

Les **CHAMPI** **NS** **DE** **LA** **petite enfance**

Le 20 octobre, 2026

Welcome



Land Acknowledgement



Mini-Presentations - Carousels

Carousel 1:

CEFR – Danielle Hunter and Amy Turner

Carousel 2:

Neurolinguistic Approach to Second Language Acquisition – Lyne Gratton / Cameron Mitchell

Carousel 3:

Inquiry and Play Based Instruction with Literacy Focus in FI - Sophie Beaulne / Lorie Mason

Carousel 4:

How does this apply to us ? RECEs, Teacher, Consultant - Cecilia Henderson / Kelly Kelly / Erica Ingleby





BREAK

Considerations for Planning



Instructional approaches

Foundational knowledge and skills are taught through:

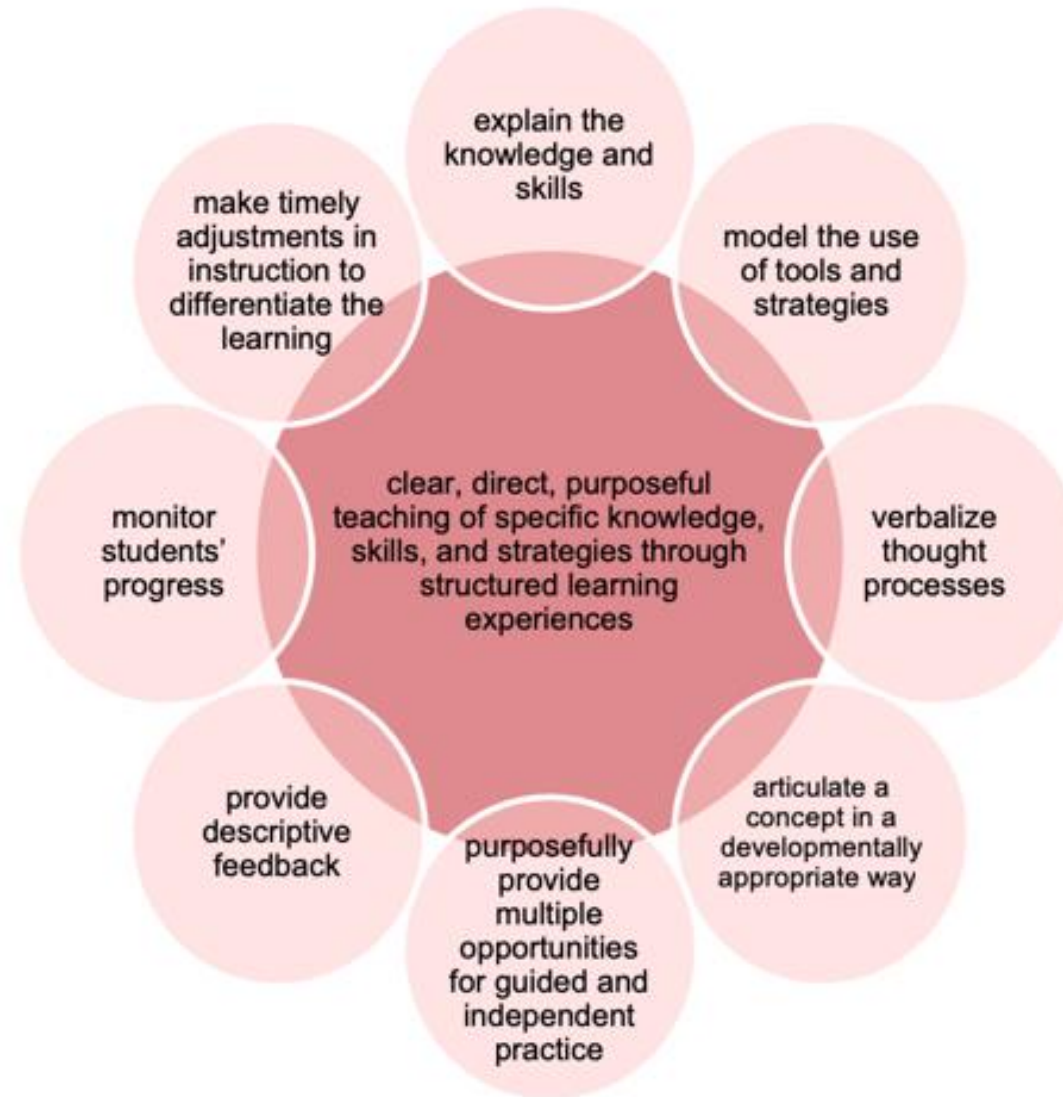
- evidence-based systematic and explicit instruction
- Play-based learning
- inquiry-based learning

In groups of three (3);

- Each select **one** of the instructional approaches to review
- Pull key ideas to share with your group
- As a group, share your key understandings



Evidence-based systematic and explicit instruction

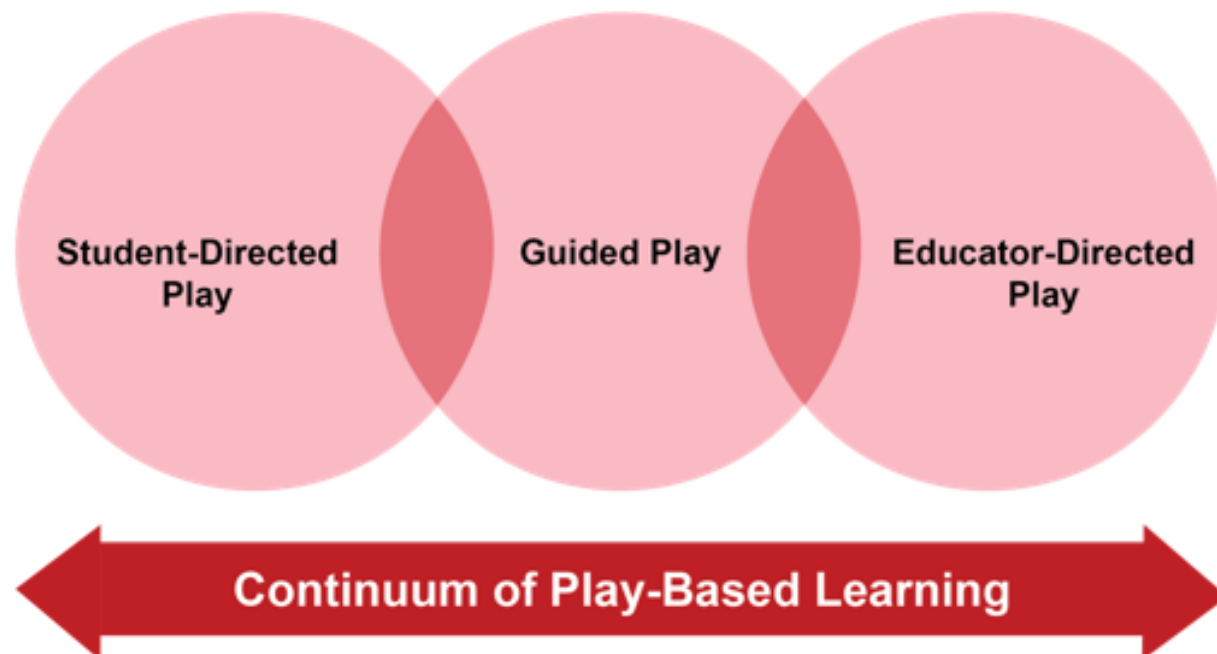


Explicit instruction with gradual release



Play-based learning

- Educators implement play-based learning fluidly along a continuum guided by the learning goals.
- All forms of play are effective in supporting learning across the four strands of the Kindergarten curriculum.



Inquiry-based learning

- An inquiry approach nurtures and capitalizes on students' natural inquisitiveness to fuel learning. The educators and the students are researchers in the inquiry in which they are involved.
- In Kindergarten, students begin to apply their knowledge and skills through a flexible but structured approach to inquiry.



Reflection

How are these instructional approaches already embedded/ reflected in your current practice?



Program Planning Considerations



The learning environments

The learning
environment and
self-regulation and
well-being

Considerations
about time and
space

Considerations
about materials and
resources

Considerations
before the students
arrive in the
classroom

Co-constructing the
learning
environment

Learning in the outdoors

Educators can

- interact with students in a variety of learning environments, including the schoolyard, fields, and trails in the school neighbourhood.
- pose questions to activate students' imaginations as they try to use natural materials for various purposes and to explore and care for the natural environment
- enrich learning experiences through hands-on, experiential, and culturally relevant activities that foster meaningful connections with the natural world, both outdoors and indoors, through appropriate integration of diverse First Nations, Métis, and Inuit knowledges, skills, and values, and land-based learning as ways of connecting with place.



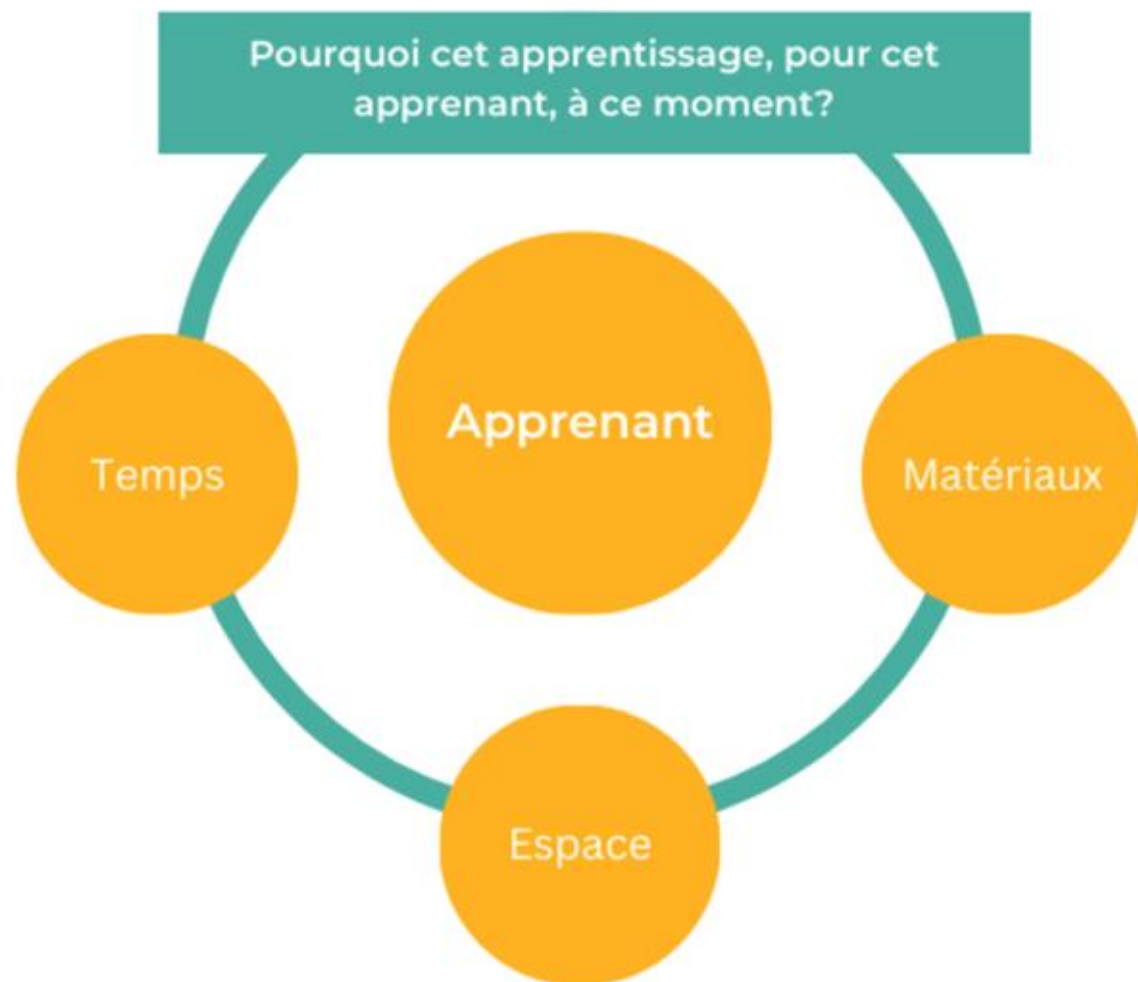
A flexible approach to learning

When creating an effective Kindergarten schedule – the flow of the day – educators consider:

- large uninterrupted blocks of time devoted to evidence-based systematic and explicit instruction as well as play- and inquiry-based learning
- transitions between learning activities kept to a minimum
- learning related to all four strands integrated throughout the day
- having a specific learning focus when the whole class is brought together
- opportunities for individual and small-group learning with various learning and teaching strategies
- flexibilities in the flow of the day

Key Question

Why this learning
for this learner at
this time?



ACPI: Zone petite enfance - L'apprentissage par le jeu



Consider your context

What might you continue, shift, start or stop?

Kindergarten Curriculum & the CEFR : Reflection & Next Steps

AFFIRM ☒

What expectations and best practices in the new curriculum and the CEFR are already reflected in current classroom practice?

ADJUST

What parts of current practice could be strengthened to better align with the curriculum and the CEFR?

ADOPT

What parts of the curriculum and the CEFR need to become part of everyday classroom practice?

ABANDON

What current practices should be discontinued because they are not aligned with the expectations or best practices in the new curriculum or aligned to the CEFR?



Action-oriented Task Template



AO Task Template

Creating CEFR Action-oriented Tasks



Key Curriculum Expectation. D22 People and Communities

D22.1 recognize people in their community and talk about what they do

Context

Tu viens d'arriver dans une communauté ontarienne. Tu as besoin d'aide dans différentes situations de la vie quotidienne. Tu dois trouver la bonne personne pour t'aider.

Exemples:

- J'ai mal à la gorge (infirmière / médecin)
- Mes cheveux sont trop longs (coiffeur / coiffeuse)

Tâche finale:

Les élèves participent à une entrevue avec l'enseignant pour répondre à la question *Qui peut m'aider ?* et nomment aux moins 3-4 personnes qui travaillent dans leur communauté.

What do my students need to learn to be successful in achieving the final task independently?	How does this link to the Kindergarten curriculum? Provide specific expectations (i.e A1.1, B2.1)?	What pre-A1 or A1 descriptors link to this task? Provide "je peux" statements.
1.		
2.		
3.		



Work-Bee

Create and suggest ideas for AO Task creation in line with the Kindergarten Curriculum and CEFR pre-A1 / A1 descriptors.

(Sub-tasks only)



Age 7-10 CEFR Descriptors

Age 7-10 CEFR Descriptors_SHARED

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	A	B	C	D	E	F
1		CHAMPIONS		Ontario	Canada	Note: Accredited / re
2		petite enfance				Note: CEFR Descriptor
3	No	CEFR Descriptor Scheme (updated)	Mode of communication	Activity, strategy or competence	Scale	Level
4		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
5		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
6		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
7		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
8		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
9		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
10		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
11		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
12		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
13		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
14		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1
15		Communicative Language activities	Reception	Listening comprehension	Overall listening comprehension	A1



LUNCH

See you soon



Work-Bee

Create and suggest ideas for AO Task creation in line with the Kindergarten Curriculum and CEFR pre-A1 / A1 descriptors
(Sub-tasks only)



Consolidation and Exit



Consolidation Activity



Consolidation Worksheet

Key learning overview: (Also keep in mind specific learning done in each of these categories)

1. CEFR and "Je peux" statements
2. Kindergarten Curriculum with links CEFR descriptors
3. Neurolinguistic Approach – Oral communication focus in French context
4. Inquiry play-based learning with literacy context
5. Action-oriented backwards design planning

1. MY 3 BIG TAKEAWAYS

What key insights or pedagogical practices shifted your thinking?

1. _____
2. _____
3. _____



Closing Remarks

