

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

Le 19 octobre, 2026

Welcome



Land Acknowledgement



Introductions and Opening Messages





BREAK

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



Leveraging the CEFR and the
Action-oriented Approach (AoA)
in the Kindergarten Classroom

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October 19 and 20, 2026

FLS

See Danielle Hunter's slide deck
in separate file





Making Connections

Kindergarten and the CEFR

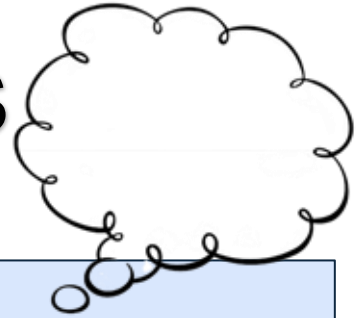
Big Ideas

Gallery Walk - CEFR Big Ideas

Use the sticky notes at your tables to record your reflections on connections you are making between the CEFR and the Kindergarten context.



Gallery Walk - Reflection Questions

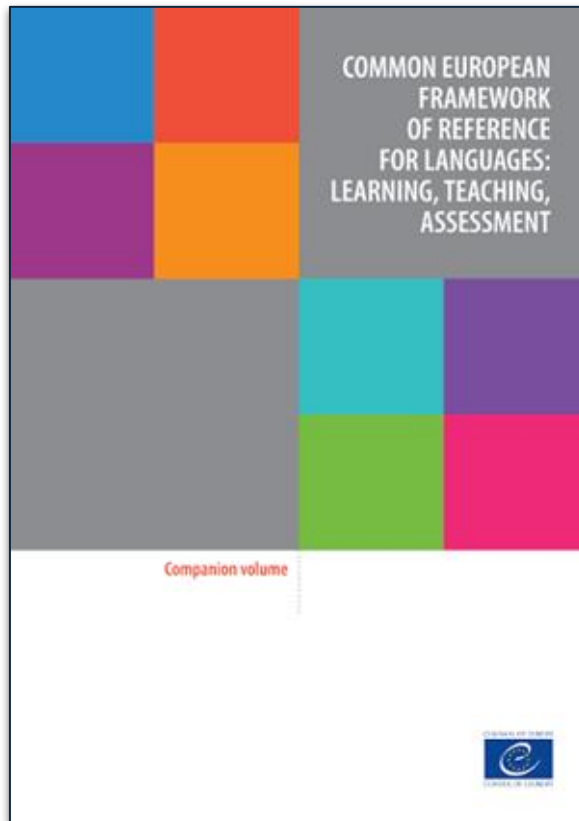


1. When you hear "CEFR" in a Kindergarten context, what words, feelings or images immediately come to mind?
2. What are the most natural ways our students demonstrate they understand and can communicate in French during daily routines?
3. Where do you already see/purposefully embed opportunities for students to converse throughout the day?
4. What types of tasks/activities do students already engage with as social agents/problem solvers?



Gallery Walk - Debrief

What are some key connections that you notice?

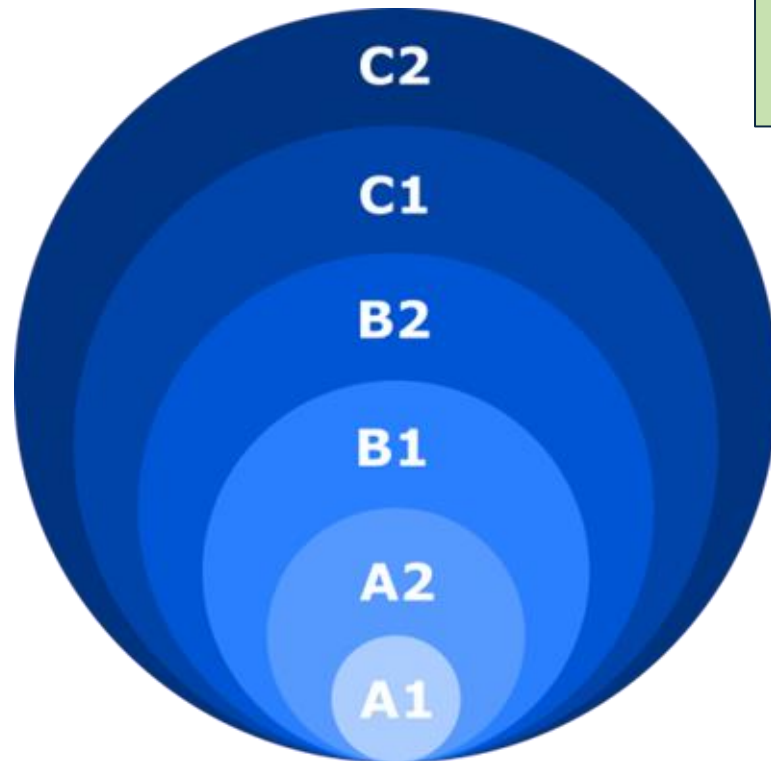


An abstract graphic on the left side of the slide. It features several thick, curved, overlapping lines in blue, orange, red, green, and purple. There are also some geometric shapes: a purple circle at the top left, a red triangle at the top, a blue circle on the left edge, and an orange circle at the bottom. A green line forms a partial square at the bottom left, and a blue line forms a partial square at the bottom right.

Understanding CEFR Descriptors

“Je peux”/ “Can do” statements
for young language learners.

What are “Je peux” / “Can do” descriptors?



Can recognize everyday, familiar words, if they are spoken clearly and slowly in a clearly defined, familiar everyday context

Can understand very short, simple text a single phrase at a time.

Can ask & answer questions about themselves & daily routines, using short, formulaic expressions & relying on gestures to reinforce the information



Language learner as a “social agent”

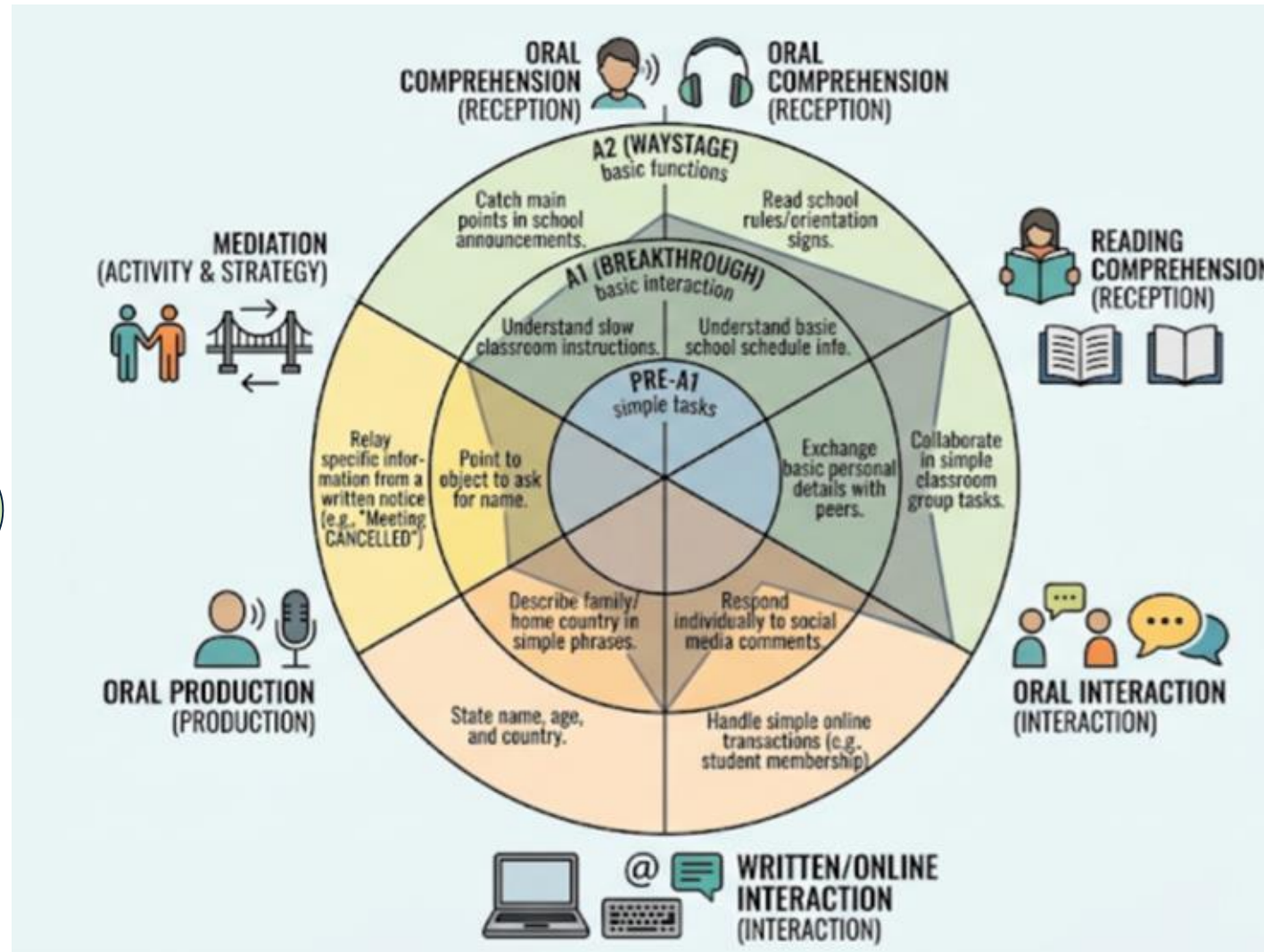


Social agents



The purpose of the descriptors

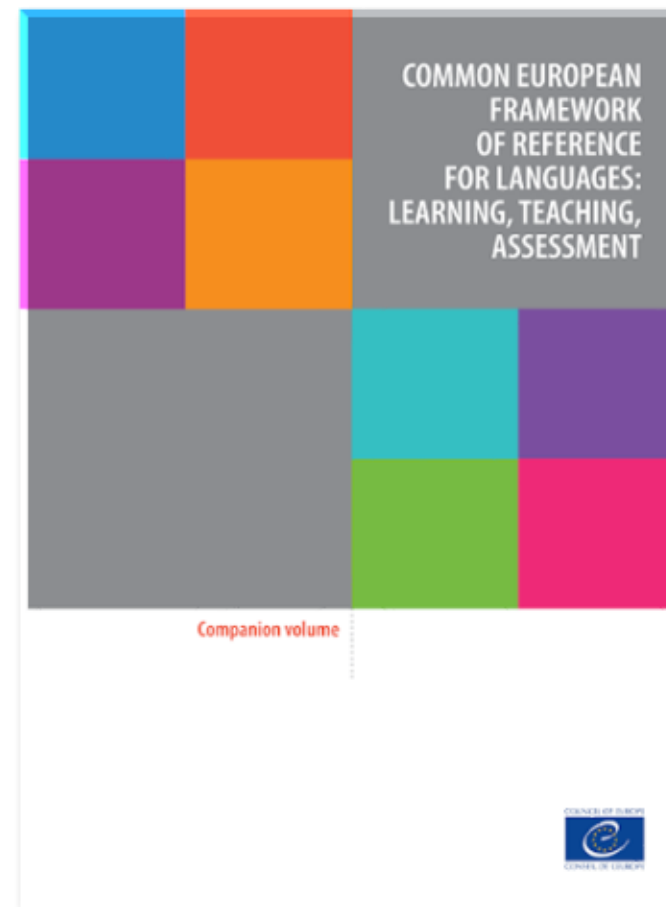
What can I expect them to produce?



What kind of language can I use in the classroom?

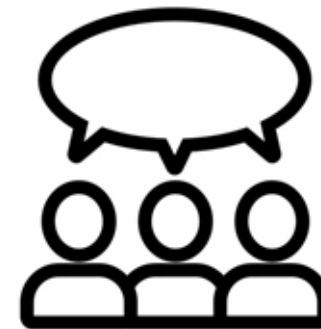


Applying descriptors to young learners



Descriptor sort

At your tables, sort the descriptors you have into Pre-A1 or A1



Notice while working at tables:

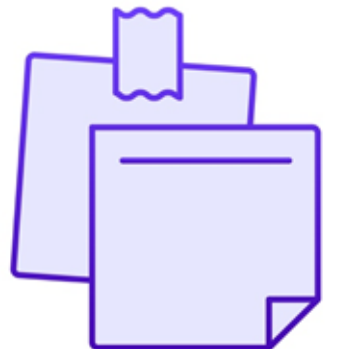
- How does student autonomy differ between Pre-A1 descriptors and A1 descriptors?
- What key linguistic markers distinguish a Pre-A1 descriptor from an A1 descriptor?
- What do you notice about the progression from Pre A1 to A1?



Connecting the descriptors to current practice

At your tables look at descriptors that you have and decide:

- Where in your current classroom routines, group activities, or informal student interactions do you already witness students demonstrating these Pre-A1 and A1 behaviors?
- In what ways can you adapt or rephrase specific descriptors into student-friendly language to support learner self-assessment and goal setting?



Video example 1



Based on what you have learned about the descriptors, does this example represent a student working with Pre-A1 or A1?

A1

Pre-A1



Kindergarten – Developing Oral Language through play
(Transforming FSL)

Video example 2



Based on what you have learned about the descriptors, does this example represent a student working with Pre-A1 or A1?

A1

Pre-A1



Kindergarten – Developing Oral Language through play
(Transforming FSL)

Video example 3

Petite enfance

Présenté par l'Association canadienne des professionnels de l'immersion 

Le langage oral
Qu'est-ce qu'on veut manger dans...?

École : King Street Elementary
Année scolaire : maternelle
Programme d'un an à temps plein : Nouveau-Brunswick
Enseignante : Colette Le Bouthillier



Le langage oral: Qu'est-ce qu'on veut manger (ACPI)

Based on what you have learned about the descriptors, does this example represent a student working with Pre-A1 or A1?

A1

Pre-A1



Video example 4



Based on what you have learned about the descriptors, does this example represent a student working with Pre-A1 or A1?

A1

Pre-A1



Le langage oral: Explorer et apprendre dehors (ACPI)

The Why



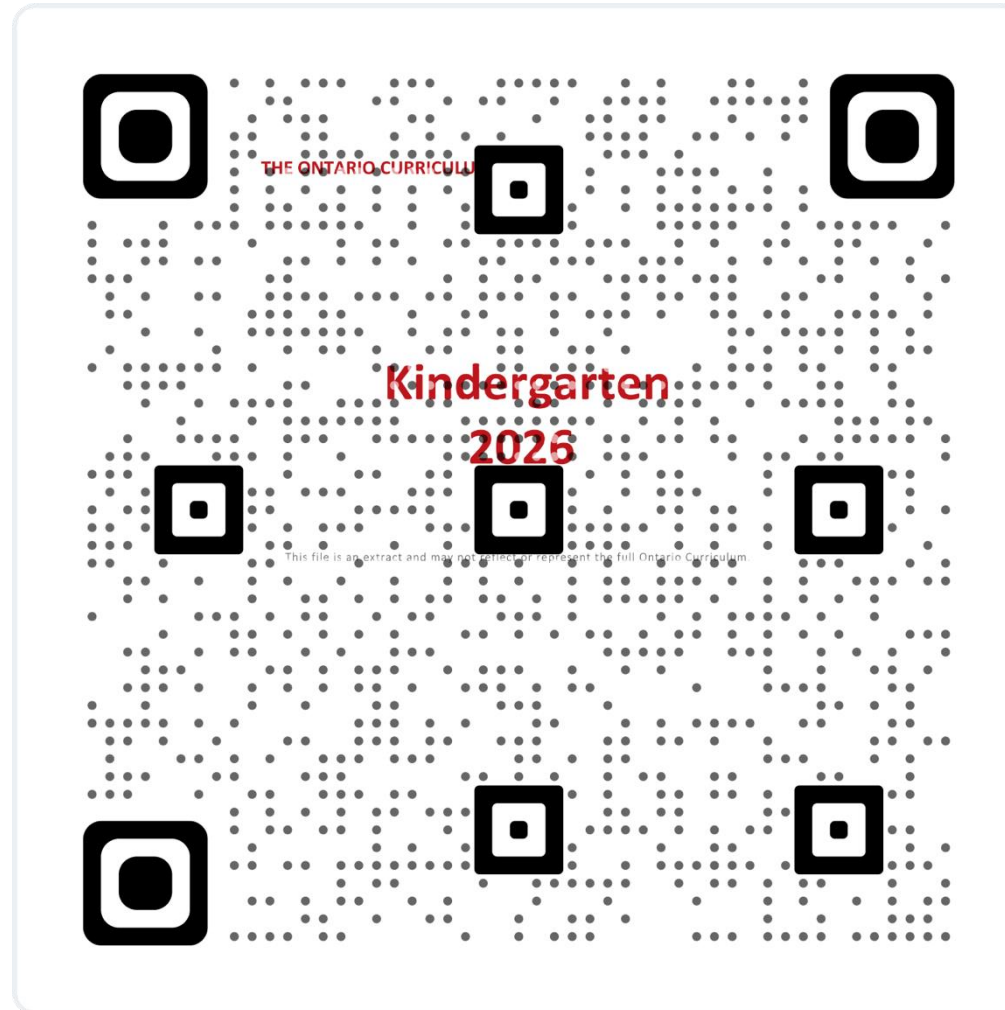
LUNCH



Connecting the CEFR and the Ontario 2026 Kindergarten Curriculum



Kindergarten Curriculum



Structural Changes in the Kindergarten Curriculum

- Kindergarten now has a curriculum, rather than a program
- Shift from Four Frames to defined learning strands
- Expectations are more clearly organized and explicit
- Stronger alignment with the Grade 1-8 curriculum structure



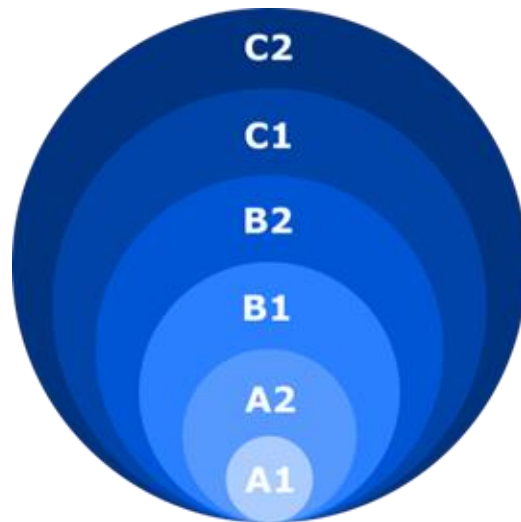
What Did NOT Change

Kindergarten continues to prioritize:

- Play-based, developmentally appropriate learning
- Inquiry, exploration, and child curiosity
- Whole-child development
- Social-emotional learning and well-being
- Relationships, belonging, and responsive interactions



Speaking the Same Language: Linking Ontario Kindergarten Pedagogy and the CEFR



Speaking the Same Language: Task

Individually review one of the three snippets from:

- Ontario Kindergarten 2026: Vision and Goals
- Ontario Kindergarten 2026: A Shared Understanding of Students, Families, Educators, and Their Environments
- CEFR: Purposes of the CEFR & The user/learner as a social agent

Highlight key words/ideas in each document that jump out to you - be prepared to share with your table group.

Speaking the Same Language: Discussion

How do these documents speak the same language?

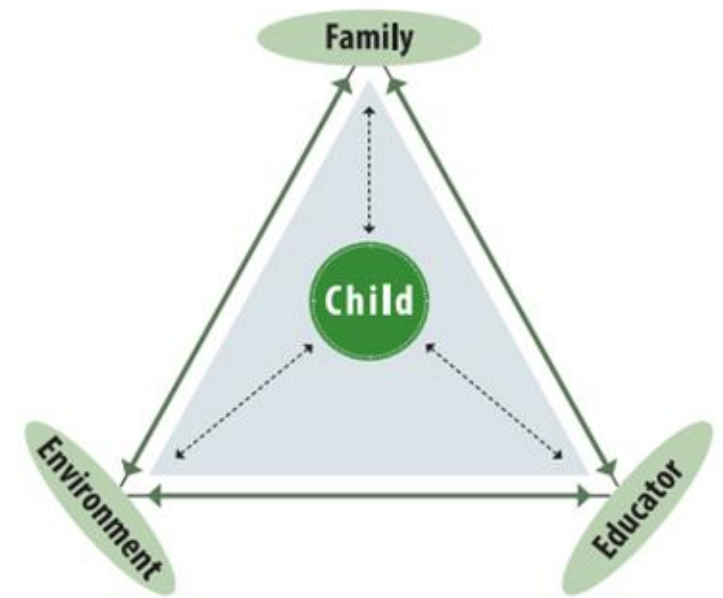
Consider learners, educators, the environment, language...



A Shared Understanding of Students

Children are competent, capable of complex thinking, curious, and rich in potential.

(Ontario Ministry of Education, 2014, p. 6)



Four strands of the Kindergarten curriculum

- The Kindergarten curriculum learning expectations are structured within four strands. New mandatory learning related to language, math, and science and technology are introduced in two of these strands.
 - Strand A. Foundations of Language and Mathematics
 - Strand B. Problem Solving and Innovating
 - Strand C. Self-Regulation and Well-Being
 - Strand D. Belonging and Contributing
- Curriculum at a glance outlines all overall expectations and specific expectations in this curriculum.



A1. Oral and Non-Verbal Communication: communicate orally and non-verbally

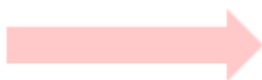
Overall Expectation ^

 > Elementary curriculum > Kindergarten > Kindergarten > Expectations by strand > A1. Oral and Non-Verbal Communication

A1. Oral and Non-Verbal Communication

Specific Expectations

As students progress through Kindergarten, they:



A1.1 listen and respond

Educator supports ^

Examples

- share ideas and explain their thinking about a math problem
- express their feelings while engaged in games with other students
- offer their opinions while engaged in scientific observations outdoors
- collaborate with a group while creating artwork

Strand A. Foundations of Language and Mathematics

In language, as students progress through Kindergarten, they develop foundational knowledge and skills in:

- A1. Oral and Non-Verbal Communication
- A2. Foundations for Reading and Writing
- A3. Understanding and Responding to Texts
- A4. Expression Ideas and Creating Texts

Strand A. Foundations of Language and Mathematics

New and updated mandatory learning includes:

- A1.2 & A1.3 the use of explicitly taught language conventions and vocabulary
- A2.1 to A2.6 early reading and writing skills, including alphabetic knowledge, phonemic awareness, phonics, vocabulary, reading fluency
- A3.1 to A3.6 apply foundational knowledge and skills to read, understand
- A4.1 to A4.2 create texts

Strand A. Foundations of Language and Mathematics

In mathematics, as students progress through Kindergarten, they develop foundational knowledge and skills in:

- A5. The Mathematical Processes
- A6. Number Sense and Operations
- A7. Patterns and Relationships
- A8. Data Literacy and Probability
- A9. Geometric and Spatial Reasoning

Strand A. Foundations of Language and Mathematics

New and updated mandatory learning includes:

- A5 mathematical processes
- A6.3, 6.8, 6.10 key milestones for counting, estimating, comparing, exploring number relationships to 20
- A6.5, 6.12 add and subtract to 10
- A6.9 solve equal-share problems using concrete materials
- A7 investigate repeating patterns
- A8.1 sort objects or data using one attribute
- A9 explore and describing objects, and the location and movement of people and objects
- A10 describe and compare the length, area, mass, or capacity of different objects

Strand B. Problem Solving and Innovating

As students progress through Kindergarten, they develop:

-  B11. Coding Skills
-  B12. Scientific Investigation and Engineering Design
-  B13. Exploring Environment

New mandatory learning includes:

- B11 introduction to coding by creating a sequence of steps and creating and following instructions involving movement
- B12 using an inquiry process to answer questions and explore solutions to problems. Students will conduct scientific investigations and engage in engineering design

Strand C. Self-Regulation and Well-Being

As students progress through Kindergarten, they develop:



Updated mandatory learning includes:

- abilities to self-regulate – to identify and manage their own feelings and emotions – or to co-regulate – to identify and manage their own feelings and emotions with the support of a caring adult

Strand D. Belonging and Contributing

As students progress through Kindergarten, they develop:

- D19. Identity and Self-Image
- D20. Understanding Perspectives and Canadian Identity
- D21. Self-Confidence
- D22. People and Communities
- D23. Respect and Care for Nature
- D24. Responding to Art
- D25. Exploring and Creating Art

Strand D. Belonging and Contributing

Updated learning includes:

- D20 students will learn to understand multiple perspectives among individuals, groups, and communities in Canada, and identify areas of connections.
- D24 & D25 consolidated learning related to responding to, exploring, and creating art in connection with learning in all other strand

Language Foundations Continuum for Reading and Writing, Kindergarten-Grade 1

Applying morphological knowledge

Knowledge and skills in Kindergarten to Grade 1

- Understanding that words consist of bases that convey meaning and the word. Adding prefixes and/or suffixes may have three other impacts:
 - changing the word's function or role in a sentence (e.g., changing a noun to a verb)
 - changing the word's pronunciation (e.g., *medic* vs. *medicine*); and/or
 - uncommonly, changing the word's spelling (e.g., *hop* vs. *hopping*, *div* vs. *diving*)
- Developing the ability to segment words into recognizable morphemes, including complex words

In Kindergarten, see **Expectation A1.3**; in Grade 1, see **B2.4, B2.5, and B2.6**

Kindergarten

Looks like...

- beginning to use suffixes, including: -s, -es, -ed, -ing
- recognizing that some suffixes can be pronounced in different ways (e.g., -s can be /s/ as in *cats* and /z/ as in *dogs*)
- orally working with groups of words with the same base (e.g., *play, playing, playdate*)
- recognizing affixes in oral or written language
- recognizing compound words during oral activities

Vocabulary

The process of developing vocabulary involves acquiring new words and understanding their meanings when reading and listening and writing and speaking. In learning new words, students learn the meaning, usage, form, and relationship to other words, and build the breadth and depth of their vocabulary.

Some words have different meanings in different contexts. In learning words, students should link the meanings and features of the words, such as their semantic features. The semantic features identify similarities and differences between words, which helps link new words to students' existing word schemas.

Words have different roles and utilities in spoken and written language. Tier 2 words are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction. Tier 1 words are those that frequently occur in spoken language, while Tier 3 words are generally specific to a particular content area and have less broad utility for students.

Vocabulary is developed through both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts.

Networks and features of words

Knowledge and skills in Kindergarten to Grade 1

Linking the meanings and features of new words, such as linking semantic features to their existing word schemas

In Kindergarten, see **Expectation A1.3**; in Grade 1, see **B2.7**.

Kindergarten

Looks like...

- learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)
- demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features
- linking new words to previously learned words based on their semantic features
- recognizing that certain words have multiple meanings, which may cross over into other content areas

Language, Grade 1

Looks like...

- learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)
- demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features
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Language foundations Continuum - Considerations for French Immersion

Language Foundations Continuum for Reading and Writing, Kindergarten–Grade 1 with Considerations for French Immersion

Phonemic Awareness

Phonological awareness refers to the ability to reflect on the sound structure of spoken language. *Phonemic awareness* is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. When students begin to identify, notice, [segment](#), [blend](#), and manipulate individual sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the [decoding](#) and spelling of written words.

Isolating phonemes

See Kindergarten **Expectation A2.3**.

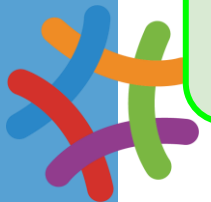
French Immersion Kindergarten	English Kindergarten
Knowledge and skills Isolating the phonemes they hear in words – an important skill to support segmentation	Knowledge and skills Isolating the phonemes they hear in words – an important skill to support segmentation
Looks like... - identifying phonemes orally in spoken words (e.g., prompt: “Quel est le premier son dans le mot sac?”), first with continuous sounds, and then with stop sounds - identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting - noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/)	Looks like... - identifying phonemes orally in spoken words (e.g., prompt: “What is the first sound in the word <i>sun</i>?”), first with continuous sounds, and then with stop sounds - identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting - noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/)

Interactive Mapping: Overall Expectations and “Je peux” statements

Match the ‘Je peux’ statements printed on labels to the Overall Expectations up around the room.

- Peel and stick your “Je peux” labels to the expectations

You may find that a statement can be matched to multiple expectations.



Je peux

A1. Oral and Non-Verbal Communication

communicate orally and non-verbally

Je peux

Je peux

Interactive Mapping: Debrief

In your table groups, discuss...

- What connections did you make/find?
- Which expectations were the easiest to connect "Je peux" statements to?
- Which expectations was it a challenge to connect "Je peux" statements to?



A Shared Understanding of Students, Families, Educators, and Their Environments

The shared understanding students, families, and educators have about the roles they play in students' learning has a profound impact on what happens in the Kindergarten classroom. The views of students, families, and educators provided in the following descriptions are at the heart of

- When we see **students** as competent, capable of complex thinking, curious, and rich in potential, we value and build on their strengths and abilities.

engage them in a meaningful way.

- When we see **educators** as knowledgeable, responsive, reflective, resourceful, and rich in experience, we value the experiences and environments they create for students. Teachers and early childhood educators work together^[*] to plan and implement the program and to maintain a healthy physical, emotional, and social learning environment. They collaborate in observing, monitoring, and assessing the progress and development of the children in Kindergarten and in communicating with families. The teacher ensures that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed.

More information on early learning can be found in the ministry resource "[How does learning happen: Ontario's pedagogy for the early years](#)".

Kindergarten Curriculum & the CEFR : Reflection & Next Steps

AFFIRM <i>What expectations and best practices in the new curriculum and the CEFR are already reflected in current classroom practice?</i>	ADJUST <i>What parts of current practice could be strengthened to better align with the curriculum and the CEFR?</i>
ADOPT <i>What parts of the curriculum and the CEFR need to become part of everyday classroom practice?</i>	ABANDON <i>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?</i>



BREAK

Round Table Activity

AO Developed Tasks

Les CHAMPI^{NS} DE LA petite enfance AO Scenario Tem	
What is one thing about this template that you really like or that resonates with your practice?	
What is one thing you would change, remove, or simplify to make this template work better for you?	
What is one new idea or missing element you would add to make this template even more useful?	



Tomorrow

