



Supporting the Kindergarten Team Partnership

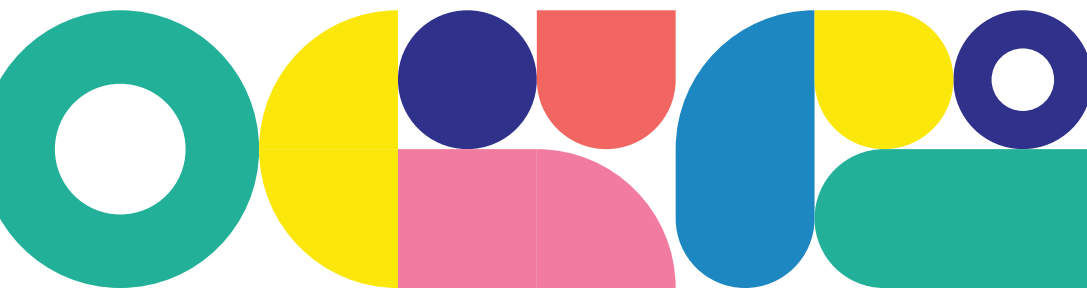
→ Working with your administrator to build a strong Kindergarten team

“Your administrator can be a supportive partner when you are working together as a team. Their role involves developing teams within the school and enabling collaboration among staff. A supportive administrative team understands the importance of the team dynamics in the Kindergarten classroom and how the functioning of that team supports children and families.”

– Building & Enriching Partnerships in Kindergarten, ETFO, 2021

Having a supportive administration can make all the difference in the success of your Kindergarten program and partnership. According to the Ontario Ministry of Education [Kindergarten Program](#), 2016 document:

“Principals support and value the development, implementation, and evaluation of coherent programs, and provide leadership in developing a vision and philosophy to guide pedagogy. They create a positive school climate by implementing school-wide policies and practices that respect all educators and children and their families. Principals also ensure that the work environment throughout the school is one in which the practice of both Kindergarten teachers and early childhood educators is valued and supported, and that the benefits of play-based learning and learning through inquiry are recognized and supported.”



Strategies you can advocate for with your administrator:

- ✓ Ensuring that both Kindergarten team members are listed on staff lists, on the school website, and in all communications
- ✓ Identifying Kindergarten classes by the names of both educators
- ✓ Emailing messages and other school communications to all staff, not just teachers
- ✓ Valuing the unique strengths, skills, and knowledge that DECEs bring to the Kindergarten program
- ✓ Creating opportunities for Kindergarten teams to share their expertise with other staff
- ✓ Encouraging and supporting the teacher and DECE relationship
- ✓ Assisting teams in focusing on what is working well in the partnership and identifying next steps
- ✓ Supporting the Kindergarten program by providing funding to purchase materials
- ✓ Working alongside a team to seek funding sources to build an outdoor learning environment
- ✓ Keeping the team involved in school conversations on planning in the Early Years
- ✓ Considering the schedule and finding creative ways to provide collaborative planning time during the regular workday for the team; any extra time will not only have a positive impact on the relationship, but it will also have a positive impact for the children and families
- ✓ Encouraging professional learning opportunities the team can participate in together to support relationship building
- ✓ Sharing information with families and community members about the learning that happens in the Kindergarten classroom
- ✓ Arranging meetings between school and extended day staff to help work through issues and develop communication practices
- ✓ Recognizing ECE Appreciation Day
- ✓ Establishing processes to assist occasional ECE staff when working in classrooms



Contact your local representative if you are unsure about any information contained in this document. Your collective agreement might also provide further clarification.