

Welcome to
Kindergarten
and to our
Catholic
School
Community

Brant Haldimand Norfolk
Catholic District School Board

for all





Let the Journey Begin

The Brant Haldimand Norfolk Catholic District School Board offers an engaging, play-based Kindergarten program in a safe, caring and inclusive environment. The program is designed to nurture the development of the mind, body and spirit.

View of Children



All children are competent, capable of complex thinking, curious, and rich in potential and experience.

-The Kindergarten Program

All students can succeed. Each student has his or her own unique patterns of learning.

-Learning for All



Spiritual Development and Learning



A child's faith journey in school includes various experiences:

- learning different forms of prayer including Christian meditation
- participating in school liturgies
- exploring the wonders of God's creations

“Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.” (Matthew 19:14)

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being.

-The Kindergarten Program

We Are Partners in Your Child's Education



Learning Through Play



Children learn through purposeful play and inquiry in the classroom and outdoors. They learn about themselves, others, and the world around them by exploring, discovering, experimenting, and questioning.

“...for children, play is serious learning. Play is really the work of childhood.”
-Fred Rogers

Four Frames

In Kindergarten, your child will build their skills, knowledge, and experiences in four key areas or frames of learning.

The frames reflect the natural way children learn and help educators and families focus on how a child's learning develops.





FRAME - Belonging and Contributing

Children explore and learn through their connections to others and roles as community members. Through play and interactions with peers, they learn about relationships as they build an understanding of the contributions they can make to various groups, the wider community and the world around them.



FRAME - Self-Regulation and Well-Being

Children develop a sense of self-awareness and an understanding of the importance of physical and mental health and wellness. They learn important life skills including how to regulate their emotions and how to adapt to distractions.





FRAME - Demonstrating Literacy and Mathematics Behaviours

Children think critically about the world around them and communicate their learning in different ways. They use language and materials to express ideas and emotions and develop reading and writing skills. Using numbers and patterns in play strengthens their growing mathematical skills.



FRAME - Problem Solving and Innovating

Children make meaning of the world around them by observing, questioning, planning, exploring, testing theories and solving problems. They use their natural curiosity to investigate new and complex ideas.



How Learning is Communicated

Examples of educator communications to families include:

- Conversations through phone calls
- Conversations in person
- Email
- Written notes
- Digital portfolio entries
- Kindergarten Communication of Learning reports (fall, winter, late spring)

The form is titled "Ontario Ministry of Education Kindergarten Communication of Learning Initial Observations". It includes a "Board Logo" field in the top right. The form is divided into several sections: a header section with "Date:"; a student information section with fields for "Student:", "OEN:", "Days Absent:", and "Total Days Absent:"; a program selection section with checkboxes for "Year 1", "Year 2", "French: Immersion", "Core", and "Extended", along with "Times Late:" and "Total Times Late:"; a teacher information section with "Teacher:" and "Early Childhood Educator:*"; a contact information section with "Principal:", "Tel.:", "Board:", "School:", and "Address:"; and a "Key Learning / Growth in Learning / Next Steps in Learning" section with checkboxes for "ESL" and "IEP". A note at the bottom of the form states: "[Comments about student learning should be entered in a font size that is clear and legible.]".

“Ongoing, clear and meaningful communication between parents, their child and the educator team is vital to a child’s growth in learning.”

-Understanding Your Child’s Reports

For all

**Thank you for choosing Catholic Education and
welcome to our Catholic School Community.**



If you have questions or for more information, visit www.CatholicEducation.ca or connect with your school principal.