



# FDK: What's It All About?

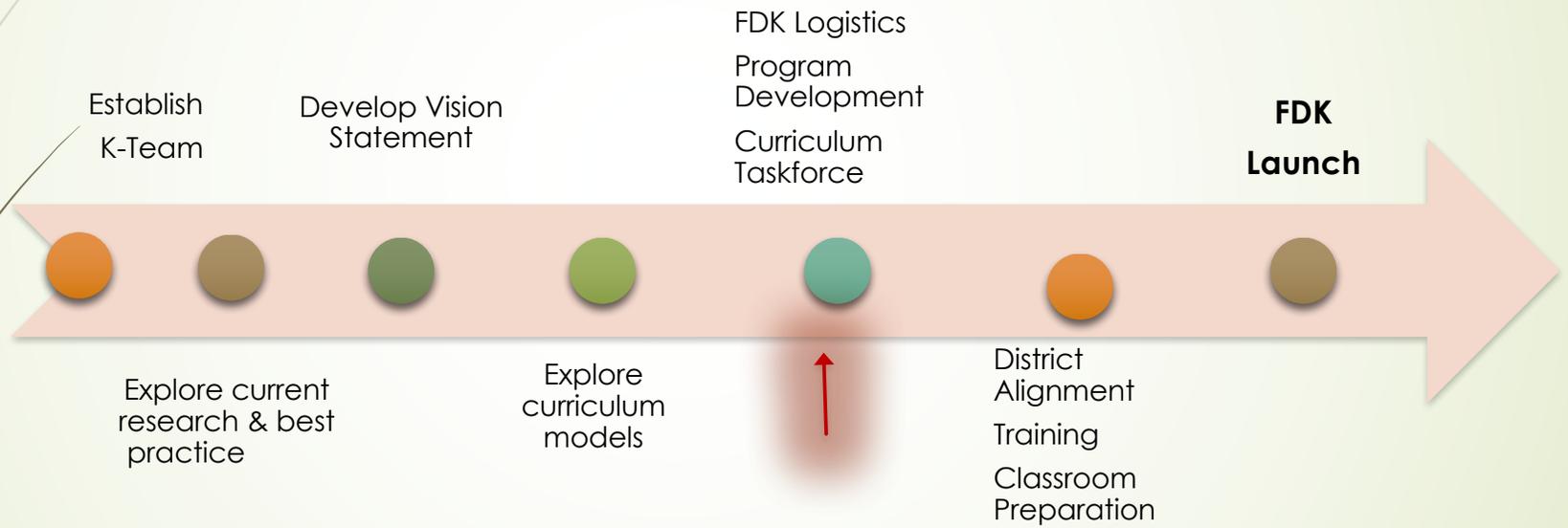
December 11, 2018



## Goals

- ❖ Learn about our vision/planning for FDK
- ❖ View a snapshot of our programming model in action
- ❖ Reflections/Q & A

# Our Journey: Building Knowledge, Creating Alignment



## Current Research & Best Practice



- ❖ National Association for the Education of Young Children (NAEYC)
- ❖ *MA Standards for Preschool and Kindergarten: Social and Emotional Learning, and Approaches to Play and Learning*, June 2015



## What the research confirms...

- ❖ Children at 5 are more like preschoolers than school-age children
- ❖ Between age 5 and 7 children's thinking shifts dramatically –concrete operational thinking to logical-mathematical thinking
- ❖ Key skills to practice-- persistence & flexibility
- ❖ Significant development in social and emotion domains – friendships, empathy, inclusion vs. exclusion, rules driven, development of morality
- ❖ Development is integrated ... and children learn in an integrated fashion
- ❖ Learning is through hands-on manipulation of materials, experimenting, and observing
- ❖ Children need to move
- ❖ Children learn best when instruction is tied to interests, highly engaging, & allows for depth, integration and opportunities to revisit
- ❖ Class sizes of no more than 20 students with 2 qualified adults is optimal

# Our Vision: Core Principles



- ❖ **Principle 1:**
  - Learning encompasses the whole child
- ❖ **Principle 2:**
  - Kindergarten children construct their own knowledge and skills
- ❖ **Principle 3:**
  - Relationships and play are key ingredients
- ❖ **Principle 4:**
  - Families play an essential role in their children's learning
- ❖ **Principle 5:**
  - Diversity in backgrounds, experiences and learning styles enriches learning
- ❖ **Principle 6:**
  - Teachers and school leaders commit to continuous learning

# Vision into Action: “Focus on K2”

*Integrated curriculum that focuses on in-depth exploration, projects, and hands-on learning*

## Units of Study

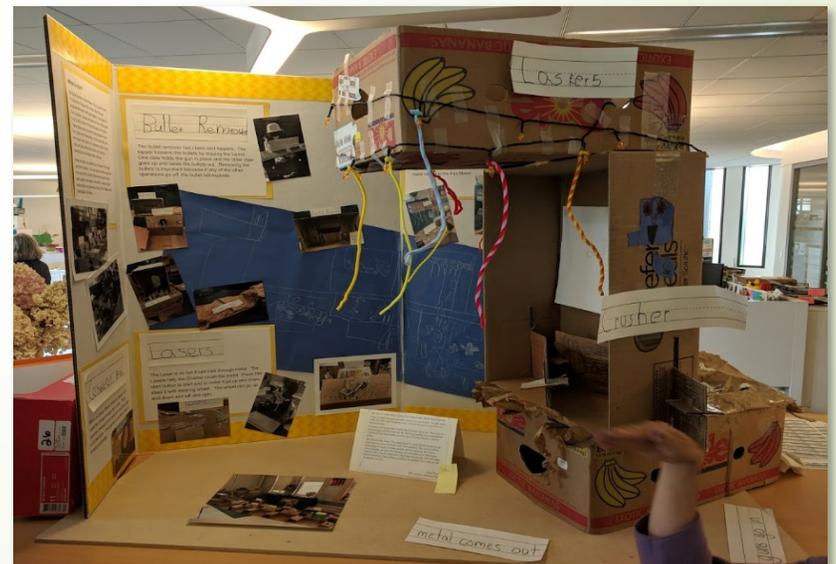
<b>Our Community</b>	Sept. – Oct.
<b>Animals &amp; Habitats</b>	Oct. - Dec.
<b>Construction</b>	Jan – March
<b>Our Earth</b>	April – June

All units involve longer term projects.

- First two units projects emerge from children's interests.
- Last two have specific group project focus.



Children's Art Museum and Studio Space



Gun Crusher



# Vision into Action: Components of “Focus on K2”

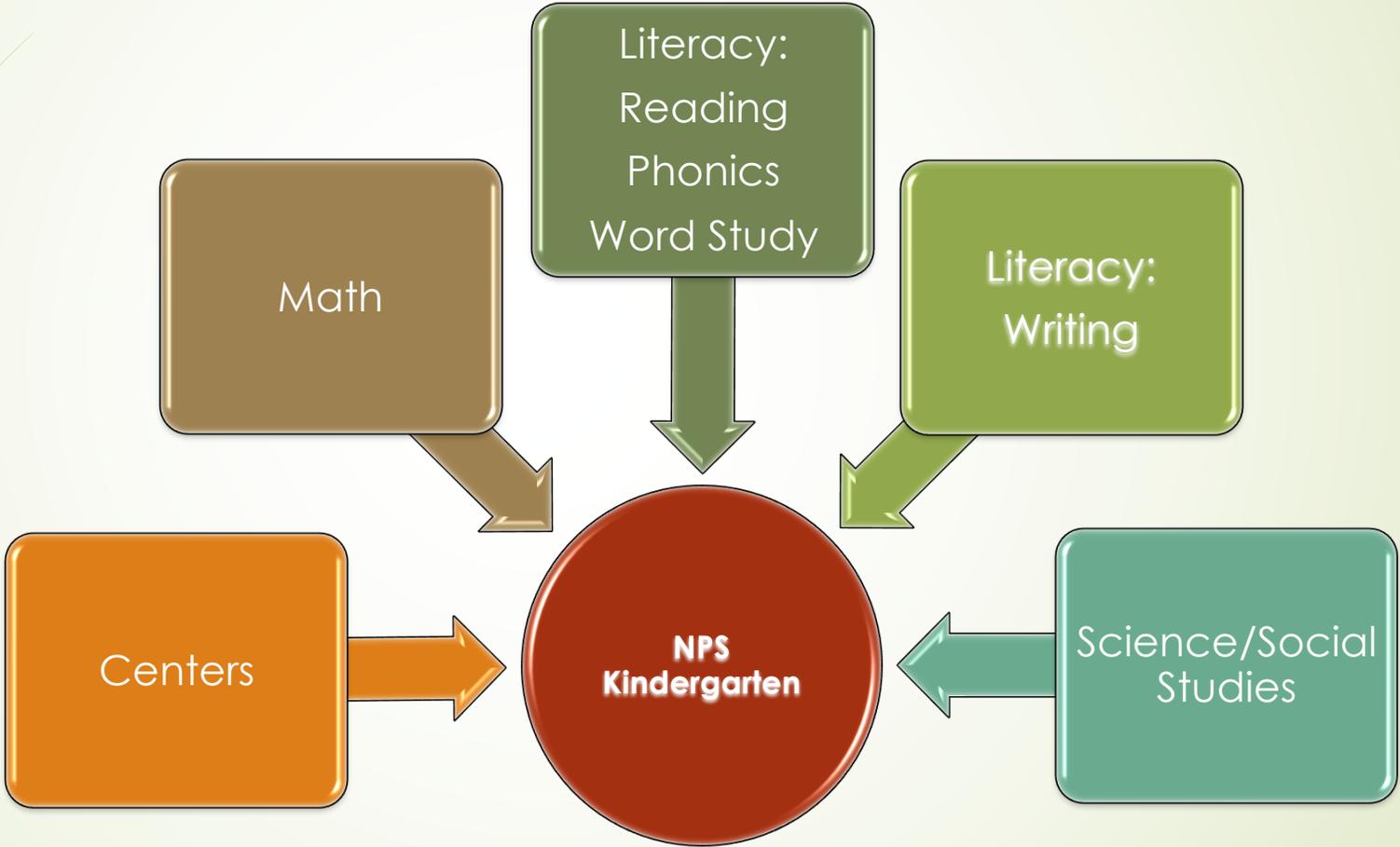
## Core Components

- ❖ **Centers**
  - Interdisciplinary, play, projects, peer interaction, hands-on materials
- ❖ **Whole Group**
  - Read a-louds; story telling; discussions; reflections
- ❖ **Small Group**
  - Teach & support specific reading skills; facilitate project work
- ❖ **Writer's Workshop**
  - Motivating, authentic writing experiences
- ❖ **Storytelling – Story Acting**
  - Children share stories that are enacted by peers
- ❖ **Math Investigations**
  - Develop mathematical understandings through hands-on materials

## Centers

1. Art Studio
2. Blocks
3. Dramatization
4. Listening & Library
5. STEM Center
6. Reading, Writing & Drawing

# Curriculum Integration





# Sample Schedule

## Component

### Arrival

Community of Learners (SEL curriculum)

### Centers:

**Introduction:** Mini-lesson for content taught through centers

**Center Time:** Various content areas, including science and social studies

**Thinking & Feedback:** Reflection on center work

### Writing

### Lunch & Recess\*

### Read Aloud

### Math

### Phonics/Word Study

### Story Acting/Story Telling

### Dismissal

\*Schedules adjusted to accommodate movement breaks as needed and special area subjects



# Special Area Curriculum

- ❖ Six Specials (1/week X 40 minutes)
  - **Art (NEW)**
  - Music
  - PE/Wellness
  - Library/Media
  - **Spanish (NEW)**
  - **Technology (NEW)**
- ❖ Teachers have 1 planning period/day & 1 Common planning period/week

# Introduction to “Focus on K2”: An Integrated Approach to Teaching & Learning



[Intro to Focus on K2](#)

## I NOTICED...

- What did you see & hear?

## I WAS STRUCK BY...

- What struck you most about what you saw?

## I WONDERED ABOUT...

- What questions came to mind as you viewed the model?



# Summary: FDK Program

## ❖ Curriculum

- Promotes children's creativity & their abilities to collaborate, communicate & think critically
- Develops essential literacy & numeracy skills
- Provides adventure with hands-on learning in developmentally appropriate ways for all children
- Highly researched (BPS, Harvard GSE, U. Michigan)

## ❖ Instruction (Explicit practices)

- Operationalize our *Guiding Principles/Beliefs*
- Promote discourse and feedback
- Provide experiential learning across disciplines
- Address differences of development, processes, and perspectives
- Provide active agency and autonomy
- Frames cultural, linguistic, and developmental diversity as assets, rather than barriers, to quality experience
- **Depends on presence of two adults**



# KASE: THANK YOU & KUDOS!

- ❖ KASE provided a robust program that engaged students and enabled them to have a full day learning experience
- ❖ Most valuable aspects of KASE curriculum are an essential component to the new Focus K2 curriculum.
- ❖ What was great about KASE will be a part of the FDK experience.
- ❖ KASE teachers have been a valuable part of the process of developing the FDK program & made significant contributions to our vision and beliefs for FD
- ❖ District has supported KASE teachers in the transition and anticipate they will be interviewing for the new positions

# Building for Success: FDK The Year Ahead



Time Frame	Activity
<b>June</b>	<ul style="list-style-type: none"> <li>✓ High Quality Kindergarten Workshop                             <ul style="list-style-type: none"> <li>✓ Literacy, Math and Science Coaches</li> </ul> </li> <li>✓ Summer Workshop for K Teachers</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>✓ BPS Training – 2 days on Focus on K2</li> </ul>
<b>Fall/Winter</b>	Additional BPS K2 Visits – principals & kindergarten teachers
<b>Fall</b>	<ul style="list-style-type: none"> <li>✓ High Quality Kindergarten Workshops                             <ul style="list-style-type: none"> <li>✓ Preschool, SpEd/Student Support, &amp; Special Area Kindergarten</li> </ul> </li> <li>✓ Summit – logistics and infrastructure</li> </ul>
<b>Sept – June</b>	Communication Kindergarten Curriculum Task Force Kindergarten Teacher PD—6 sessions Principal Workshops – 3 sessions Hiring Additional Staff KASE Transition Summer Training Planning – June and August

# Key Communication Strategies

- ❖ November, 2018--PTC Presidents Meeting
- ❖ December 2018--Superintendent's Letter to Preschools and Private K
- ❖ December 2018--Letter to Families re: Kindergarten Registration/FDK
- ❖ January 2019-Information session for Pre-School/Religious School Directors
- ❖ January 2019--Know Your Schools
- ❖ January 2019--SEPAC
- ❖ Spring 2019--Kindergarten Orientation
- ❖ Spring 2019--Cable Show Spotlight
- ❖ May/June 2019--Kindergarten Screening at Individual Schools

