will identify strengths, interests, and needs of all children and plan accordingly.

By creating an invitation that included seeds, soils, pots, watering cans, books, plants that have been previously established, seed catalogues, recording charts, and paper, the teacher fosters a child's interest in plants. Learning should be scaffolded by the teacher through conversation, questions, and play. As a result of conversations and observations, the teacher may realize that the child overwatered and, subsequently, provides the child with opportunities to learn about watering plants. To facilitate growth and learning, the teacher could bring in a local gardener or other gardening experts (e.g., the owner of a greenhouse, a community member) to answer questions and educate the children about plants. As a result of the exposure to and exploration of plants and gardening techniques and procedures, the children may decide they want to create a florist shop during their play.

6. How should a teacher respond when someone refers to the Kindergarten program as “just play”?

A teacher could respond by inviting the person into the classroom to observe the learning that takes place during the Kindergarten day. If the invitation is accepted, a checklist could be provided to help guide the visitor's observations. The teacher could offer to loan the person a resource that aptly explains the value of play. There are presently many excellent materials available on the topic including videos, booklets, articles, and books. Several of these titles have been included in the *Core and Additional Resource List (2009)* for Kindergarten, available on the Ministry of Education's website.

7. Are there situations where a child would benefit by being retained in Kindergarten for an extra year?

The child-centred philosophy is generally not supportive of retaining children. Reliable studies have indicated that the majority of children do not benefit from retention. A preferable alternative to retention is to promote the child to a Grade 1 program that will adapt to all of the needs of each individual. The purpose of such adaptation of materials, instruction, and environment is to support student achievement of curriculum outcomes.

Decisions about a child's progress and placement should be based on the principle of providing the most appropriate learning environment for each child. This decision should be made by an educational team

led by the classroom teacher and should include the parents/caregivers and child.

8. Should all Kindergarten children have to pass a PreKindergarten screening test?

Screening tests should not be used as a basis for admission to the Kindergarten program. Some standardized tests may be biased in the areas of gender, culture, and socioeconomics, and may measure only certain areas of children's learning. It is difficult for tests to

measure curiosity, the ability to get along with others, appreciation of beauty and diversity in the world, kindness towards others, persistence in real-life situations, or a sense of responsibility for self and others.

Furthermore, a child's test results can vary greatly in a short period because young children change so quickly. Their skills, abilities, and understandings blossom with tremendous speed throughout the early childhood years.

It is difficult for tests to measure curiosity, the ability to get along with others, appreciation of beauty and diversity in the world, kindness towards others, persistence in real-life situations, or a sense of responsibility for self and others.

In addition, screening may suggest delayed entrance for the very children who need school the most – those who have experienced relatively less stimulating learning environments in their preschool years.

The main question in the child-centred view is not whether the child is ready for Kindergarten, but whether the Kindergarten program is ready or appropriate for the child. Unless there are unusual circumstances, all children who meet the school division's entrance age requirement should be allowed to attend Kindergarten.

9. How should the Kindergarten area be set up in a multi-grade classroom?

In a primary multi-grade classroom, Kindergarten involvement presents opportunities for play-based learning for all children. By starting from the Kindergarten curriculum, the teacher can build an appropriate program based on the developmental level of the students.

Desks are not needed but tables, chairs, and adequate space for learning and for personal belongings should be available, as well as quiet areas where children can choose to go if they are wanting quiet time. The environment must be equipped with a wide variety of materials, from simple to complex, in order to meaningfully engage all the children.

10. How can educators encourage volunteers to help?

Volunteers need to know that they are welcome in the classroom and that their work is important. An invitation for them to participate can be extended at the orientation meeting and via letters or telephone calls. Parents/caregivers should be made aware that their involvement will contribute to their children's success in school because it reflects the attitude that school is important. People from the community, such as the elderly, should be told that their contributions are welcome and valued.

Once volunteers have offered their services, teachers should be flexible in assigning duties. Tasks should suit the interests and schedules of the helpers. Training sessions should be offered so that volunteers are clear about their responsibilities and understand the focus on the environment, conversation, and play.

The work of volunteers should be recognized. Some ideas for expressing gratitude to volunteers include inviting them to teas or meals, presenting them with student-created gifts, cards or letters, and displaying their pictures in places of honour.

11. How can parents/caregivers prepare their children for Kindergarten?

Parents/caregivers should model a positive attitude towards school. Research has offered evidence that the attitude of parents/caregivers toward education has a strong impact on a child's success.

It is extremely important that parents/caregivers read to children and recite traditional verses and stories. Children need to hear the rhythm of language and they benefit from repeating the same stories and verses over and over again. If parents /caregivers value literature, then children usually will too.

Parents/caregivers can provide writing tools and paper for their children and encourage them to "write" lists, thank-you notes, etc.

Also, parents/caregivers can help children explore their environment by taking them to libraries, stores, zoos, farms, lakes, museums, art galleries, and parks. These outings are great opportunities to talk with children about what they see, hear, smell, and feel. They will provide valuable background experiences that will help to expand children's horizons and enhance further learning. For example, a story about a farm will mean much more to a child if she/he has visited one.

Parents/caregivers can provide suitable toys and manipulatives to enrich their children's play experiences. Additionally, parents/caregivers could

take advantage of programs on parenting that are offered in their communities or elsewhere.

12. Is *Children First: A Resource for Kindergarten* (2009) the same as the *Kindergarten Curriculum* (2010)?

The two documents are complementary, they are not the same. The *Kindergarten Curriculum* provides the teacher with the outcomes that children should achieve by the end of the Kindergarten year (what children should know, understand, and be able to do). As well as the final learning outcomes for Kindergarten for each Required Area of Study, the curriculum outlines the characteristics of an effective Kindergarten program which include:

- Incorporating the principles of early learning
- Actualizing the distinguishing features of an early childhood education program

- Providing meaningful contexts through a reflective lens
- Using the processes of observation, documentation, and interpretation
- Facilitating inquiry through play.

The curriculum also provides examples of what an effective program might look like in action.

Teachers are encouraged to continue to refer to *Children First: A Resource for Kindergarten* as it provides detail on each of the characteristics outlined in the curriculum. Please note that although the print copy of the resource contains draft outcomes and indicators, the drafts have been removed in the online version.