

Review of Junior Kindergarten Technical Report - Final



Prepared for:



Northwest
Territories Education, Culture and Employment

Prepared by:

proactive
INFORMATION SERVICES INC.

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September 2015

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Glossary of Terms

Aboriginal Head Start (AHS): is a federally funded pre-school program for Dene, Inuit, First Nations and Métis children and their families living in urban centres and northern communities. The eight Aboriginal Head Start centres in the Northwest Territories provide comprehensive experiences that prepare Dene, Inuit, First Nations and Métis pre-schoolers between 3-5 years of age for school by focusing on meeting their spiritual, emotional, intellectual and physical needs.

Community Stakeholders: for purposes of this report were chairs/members of the District Education Authorities (DEAs), members of Divisional Education Councils (DECs) and a representative from the Tłıchq community.

Early Childhood Consultants: are government staff who assist people operating family day homes, day cares, pre-school programs and after school programs by: assisting with the licence application process and requirements; sharing their knowledge of child development; modeling best practices in early childhood education; providing program development knowledge; providing support to eligible operators who may access funding to assist with operational expenses; and, providing resources.

Early Childhood Educators/Practitioners: are operators and staff in family day homes, day cares, pre-school programs (including Aboriginal Head Start). There are 113 licensed child care programs operating in NWT which include day homes, pre-schools and other out of school programs). The training of staff varies greatly; some staff have completed a one year certificate in early childhood development, others have attained a two year diploma while some early childhood educators/practitioners have no formal training.

Educators: are staff working in the K to 12 system, including principals/vice-principals, teachers, program support teachers, who hold a valid teaching certificate. To be eligible for certification, individuals must hold certification in the original jurisdiction of their teacher education program which would entail holding a Bachelor of Education or a three or four year acceptable degree with a minimum of one year of professional teacher training.

Educational Assistants (EA): support educators in schools. Classroom assistants and special needs assistants fall into this broad category. There are no standard qualifications for EAs; therefore, their background and training varies.

Education Authorities: There are eight education jurisdictions in the NWT, each of which is represented by either a Divisional Education Council (DEC) or a School Board.

Integrated Kindergarten Curriculum: The NWT *Integrated Kindergarten Curriculum: A Holistic Approach to Children's Early Learning (April, 2014)* is mandated for use for both years of Kindergarten (i.e. Junior Kindergarten and Kindergarten). The NWT Integrated Kindergarten Curriculum is child-centred and play-based, allowing children to be actively involved in the learning process and helps them construct a deeper understanding of the world around them. The curriculum is based on 11 Kindergarten Key Competencies, grouped into four major



learning areas that will help children build the necessary skills to be successful in Grade one and beyond.

Junior Kindergarten: is an optional program for children turning four years old on or before December 31st. In the NWT it is currently offered in 19 communities and may be full or half-day.

Kindergarten: While 'Kindergarten' can be used to refer to two years of programming prior to Grade 1, for purposes of this report Kindergarten refers to an optional program for children turning five years old on or before December 31st. In the NWT it is currently offered in all communities.

Regional Superintendents: oversee the coordination of government services offered through an ECE service centre.

Superintendents: are the representatives of a DEC or School Board and act as the Chief Executive and Education Officer for the education authority.



-- CHAPTER 1: INTRODUCTION --

A. Background

Early Childhood Education has been identified as a key vehicle for promoting the development of children in the Northwest Territories (NWT). A series of Aboriginal Student Achievement forums were held in 2010-2011 to discuss educational priorities with Aboriginal, community, educational and youth leaders. The forums were hosted by the Minister of Education, Culture, and Employment. One result from the forums was a recommendation by the Aboriginal Student Achievement Working Group (ASAWG) that one of the four priority areas should be “early childhood development and child care.” The goals under this priority were to, “develop early childhood programs, services and initiatives that optimize the healthy development of Aboriginal children.” This priority was validated during the 2013 roundtable, *Right from the Start Early Childhood Development – Improving our Children’s Future*, which highlighted the need to provide high quality early childhood education, particularly for vulnerable children and their families. As stated in the document:

...investment in programs and services aimed at improving outcomes in early childhood development. The *Framework* is designed to ensure that every child, family, and community in the NWT, including those most at risk, has access to high quality, comprehensive, integrated early childhood development (ECD) programs and services that are community driven, sustainable and culturally relevant.¹

Intended as a ten year vision that will guide Northwest Territories in the area of early childhood development, the *Framework* is built upon three overarching goals and seven strategic commitments, one of which is ensuring that “access to high quality, affordable early learning programs and child care services will be enhanced.”²

“JK will enhance access to high quality, affordable early learning programs and child care services as envisioned in Commitment #6 of Right from the Start.”

1 Government of Northwest Territories. (2013). Framework for Early Childhood Development: Right from the Start in NWT, p. 3. Retrieved from:

http://www.ece.gov.nt.ca/files/publications/ece_framework_-_web_sept_2013.pdf.

2 Ibid, p. 7.



1. School Readiness in NWT

Research consistently shows that high quality education for four year olds positively impacts everything from educational success to health and well-being. The need for early childhood development in the NWT was reinforced by the baseline results from Northwest Territories first three years of data from the Early Development Instrument (EDI). Developed by Offord Centre for Child Studies at McMaster University in 2000, the EDI is widely used in Canada and abroad as a population-based measure of school readiness based on five domains of child development, including physical health and well-being; emotional maturity; communication skills and general knowledge; social competence; and language and cognitive development.

More specifically;

The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage who are falling behind....Children falling into the bottom 10% are considered 'vulnerable' and children scoring in the lower 10% to 25% are considered 'at risk'.³

Baseline data from three years of administration of the EDI from 2012 to 2014 demonstrates that approximately 38% of NWT children are 'vulnerable' in one or more EDI domains and that this is the case for 53% of children in small communities. Table 1 outlines the percentage of 'vulnerable' children in each EDI domain.

Table 1: Percentage of Vulnerable Children in EDI Domains by NWT Location and Overall				
Domain	Yellowknife	Regional Centres	Small Communities	NWT Overall
Physical health and well-being	14.8%	16.9%	35.1%	22.0%
Emotional maturity	8.3%	10.2%	22.9%	13.6%
Communication skills and general knowledge	11.2%	15.1%	25.4%	16.8%
Social competence	12.5%	11.5%	27.6%	17.3%
Language and cognitive development	13.0%	15.1%	29.0%	18.8%
Note: This table has been copied from <i>Early Development Measuring Children's Readiness to Learn: Summary of NWT Baseline Results for the 2012, 2013, and 2014 School Years</i> , p. 4.				

³ Government of Northwest Territories. (2014). *Early Development Measuring Children's Readiness to Learn: Summary of NWT Baseline Results for the 2012, 2013, and 2014 School Years*, p. 3. Retrieved from <http://www.ece.gov.nt.ca/files/pages/574/edi-summaryreportsept2014.pdf>.



2. Early Childhood Programs in NWT

A wide variety of early childhood programs are available in Northwest Territories. There are 113 licensed child care programs which include licensed day cares and day homes, differing pre-school programs and Aboriginal Head Start. NWT Aboriginal Head Start is a federally funded early childhood program for Dene, Inuit, First Nation and Métis pre-schoolers between 3 to 5 years of age. AHS is available in four of the NWT regions with a total of eight communities in the NWT offering AHS programming; Fort McPherson, Inuvik, Paulatuk, Fort Providence, Behchoko, N'dilo, Fort Smith, and K'atlodeeche First Nation Reserve. The Department of Education, Culture and Employment also provides funding to these eight AHS programs. Two AHS programs are located in the local school while other communities have separate buildings designated for the AHS program. There are a total of 134 licensed spaces for AHS children in all eight communities.

The availability of early childhood programs varies widely from community to community. In 2014, 10 communities in NWT did not have any early childhood programs. These included Colville Lake, Enterprise, Jean Marie River, Lutselk'e, Kakisa, Nahanni Butte, Norman Wells, Trout Lake, Tsiigehtchic, and Wrigley.⁴

3. Education Funding in NWT

Funding for the delivery of school programs and services is provided to Education Bodies⁵ (EB) through formula funding determined under the School Funding Framework. The Framework takes into consideration a number of factors. One of the primary factors is student enrollment. Calculations for EB School contributions are adjusted annually based on the actual enrollment of the previous school year.

EBs are funded with a guarantee that the student/teacher ratio of 16:1 be maintained. The actual student/teacher-ratio has traditionally fallen well below this benchmark. EBs are also funded on prior year actual teacher salaries whereas every other departmental organization and authority are funded at the mid-point of the salary range for their compensation and benefit expenses. These funding allocations are reflected in cash surpluses (approximately \$9 million annually) that have been generated across the education system the past number of years.

⁴ Government of Northwest Territories. (2014). *Junior Kindergarten: Information Kit*, p. 6. Retrieved from <http://news.exec.gov.nt.ca/wp-content/uploads/Junior-Kindergarten-Info-Package-June-20141.pdf>.

⁵ Education Bodies are defined under the *Education Act* as "District Education Authorities, a Divisional Education Council or a *commission scolaire francophone de division*, or all of them, as the case may be."



B. Junior Kindergarten in NWT

1. Implementation

Acting upon the goals and commitments of *Right from the Start* and supported by information from the EDI, Government of Northwest Territories moved forward with the implementation of a Junior Kindergarten program within territorial schools in order to enhance early learning programming for four year olds (including children who turn four years of age before December 31 of the school year). In addition to providing an optional, high quality, free, and safe learning opportunity for four year olds, JK was seen as an investment in the K-12 education system as it was expected that children attending JK would have a better chance of becoming engaged learners who connect through play, inquiry and exploration. Furthermore, it was believed that the trend toward decreasing enrollment would result in a number of schools having sufficient space to accommodate the addition of a JK program.

The JK implementation plan included a phased approach beginning with small communities, to be followed by regional centres (Inuvik, Hay River, and Fort Smith), and lastly by Yellowknife. Therefore, a demonstration project began in the 2013-14 school year in Fort Providence, Lutselk'e⁶ Norman Wells, and Tsiigehtchic.

At the time of the 2013-2014 demonstration phase there was limited capacity for monitoring and evaluation within the Department of Education, Culture and Employment (ECE). Therefore, monitoring and evaluation was not integrated into the implementation of JK. However, with the establishment of the Planning, Research and Evaluation (PRE) Division in ECE, it was possible to undertake a limited review of the demonstration sites in 2014 in order to answer initial questions regarding the strengths and challenges of implementing JK. This evaluation outlined six recommendations, one of which was to continue the three year phased in approach for JK.⁷

The next phase of implementation was to offer JK as an optional program to communities in 2014-2015, with the intention of full implementation across all schools in the NWT by 2016-2017. In September 2014, schools in 23 communities had agreed to implement JK; however, this number dropped to 19 communities confirming they wished to continue with the implementation of JK. This number may continue to change as JK is offered voluntarily and as some small communities may not have any children in the JK age group in a particular year.

⁶ Please note that while Lutselk'e Dene School chose to offer a JK Demonstration program, they did not continue as a demonstration site due to lack of enrollment.

⁷ Government of Northwest Territories. (2014). *2013-2014 Junior Kindergarten Demonstration Implementation Technical Evaluation - Report*, p. 17.



2. Funding Junior Kindergarten

Based on the system wide surpluses and the GNWT's fiscal situation, ECE decided to fund Junior Kindergarten by adjusting the overall K-12 teacher staffing tables (the ratio of funded teachers to students). The 2014-15 Junior Kindergarten program was expected to cost approximately \$1.8 million and was funded through a reduced student/teacher ratio. The impact of this funding approach is detailed in Table 2.

Table 2: Impact of Funding Approach				
Education Authorities	JK Funding 2014-2015*	Revised Student/teacher Ratio 2014-2015*	Projected Net Impact 2014-15	Actual Net Impact 2014-15
Beaufort-Delta Divisional Education Council	\$294,000	(\$400,000)	(\$106,000)	(\$132,700)
Commission scolaire francophone, TNO	-	(23,000)	(23,000)	(22,000)
Dettah District Education Authority	531,000	(160,000)	371,000	369,000
Dehcho Divisional Education Council	15,000	-	15,000	15,000
Ndilo District Education Authority	99,000	-	99,000	99,000
Sahtu Divisional Education Council	626,000	(64,000)	562,000	564,600
South Slave Divisional Education Council	268,000	(317,000)	(49,000)	(58,200)
Tłı̨ch̨ Community Services Agency	-	(157,000)	(157,000)	(150,500)
Yellowknife Catholic Schools	-	(277,000)	(277,000)	(265,500)
Yellowknife District No.1 Education Authority	-	(372,000)	(372,000)	(131,600)*
Total	\$1,833,000	(\$1,770,000)	\$63,000	\$288,000

* - Source: ECE 2011-12, 2012-13, 2013-14 Audited Financial Statements and 2014-15 budgets.
 + - This figure includes \$225,000 that was provided to YK1 to maintain the 16:1 pupil teacher ratio. If this figure were not included the cost would be (\$356,600).

ECE committed to provide additional funding to any community District Education Authority that exceeds a 16:1 student/teacher ratio. As a result, YK1 was provided \$225,000 to maintain the 16:1 pupil teacher ratio.

3. Communication

Between February and June 2014, ECE implemented a territorial-wide multi-media communication process which included internet, radio, newspaper, and media releases. There were three digitally available formats; the ECE website portal, A Right from the Start Facebook page, and Right Spot ATMs with screens. In addition, a radio call-in show on *Denendeh Sunrise* aired in March, 2014 and two promotional radio advertisements were aired five times daily from February 20 to March 14, 2014 on CJCD, a Yellowknife radio station. Information was also included in two NWT newspapers, *News North* and *Yellowknifer*, and in *Edge* magazine.



Furthermore, there were media releases which included an open letter to parents, a technical briefing in Yellowknife, and a JK information kit, two written contributions from principals in Norman Wells and Fort Providence, and a contribution from parents in Yellowknife. This information dealt with a range of topics including rationale, funding, projected impact, and a personal interview opportunity with the Deputy Minister.

C. Introduction to the Review

During the October 2014 session of the Legislative Assembly, the Government of the Northwest Territories reached an agreement with the members of the Legislative Assembly that while JK would continue to be offered voluntarily by the schools in small communities currently offering the program, roll-out beyond those communities would not occur until a comprehensive review of the current JK implementation was undertaken.

The purpose of the Review was to examine:

1. whether the Department of ECE's 2014-15 implementation of Junior Kindergarten (JK) in the 23⁸ NWT communities is working as intended;
2. how the implementation of JK in 23 communities compares to the implementation of JK in other jurisdictions;
3. whether the Department of ECE should incorporate JK into the K-12 school system beyond the 23 communities; and
4. based on the results above, what funding model should be implemented for JK, if applicable?

As the company that scored highest in response to the *Standing Offer for Program Monitoring and Evaluation*, Proactive Information Services Inc.⁹ was contacted in order to determine their interest and ability to undertake the Review of Junior Kindergarten. Proactive presented a response outlining interest and qualifications and, subsequently, was awarded the contract.

⁸ The RFP questions cite 23 communities which is the number who started implementing JK in 2014-15. In December 2014 the number dropped to 19 communities confirming they wished to continue offering JK in the 2014-15 school year.

⁹ Based in Western Canada, Proactive Information Services Inc. was established in 1984 specifically to provide research and evaluation services to clients in the public and non-profit sectors. Proactive's clients include government departments, school divisions/districts, schools, health authorities, public sector agencies, community organizations, foundations, and other NGOs in Canada and internationally. Proactive has worked extensively in education, including many evaluation projects focused on early childhood education within Canada, as well as in Europe and South America.



D. Review Questions

The following Review questions are those presented in the Terms of Reference (TOR).

- 1. Is the roll-out of JK in the 23 communities working as intended?**
 - a. What is the level of communication and engagement with parents, educators, other early childhood education programs and communities?
 - b. What have been the complaints and responses related to the program?
 - c. What are the benefits and limitations of the program?
 - d. Are there ways to improve the program?
 - e. To what extent has the implementation of JK financially impacted K-12 programming in the 23 communities, taking enrollments into consideration?
 - f. What have been the impacts that JK has on existing licensed early learning programming in small communities (eg., family day cares, AHS)? (This will include the need to inventory the types of early learning programming offered in each community.)
 - g. What are the impacts that JK has on parents and families?
 - h. Are teachers with a Bachelor of Education qualified to teach JK? Are there other forms of credentials that also qualify someone to teach JK?
 - i. Is the curriculum being implemented as intended? (In what ways have the integrated curriculum been adapted?¹⁰)
 - j. Were schools and classrooms structurally prepared for the program (i.e., in terms of infrastructure and materials)?
- 2. How does the implementation of JK in the 23 communities compare to the implementation of JK in other jurisdictions in terms of:**
 - a. Child-to-staff ratio;
 - b. Levels of staffing required to implement JK;
 - c. Qualifications required of each staffing level; and
 - d. Infrastructure needs?
- 3. Should the GNWT incorporate JK into the K-12 school system beyond the pilot implementation of the 23 communities?**
 - a. What are the anticipated impacts that JK has on existing and comparable early learning programming in the regional centres and Yellowknife? (example: day cares and AHS).
 - b. What impacts of JK can be observed on the students who were enrolled in the demonstration-sites in terms of their level of preparedness for Grade 1?
 - c. If JK were in all NWT schools, what are the anticipated financial impacts on K-12 programming, taking enrollments into consideration?
 - d. What are the anticipated impacts on three year olds and four year olds who have the potential to enter JK?

¹⁰ The second question, in parentheses, has been added to deepen the question regarding curriculum.



4. Dependent on the results above, how should JK be funded, if applicable?

- a. Does the current funding approach work?
- b. Are there alternative ways to fund the program?

E. Approach

Traditional research and evaluation methods have often been criticized for externally imposing judgment without including the voices of participants and stakeholders in a meaningful manner. For this reason, the Terms of Reference for this Review identified many different stakeholders to be consulted. This Review's approach found as many ways as possible to include the voices of these diverse stakeholders, while recognizing the political and individual interests which may exist, as well as possible misconceptions and biases. The Review was structured and implemented to ensure it was as comprehensive as possible within the specified timeframe and addressed the Review's purpose, including answering all Review questions. A variety of methods were used to collect data for the Review.¹¹

In addition, a Jurisdictional Scan was conducted of similar Canadian programs. Jurisdictional websites were the first line of inquiry which led to other data sources. A scan of Canadian jurisdictions using internet searches and reviews of electronic documents gleaned information regarding:

- extent of Junior Kindergarten offerings available for four year-olds;
- intensity of JK programming (full/half-day);
- child/staff ratio;
- curriculum used;
- implementation of JK;
- class size numbers for JK/Class configurations (i.e. JK/SK combined classrooms, other configurations);
- qualifications/credentials for JK teacher/educators.

In addition to information from specific jurisdictions, some general sources were also consulted. A total of 36 sources informed the jurisdictional scan. Finally, in order to obtain more information and clarification on the program in Winnipeg School Division and Yukon, two interviews were undertaken of key stakeholders in those jurisdictions.

While not required by the Terms of Reference, the consultants (as a value added component) examined the *Northwest Territories Integrated Kindergarten Curriculum* (2014) and the *Integrated Kindergarten Curriculum: Draft Implementation Guide* (2014). In addition to a discussion of the NWT curriculum, a comparison between these documents and *Aboriginal Head Start: Making a Difference in the Northwest Territories*

¹¹ A more detailed discussion of the Methodology, including Challenges and Limitations, is contained in Chapter 3 of the full Technical Report.



(2012) and Winnipeg School Division's *Start With the Child: A Guide to Best Practices in Nursery Programs* were included as a way of shedding light on how other curricula/implementation documents address meeting the needs of pre-Kindergarten learners.

1. Community Site Visits

Multi-faceted site visits were undertaken in eight communities, including one community that has discontinued participation and one where there is low participation. The communities were selected to represent different DEC's, diverse community contexts and communities known to have had different implementation stories.

Site visits were conducted between April and June 2015 in:

- Deline
- Dettah
- Fort Providence
- Fort Simpson
- Lutselk'e
- Norman Wells
- Tsiigehtchic
- Tuktoyaktuk

One or two Proactive consultants visited each community to undertake in-person data collection involving:

- parents whose children have attended or are attending JK;
- school principal and vice-principal, where applicable;
- Junior Kindergarten teachers (recognizing children may be in multi-grade classes);
- other teachers in the school;
- educational assistants, if knowledgeable about the JK classroom;
- four year olds in JK through classroom observation;
- DEC and DEA representatives;
- licensed day care centres, licensed day homes and any other early childhood educators (including AHS staff, where applicable); and
- other community stakeholders¹² (as appropriate).

While the questions asked of each stakeholder group were slightly different, a number of areas of inquiry were common to most. These included communication about JK, the impact on families, the limitations, challenges and changes stakeholders would like to see in JK, the benefits of one more year of Kindergarten, qualifications/credentials of JK

¹² Once in the communities, if other community stakeholders were identified, Proactive consultants interviewed them.



educators, impact on existing early learning programs, the funding model for JK and other possible models, as well as whether schools were prepared for the implementation of JK in terms of the school structure and materials needed. In total, 73 people participated in the interviews and focus groups/community meetings.

2. Data Collection Across the NWT

Data were also collected across the Territory using a variety of methods. These included:

- parent questionnaires;
- a web-survey sent to all educators in the NWT;
- a web-survey sent to all early childhood educators/practitioners on the ECE data base;
- focus groups with Regional Early Childhood Consultants and Superintendents; and
- key person interviews, including Aboriginal government/Tłıcho Government representative(s) Northwest Territories Teachers' Association, Aboriginal Head Start practitioners, Regional Superintendents, ECE Department staff (as appropriate), and Department of Health and Social Services Staff (as appropriate).

In addition, an open call for Review submissions asked the question; *"Should the GNWT incorporate JK into the K-12 school system beyond the pilot communities? Why or why not?"* The open call for submissions was placed on the GNWT web-site and weekly on the Facebook page. ECE emailed the call for submissions directly to education superintendents, the President of Aurora College, and NWTTA so they could distribute to their constituents. Proactive also sent the call for submission directly to the Chairs of DEAs and DEC's. Submissions were sent directly to Proactive. The call for submissions indicated that submissions would be accepted in electronic, mail or audio format and in the language of the respondent's choice.

3. Participation

In total:

- 114 people participated in interviews, focus groups or community meetings;
- 326 people responded to surveys; and
- 23 submissions were received; 22 in English and one in French.



-- CHAPTER 2: SUMMARY --

A. Findings by Review Question

This summary chapter will answer the questions used to guide the Review which were originally posed in the Terms of Reference. Chapters 4 to 7 of the Technical Report present the detailed results upon which the answers to these questions are based.

1. Roll-out of JK: Is the roll-out of JK in the participating communities working as intended?

In some communities JK was working as intended and in others it was not. The roll-out of JK encountered many challenges. However, the context in different communities created different levels of success or failure with the implementation of JK.

a. What is the level of communication and engagement with parents, educators, other early childhood education programs and communities?

Communication and engagement were reported by all stakeholder groups as being problematic throughout the implementation of JK.

- Most parents heard about JK through the school, some mentioning that they phoned the school for further information.
- Many educators believed there was limited and often confusing communication regarding JK. The information they did receive was not always helpful in understanding why JK was being implemented and of the program itself. In response to the web-survey, about half of educators in JK sites (56%) agreed¹³ that prior to the implementation of JK they were provided with information that helped them have a better understanding of why it was being implemented. A similar split was evident among educators regarding whether their community had been consulted prior to the implementation of JK (45% agreed). When asked whether they believed the consultation process was effective, 14% agreed, while 40% indicated that they did not know. While respondent numbers are small, educational assistants felt less well-informed than educators.
- Early childhood practitioners (those providing other early child programs) and community stakeholders who were interviewed believed communication regarding JK was lacking and that any information they did acquire was often second-hand and not particularly informative. Overall, 38% of respondents to the web-survey agreed that, prior to the implementation of JK, they were

¹³ Agreement is a combination of 'strongly agree' and 'agree.'



provided with information that helped them have a better understanding of why it was being implemented. Interestingly, 48% of those in Yellowknife (where JK has not been implemented) agreed that they had this information, as compared to 23% of those in other communities. Respondents were also asked if prior to JK implementation they were provided with information that helped them have a better understanding of the program itself. Overall, 29% agreed; there was little variation by setting.

- Across all groups, dissatisfaction was expressed regarding the changing messages that were conveyed regarding the implementation of JK (eg. mandatory or not mandatory).
- In some communities those people providing long-standing early childhood programs (such as Aboriginal Head Start and other licensed programs) felt their programs had not been valued or respected.
- Government key informants were aware of and agreed there were difficulties and concerns regarding communication and consultation.

b. What have been the complaints and responses related to the program?

All groups, regardless of community, stressed the importance of supporting child development and early learning. However, not everyone agreed that JK was an appropriate or the most appropriate vehicle, a view that was more prevalent outside communities that offered JK. A more holistic approach to supporting children from zero to five was recommended by numerous review participants across many groups, including those contributing to the submissions.

- Almost all parents whose children had attended or were attending JK were positive about the program, describing both benefits for their children and their families. They believed JK prepared their child for Kindergarten through socialization and familiarity with the school setting and routines. They also saw improvements in language development as well as the development of early literacy and numeracy skills.

"I really like the program but it wasn't thought about enough before it was put in the school. Do more advertising. A lot [of parents] didn't know what their kids would be learning or what it was about. Our biggest fear is the government doesn't want to spend the money. There is some opposition down south. It is an amazing opportunity for these communities and it should stay. It is really good," JK parent.



- A few parents would like to have seen more adults in the JK classroom, as well as more opportunities for preparation and orientation prior to the beginning of JK for them and their children. In communities where JK was a half-day, parents spoke of the challenges of chauffeuring their children between JK and other programs, preferring the full-day option.
- Educators identified many potential benefits of JK. Those in JK sites were positive about the program and presented examples of success stories in their schools and communities. Educators often identified that JK introduces children to the school routine and makes them comfortable at school which, in turn, supports improved behaviour. In addition, JK was viewed as supporting early literacy and numeracy, as well as socialization.
- Challenges for educators in a number of JK sites not only included implementation issues, but also having the resources – particularly adequate and knowledgeable staff – to program for JK students and to address the needs of some four year olds coming into the education system (eg., toileting, lack of language).
- Poor communication, the lack of consultation with communities and the perceived devaluing of existing early childhood programs were major areas of complaint by early childhood practitioners across the territory. While they strongly agreed that support for child development and early learning are important, most felt this was best done outside the school setting.
- The 'institutionalization' of four year olds was raised by a number of Aboriginal Head Start representatives who were concerned this might be viewed in some communities as harkening back to residential schools. However, they were not the only ones to identify this as an area of sensitivity. The need to continue to take into account the lingering effects of residential schools was raised by at least a few people in virtually all respondent groups including the Superintendents, Regional Superintendents, the Early Childhood Consultants, community stakeholders, educators, as well as survey respondents (both educators and early childhood practitioners) and in a number of submissions.
- As previously mentioned, many of the community stakeholders believed implementation was rushed and not well planned, leaving GNWT unable to anticipate the questions and issues communities faced. These individuals strongly voiced that there was a lack of consultation and felt this should have been a more grassroots process that built on the strengths of each community.
- Many government key informants stressed the numerous benefits of JK which will, ultimately, foster later school success. For communities that do not have early childhood programming JK was viewed as particularly important.



c. What are the benefits and limitations of the program?

Many benefits of JK were identified, particularly by parents of children attending JK, by educators and by key informants in government. Limitations of the program were also raised, often concerning the implementation of JK in multi-grade classrooms.

- Parents of JK students valued the opportunities for their children's socialization and interaction with their peers. They felt their child had learned a number of things through their participation in JK, ranging from letters and counting to 'getting along,' routines, and cultural learning. Readiness for school and language acquisition were highlighted by parents both in the interviews and in the survey responses. Also, eight of the 11 JK parents responding to the survey felt that JK had "really helped" their child and that the JK experience was "great."
- Limitations were raised by a few parents related to the level of adult supervision and, in some communities, safety concerns regarding the appropriateness of playground equipment and outdoor supervision.
- Educators identified many potential benefits of JK. Virtually all educators in JK schools presented examples of success stories in their schools and communities. Benefits included: early assessment and intervention, the opportunity to support early literacy and language skills development, as well as the development of numeracy and social skills. Other benefits cited were the opportunity to introduce students to school routines and expectations, resulting in an increased comfort level with school, as well as the opportunity to connect with parents and involve them in the school community.
- Overall, 76% of survey respondents to the educator survey, who work in JK schools, agreed that having an extra year of Kindergarten will better prepare students for Grade 1 and that having JK in schools provides an important resource/support for the community.
- In the educator survey, educators were asked to identify potential benefits of JK; those in JK settings were more likely to identify all the benefits listed. However, 90% of all respondents believed that JK supports the development of language skills; 86% believed it supported the development of numeracy skills; 84% believed JK supports social/emotional development and creates comfort with school environment and routines. In addition, 83% saw the opportunity for earlier intervention and 81% the opportunity for earlier assessment, while 80% believed it creates an earlier connection between school and families.



- While limitations regarding student-to-adult ratios and curriculum implementation are addressed elsewhere, a commonly cited concern, particularly in schools where this was the case, was the limitation that having JK in multi-grade classes placed on the teacher's ability to appropriately support and program for both JK and older students. Also, because some JK students enter school with some challenges (eg., not toilet trained, language delays or deficits) they required additional time and attention. These challenges were identified in all JK sites.
- A minority (38%) of early childhood practitioners completing the early childhood educator/practitioner survey believed that having an extra year of Kindergarten will better prepare children for Grade 1 and that having JK in schools provides an important resource to the community. When asked about potential benefits of JK, early childhood practitioners were less positive than educators. However, 62% believed JK creates an earlier connection between schools and families and 59% believed that JK supports language development skills and creates a sense of belonging to the school community. In addition, 56% believed JK provides opportunity for earlier assessment and creates comfort with school environment and routines.
- Community stakeholders who were interviewed outlined benefits of early educational experiences by preparing students for school and supporting development, although not all believed this had to be in a school setting.
- The government instituted JK because "research consistently shows that high quality education programs for four year olds positively impact children's development. High quality early education and care programs positively affect everything from graduation rates to health and well being outcomes. The research shows that high quality pre-school programs benefit all children" (Junior Kindergarten Facts). JK was identified as being especially beneficial to parents and caregivers in the NWT's smallest communities where no licensed childcare exists and for families who cannot afford other pre-school options.

d. Are there ways to improve the program?

Stakeholders made a number of suggestions for improving JK. Almost all those interviewed, both those in JK communities and others, would like to see new/dedicated funding for JK, although not many specifics were given about how this could happen. In addition, most stakeholders would like to see the JK include more adults in the classroom – a dedicated JK teacher and an educational assistant - in order to meet students' needs.

- A few parents in JK sites would like to see more adult supervision outside the classroom, more orientation for themselves and students prior to JK entry, and more attention paid to the appropriateness of playground equipment.



- Most teachers in JK sites (80%) felt that they needed more professional development and support for implementing JK. Some educators identified the need for a deeper understanding of 'play-based,' as well as practical ideas for classroom activities related to curricular outcomes.
- Some of those who participated in the Review process, particularly (but not exclusively) early childhood practitioners and some community stakeholders, argued that JK should be eliminated altogether or in those communities with existing early learning programs. Others thought it should be integrated into existing early learning programs, while others thought it should be implemented in collaboration with existing programs. Regardless of the position, many people, across all respondent groups, argued that implementation needed to fit the community context and did not need to be done the same way in all communities.

e. To what extent has the implementation of JK financially impacted K-12 programming in the participating communities, taking enrollments into consideration?

People from a number of respondent groups were concerned that JK could financially impact K-12 programming, by taking resources from other K-12 programs to provide appropriate supports for the JK program. However, this was generally raised in response to the Territory-wide impact and not in relation to sites where JK was operating¹⁴.

- On the educator survey, 74% of all respondents believed the implementation of JK would have some impact on the K to 12 system were it to be implemented in all NWT schools. Those in schools not offering JK (63%) were more likely than those in JK schools (44%) to believe there would be a 'great impact.'
- In the participating JK communities the issue was discussed in terms of the need for more than one adult (more than a teacher) in classrooms that accommodated JK students. While it was felt that funding by enrollment provided adequately for pupil/teacher ratio, the funding of an educational assistant to help in JK classrooms was dependent on either having a special needs child in the classroom or the school making the decision to devote educational assistant time to this area. Some JK schools were able to access other funding to support an educational assistant but in some cases this meant reallocating staffing, thus affecting K-12 programming.

¹⁴ It should be noted that many of the review questions were to be asked of all groups. However, in a number of instances, individuals either felt they did not have sufficient information to answer or answered based on their perception.



f. What have been the impacts of JK on existing licensed early learning programming in small communities (eg., family day cares, AHS)?

While a number of communities had no existing licensed early learning programming, those communities that did appear to have been affected by the implementation of JK. The number of children was reduced in existing programs, thus raising concerns about continued funding, program viability, and job loss.

- While the impact on existing early learning programs was mentioned by all groups, many early childhood practitioners (including those providing the existing programs in JK communities) emphasized a negative impact both when interviewed and when responding to the survey. Aboriginal Head Start representatives' major concerns were the lack of consultation and the perception that JK was duplicating AHS programs. While the value of early learning opportunities was clearly recognized, there was a belief that the same outcomes could be achieved through working with existing programs and paying attention to community strengths.
- Sixty-four percent of educators in JK settings indicated they had other early childhood programs in their community. Of these respondents, 52% believed there had been some impact on these early childhood programs with the most frequent explanation being that existing programs had been jeopardized due to a reduction in the number of children attending as a result of JK.
- There was concern that if JK is implemented Territory-wide that staff trained in early childhood would suffer job loss.

g. What are the impacts that JK has on parents and families?

Virtually all parents whose children are or were in JK were pleased with the program and believed it had a positive impact on their children and many on their families as well.

- As previously discussed, parents in JK communities felt their child had learned numerous things through their participation in JK, ranging from letters and counting, to improvement in their speech (language skills were highlighted), to social skills and cultural learning. Parents also valued the opportunities for their child to socialize with their peers and to get along with other children and adults. Most felt that JK had helped their children with learning routines and adjusting to the school environment. Some specifically cited JK as having more of an emphasis on learning outcomes than in other early childhood settings.
- A few parents reported that JK had also positively impacted their family, through their JK child's modeling and positive interaction with younger siblings.



- Parents in communities with no other learning opportunities for four year olds spoke of how JK filled a need in the community, not the least of which was providing a substitute for child care that was not available elsewhere.
- As previously discussed, many educators in JK settings reported that having parents bring their children to JK, in addition to the positive impact on children, helped the school connect earlier with parents and involve them in the school community.
- In addition to the benefits for children, government information on JK promoted the fact that JK was free and, therefore, presented a choice for those parents who could not afford some of the other early childhood learning programs.

h. Are teachers with a Bachelor of Education qualified to teach JK? Are there other forms of credentials that also qualify someone to teach JK?

Virtually all groups participating in the Review were split regarding whether or not the JK teacher should have a Bachelor's of Education (B.Ed.) or an Early Childhood Education certificate. However, many who preferred the B.Ed. option believed the teachers should also have some kind of training, specialization and experience in early childhood education.

- Approximately two-thirds (64%) of educators responding to the educator survey felt that a JK teacher should have a B.Ed. but with specialized training in early childhood education. Another quarter (23%) felt that training in early childhood education was sufficient, while 11% felt that a B.Ed. was sufficient as the basic requirement.
- Early childhood practitioners felt that a background/training in early childhood education was a necessity and a B.Ed. was not.
- Other individuals across the various respondent groups believed that an Early Childhood Education certificate was appropriate if it were strictly a JK classroom. However, in multi-grade classrooms (eg., JK to Grade 2) by necessity, there would have to be a certified teacher.

i. Is the curriculum being implemented as intended? (In what ways has the integrated curriculum been adapted?¹⁵)

Educators interviewed in site visits, while generally positive about the focus and intentions of the curriculum, struggled with some aspects of the Integrated Kindergarten Curriculum, particularly regarding its practical application.

¹⁵ The second question, in parentheses, has been added to deepen the question regarding curriculum.



- There was concern expressed by some educators in JK communities about a lack of understanding of play-based education and how this is integrated in all areas of learning, such as social/emotional learning, literacy learning, numeracy learning.
- Based on the classroom observations the learning environments observed were suitable for JK students. JK students were involved in a variety of learning activities, some self-directed and some more teacher-directed.
- Staff in many of the JK classrooms observed had a good understanding of the JK students and of their development. In some JK/K combined classrooms, activities were adapted for JK students, allowing them to fully participate in the learning while understanding that their learning may not be at the same level as the older Kindergarten students. However, this was not the case in all sites. Some educators in JK communities spoke of not being certain how this document applied differently to four year old children (JK), as compared to five year old children (K).
- The curriculum review revealed that the *Integrated Kindergarten Curriculum* and the *Draft Implementation Guide* work well together and supplement one another. The *Draft Implementation Guide* is a valuable complement to the *Integrated Kindergarten Curriculum* and would benefit from a final revision and distribution as a final document. The *Draft Implementation Guide* provides further discussion of learning centres, play-based learning, and presents valuable sections on Aboriginal learning and culturally competent teaching. Furthermore, both of these documents discuss the characteristics and needs of programming for four and five year olds (i.e., Kindergarten age). However, there is no reference to how this would be different for the four year old child who is in Junior Kindergarten. These documents would benefit from supplementary information with different indicators, achievement rubrics, and/or learning continuums. This would help educators better understand different expectations of the four year old child and the five year old child. Furthermore, the documents would benefit from a discussion of the differences in the pacing, flow, and number of learning activities that are best suited to the Junior Kindergarten learner and how these differ from the older Kindergarten learner.



j. Were schools and classrooms structurally prepared for the program (i.e., in terms of infrastructure and materials)?

Site visits revealed different levels of readiness to offer JK at time of implementation, some of which was affected by the school/classroom's existing infrastructure and materials.

- When asked on the educator survey whether their school was structurally prepared for JK, approximately half the respondents (53%) in JK settings agreed. However, when asked if they had all the materials needed to implement JK, less than half (40%) agreed. As well, 40% agreed that the materials arrived in a timely manner.
- Schools rarely have more than one Kindergarten/pre-school classroom with integrated toilet facilities. Therefore, in locations in which a new classroom had to be opened to accommodate the JK program, toilet facilities were not always available in the JK classroom, as school's Kindergarten/pre-school room was already devoted to Kindergarten.¹⁶ However, sinks and integrated cloak room facilities were available in most JK classrooms.
- In terms of the materials available, that too depended on whether a new classroom needed to be opened. In one case, many of the supplies ordered for the new JK classroom did not arrive until October or November, leaving only what could be shared among the school's other classroom to start the school year. In addition, educators spoke of the amount of money from the materials budget that needed to be devoted to shipping as limiting what could be purchased for the JK program.
- The learning environments all had learning centres that fostered different types of learning – there were literacy centres (listening and otherwise), classroom libraries, rest and quiet areas, sand and water play centres, dramatic play centres, sorting and classifying, science centres, etc. Each classroom had appropriate books, games, puzzles and materials suitable to a play based learning environment.

2. Implementation: How does the implementation of JK in the participating communities compare to the implementation of JK in other jurisdictions in terms of:

The Jurisdictional Scan (Chapter 4) informs this section; that is, the comparison of JK implementation to implementation of educational programming for four year olds in other Canadian jurisdictions.

¹⁶ Although the K and JK classrooms could have been switched, it still remains that one of these rooms would not have had an integrated toilet facility.



a. Child-to-staff ratio

Information on child/staff ratio was not available from Quebec or British Columbia. In Ontario, the only Canadian jurisdiction to offer universally accessible pre-Kindergarten programming in a school context, JK classrooms include a certified teacher and certified early childhood educator, although no specifics as to child/staff ratio were available. In other jurisdictions child/staff ratios were:

- 22/1 in Winnipeg School Division, at 23 students an educational assistant is assigned to the classroom;
- 18/1 in Yukon, at 19 students an educational assistant is assigned to the classroom;
- 16/1 in Saskatchewan.
- While participants in the JK Review had divergent ideas as to the child/staff ratio for JK, many were in the range of 10 or 12 children to one adult. Results from the educator survey show a mean of 10:1 for classrooms with JK only; 12:1 for classrooms with JK/K; and 11:1 for classrooms that have JK/K and higher grades.
- Others noted that the Child Day Care Act legislated ratios of 8 or 9 children to one adult, depending on the composition.

b. Levels of staffing required to implement JK

As previously mentioned, Ontario is the only Canadian jurisdiction to offer universally accessible pre-Kindergarten programming in a school context. In Ontario, JK classrooms include both a certified teacher and certified early childhood educator.

- In Winnipeg School Division at 23 students an educational assistant is assigned to the classroom.
- In Yukon at 19 students an educational assistant is assigned to the classroom.

c. Qualifications required of each staffing level

In all other jurisdictions consulted, except British Columbia and Quebec, 'certified teachers,' namely those with Bachelor of Education, are required for JK classrooms.

- British Columbia's StrongStart program requires a certified Early Childhood Educator to lead the program.
- Quebec's Passe-Partout program requires its facilitators to have a Bachelor's in psychology, education, social work, or a related field, as determined by the school district.
- A certified Early Childhood Educator is required for JK in Ontario, in addition to a certified teacher.



d. Infrastructure needs

In the jurisdictions consulted, programming for four year olds generally took place in schools, with the exception of BC StrongStart Outreach programs which could be in schools or in other community locations. Specifics regarding infrastructure needs for JK program in other jurisdictions are not specified, although information about how classrooms and programming should be set up provides some insight into infrastructure needs.

- For example, the curriculum/implementation document from Winnipeg School Division, *Start With the Child: A Guide to Best Practices in Nursery Programs*, devotes a chapter to the organization of space and materials, outlining the spaces and centres appropriate for this type of classroom. Appropriate space is needed for play-based programming including gathering spaces and space for centres as well as free play and exploration. There is also discussion in programming documents from other jurisdictions about the need for space for hand washing, cleaning, and toileting, as appropriate health practices are not only encouraged but are often included in the program of learning outcomes.

3. Incorporation into the School System: Should the GNWT incorporate JK into the K-12 school system beyond the pilot implementation?

a. What are the anticipated impacts that JK has on existing and comparable early learning programming in the regional centres and Yellowknife? (example: day cares and AHS).

In large part, this question has been addressed under Question 1f. Unless consultation and implementation are done differently, other established early learning programs may be in jeopardy of reduced enrollment, thus compromising the viability of some programs and leading to potential job loss and, in the worst case scenario, creating damaging rifts between school and community.

- Regional centres have existing early childhood programs outside the school system, so consultation with these communities and existing programs will be essential. In particular, bridges need to be built with AHS. Also, there is a need to address the confusion over why ECE, which funds and supports early childhood learning programs, now appears to be competing with itself.
- In Yellowknife, the situation is somewhat different as both YK1 and YCS offer fee-based pre-school programming in their schools. Consultation and negotiation with YK1 and YCS will need to take into account this reality. However, the situation in Yellowknife will need to take into account those families who cannot afford fee-based programs.



b. What impacts of JK can be observed on the students who were enrolled in the demonstration sites in terms of their level of preparedness for Grade 1?

Reports from parents and educators indicate that students who participated in the JK demonstration sites had developed skills that served them well in Kindergarten, thus supporting improved preparedness for Grade 1.

c. If JK were in all NWT schools, what are the anticipated financial impacts on K-12 programming, taking enrollments into consideration?

Depending on the funding scenario the financial impacts will be different. If ECE goes forward with the current proposal there will be staffing reductions (at least in the short term) which will have an impact on programming, particularly in larger schools. While ECE sees this as minimal in the longer term, other Review participants have greater concerns about the impact on programming and supports for students, particularly at the high school level. However, the perceived negative impact of JK staffing is exacerbated by the fact that, overall, enrollments are declining across the NWT and, thus, schools are in jeopardy of losing staff positions.

d. What are the anticipated impacts on three year olds and four year olds who have the potential to enter JK?

In communities where there are no other licensed early learning opportunities for four year olds, these children (and their families) will benefit from JK. In communities where other quality options exist, parents will need to determine which option works best for themselves and their children. However, an overriding issue is the need for ECE to work with existing programs, build on community strengths, and find ways to optimize early childhood funding within a more holistic approach to early childhood development and learning.

4. Dependent on the results above, how should JK be funded, if applicable?

a. Does the current funding approach work?

Does the current funding approach work? The general consensus from Review participants is – no, it does not. For example, 52% of educator survey respondents felt it should be funded differently, 39% responded that they did not know, while 9% believed it should be funded as it is currently. Those in non-JK schools (56%) were more likely than those in JK schools (41%) to want a different funding strategy. Most often they wanted new funds from government specific to JK.

However, many key government informants made the point that the current approach provides the necessary funding for smaller communities with minimal impact on larger centres, particularly over the longer term given the cost savings that should result from earlier assessment and intervention.



b. Are there alternative ways to fund the program?

A number of alternative ways to fund JK were identified both through information from the Jurisdictional Scan and through suggestions by those who contributed to the Review. (It should be noted that provinces provide 90% to 100% of education funding with the exception of Manitoba where school boards are still responsible for raising a substantial portion of their funding by imposing their own property taxes.) Provincial and Territorial jurisdictions determine what grades are included in the education system.

- The NWT government could prioritize JK and find dedicated funding. This relates to the need to find dollars, either from other government initiatives within or outside the ECE envelope.
- Yukon is similar to NWT as it is a Northern territory with many small, remote, First Nations communities. Yukon does not fund K4 (JK), but does fund universal full-day Kindergarten for five year olds. Individual schools in rural communities are able allocate funds to offering half-day K4 as they see fit. (These monies come from the Kindergarten allocation).
- In Saskatchewan, pre-Kindergarten is offered in partnership with Aboriginal Head Start sites in seven communities in Northern Lights School Division 113.
- Winnipeg School Division offers the Nursery program within all of its elementary schools, as a school-based program for four year olds which is not offered across Manitoba. The entire cost of the Nursery program is funded by WSD via the Education Special Levy on property taxes. This would only be an option in YK1 and YCS in NWT and, therefore, does not appear to be viable Territorial option.
- NWT could assess its funding to all initiatives that support early learning and development for children age zero to four/five and move towards a more holistic approach that would take into account community contexts (i.e., community strengths and needs).

B. Conclusions and Recommendations

The *Framework and Action for Early Childhood Development in the Northwest Territories* was “an expression of the Government’s continued commitment to support programs and initiatives aimed at ensuring that every child, from birth through the first years of life experiences a positive childhood.” It is within the context of this seminal document that the following discussion is placed. The document articulates a vision, mission and goals.



Vision: Children will have the best start in life, with supports that allow them to develop to their fullest potential, creating a positive future for themselves, their families and their communities.

Mission: To provide equitable access to a continuum of inclusive, culturally relevant early childhood development programs, services and resources for children, parents, families and communities.

Our Goals:

- 1) Increased accessibility and participation in early childhood development programs, services and supports for community and families.
- 2) Enhanced quality of early childhood development programs, services and supports.
- 3) Improved integration and collaboration at all levels of the early childhood development system.

The document goes on to state that “achieving our goals requires an effective, comprehensive and coordinated approach to early childhood development outcomes.” It also identifies the importance of “building on the strengths of early childhood programs and services.”

JK in the NWT was conceived as a research-based intervention that would help support early childhood development and narrow the achievement gap. EDI results from 2012 to 2014 demonstrated that approximately 38% of NWT children are ‘vulnerable’ in one or more EDI domains, and that this is the case for 53% of children in small communities. Therefore, it was logical that small communities be the priority for implementation. However, JK needs to be considered as one deliverable within a larger framework.

There is a need to ensure the bigger picture is considered in a holistic plan to support early childhood development wherein the Mission and Goals of the *Framework and Action for Early Childhood Development* are operationalized, ensuring accessibility, program quality, as well as integration and collaboration.

Recommendations – Moving Forward:

1. Parents and educators in JK settings are collectively positive about the effect that participation in JK has had on children. They identify multiple benefits to children and families. JK should be continued in the existing sites.
2. Expanded implementation of JK must take into account community contexts, strengths, needs, and the existence of quality early childhood learning programs in communities. A holistic strategy for early childhood learning and development (which includes JK, where appropriate) needs to be developed, in consultation with the community, to address diverse community needs and contexts (one size does not fit all).



3. Recognizing that equity must be considered, funding of JK may vary depending on community strengths and needs, with the funding model developed in consultation with the local education authority.
4. Expanded implementation of JK needs a clear communication strategy and a comprehensive, locally sensitive implementation plan.
5. Decisions regarding appropriate pupil-teacher ratios within school settings need to be made, taking into consideration the Child Day Care Act, the Education Act, the needs of four year olds, and the type of classroom setting (eg. multi-grade).
6. More teacher professional development related to early childhood education and the Kindergarten curriculum in relation to four year olds is needed.
7. The *Integrated Kindergarten Curriculum* and the *Draft Implementation Guide* work well together; however, these documents would benefit from supplementary information, such as identification of the learning activities that are best suited to the Junior Kindergarten learner.
8. GNWT needs to engage multiple stakeholders in a process whereby the findings of this Review form a basis for ongoing consultation and collaboration.



-- CHAPTER 3: METHODOLOGY --

The methodology provides information on the data collection methods used for the Review, as well as the strategies which were used to obtain information from other jurisdictions.¹⁷ The Methodology begins with a discussion of the site visits which will be used to obtain deep and rich data from selected sites.

A. Site Visits

1. Site Visit Background

Multi-faceted site visits were conducted in eight communities, including one community that has discontinued participation and one where there is low participation. Communities were selected by ECE representatives. The communities were selected to represent different DEC's, diverse community contexts and communities known to have had different implementation stories. The site visits were originally framed as 'case studies.' However, given their small sizes and unique aspects, writing the story of each community would compromise respondent anonymity.

Site visits were conducted between April and June 2015 in:

- Deline
- Dettah
- Fort Providence
- Fort Simpson
- Lutselk'e
- Norman Wells
- Tsiigehtchic
- Tuktoyaktuk

In order to facilitate data collection, initial contact was made with the Superintendent of each DEC. ECE provided a letter of introduction to Proactive and the Review. Proactive then contacted the Superintendents for support and identification of an appropriate on-site community contact person. In all cases the contact person who facilitated the organization of the site visits was the school principal.

¹⁷ The methodology is very similar to that proposed in the Review Framework and Workplan. Where methods were altered it was to accommodate respondents and ensure the inclusion of as many voices as possible, while retaining the anonymity of individuals.



One or two Proactive consultants visited each community to undertake in-person data collection involving:

- parents whose children have attended or are attending JK;
- school principal and vice-principal, where applicable;
- Junior Kindergarten teachers (recognizing children may be in multi-grade classes);
- other teachers in the school;
- educational assistants, if knowledgeable about the JK classroom;
- four year olds in JK through classroom observation;
- DEC and DEA representatives;
- licensed day care centres, licensed day homes and any other early childhood educators (including AHS staff, where applicable); and
- other community stakeholders¹⁸ (as appropriate).

While the questions asked of each stakeholder group were slightly different, a number of areas of inquiry were common to most. These included communication about JK, the impact on families, the limitations, challenges and changes stakeholders would like to see in JK, the benefits of one more year of Kindergarten, qualifications/credentials of JK educators, impact on existing early learning programs, the funding model for JK and other possible models, as well as whether schools were prepared for the implementation of JK in terms of the school structure and materials needed.

All interviews and community meetings followed a semi-structured format with a set of standard questions and probes, but allowed for participants to expand on their comments and raise additional issues. All participants were guaranteed anonymity and were assured that their responses (with the exception of anonymous quotations) were grouped with those of other respondents for reporting purposes.

Site visit reporting was done using cross cutting themes and in such a way as to not tie quotations and observations to a particular site in order to maintain respondent anonymity.

2. Site Visit Methods

A variety of methods were used, depending upon the respondent group. Proactive developed the original data collection instruments and these were provided to the Director of Planning, Research and Evaluation for feedback. Data collection instruments were refined after data collection in the first site visit.

¹⁸ Once in the communities, if other community stakeholders were identified, Proactive consultants interviewed them.



a. In-person Interviews

For the most part, in-person interviews were undertaken with the identified individuals; parents whose children are attending/attended JK, the school principal, the JK teacher, other teachers/school personnel (eg. educational assistants), DEA and DEC representatives, early childhood educators/practitioners in the community (eg., AHS where applicable), and other interested stakeholders. It was hoped that parents who had chosen not to enrol their child in JK would be interviewed. However, in most communities all eligible children had been enrolled and this potential respondent group was not accessible, except in one community.

A more flexible approach to collecting the voice of parents of children in JK was adopted, depending on what might work best for each community. In two communities, in addition to interviews, a parent focus group/facilitated community meeting was held. The instrument and questions were the same for interviews and the focus group/meetings. Areas of inquiry with parents included what they and their child liked about JK, any changes observed in their child, challenges encountered and the impact of JK on their family.

Table 3 outlines the in-person interviews undertaken related to the site visits.

Table 3:
Interviews Undertaken by Site
(Total = 73)

	Site A (n=3)	Site B (n=9)	Site C (n=10)	Site D (n=13)	Site E (n=9)	Site F (n=9)	Site G (n=4)	Site H (n=16)
Parents	n/a	2 JK	2 K	6 JK	4 JK	2 JK 2 K	n/a	8 JK 1 non-JK
Principal/Vice-principal	1	1	2	1	2	1	1	2
JK teacher/K teacher	1	1	1	1	1	1	1	1
Other teachers/educators	---	3	2	---	1	---	---	2
Educational Assistant	1	1	---	n/a	---	1	1	---
DEA/DEC Representative(s)	X	1	2	2	1	2	1	1
Early Childhood Program Providers (including AHS)/Stakeholders	---	---	1	3	---	---	---	1
Classroom Observation	yes	yes	no	yes	yes	yes	yes	yes
n/a = not available for interview X = Declined to be interviewed --- = no other knowledgeable stakeholders/respondents identified								



b. Classroom Observation

Classroom observations in JK classrooms were undertaken by the Proactive consultants in six of the seven site visit communities that were still offering JK. In one school, only one child was in attendance so while some observation of the classroom environment was possible, observation of children was not undertaken.

Classroom observations provided information on children's school readiness and readiness to learn, as well as the implementation of JK and the adaptation of the curriculum (with attention to play, inquiry and self-regulation). An instrument was created that focused on the classroom learning environment, teacher, student interactions, and students' learning behaviour. The observation was based on Integrated Curricular Outcomes the *NWT Integrated Kindergarten Curriculum*.¹⁹ In particular, the observation focused on The Ways of Working (self-regulation, conversation and communication, collaboration and teamwork) and Tools for Working (reading and writing, and math) curricular strands.

The observation instrument was used to guide observations within site visit classrooms, but the observer also made more general notes regarding student behaviours and the learning environment. Finally, photographs of classrooms were taken to provide visual data for each site visit. Careful attention was paid to ensuring that children were not photographed at anytime. A total of six classroom observations were undertaken.

B. Data Collection Across NWT

This section pertains to data collection beyond the site visit communities and includes additional detail that pertains to some of the methods described in Section A.

As with site visits, instruments were developed by Proactive and provided to ECE staff for initial feedback. All interviews and focus group instruments were semi-structured with a set of standard questions and probes, but allowed for participants to expand on their comments and raise additional issues. All participants were guaranteed anonymity in any verbal or written reporting and were assured that their responses (with the exception of anonymous quotations) were grouped with those of other respondents for reporting purposes.

¹⁹ Observations were intended to contribute to the understanding of JK implementation, not for purposes of research or teacher evaluation.



Qualitative data analysis was conducted using standard matrix analysis techniques. Interview/focus group transcripts and/or notes were entered into data matrices, with common questions as columns and participants as rows. Column content was synthesized into emerging, qualitatively significant themes. Prevalence was not the sole factor upon which this qualitative thematic synthesis occurred, but attention was also paid, for example, to the characteristics of particular communities to ensure that issues related to differing community realities emerged.

For quantitative data, Proactive undertook the process of coding the open-ended questionnaire responses, cleaning the data files, and conducting the statistical analysis. Analysis of quantitative data was undertaken using Statistical Package for the Social Sciences (SPSS).

1. Questionnaire for Parents

A brief plain language questionnaire was developed for parents of children currently enrolled in JK and for those whose children were enrolled in JK in the first year of the pilot and was approved by the Deputy and Assistant Deputy Ministers. Proactive worked with the superintendent and the school principal to distribute questionnaires in all communities. Questionnaires were accompanied by a letter introducing the Review and the questionnaire, as well as a postage paid business reply envelope. Principals were reminded to distribute the questionnaires prior to the end of the school year. A total of eleven parent questionnaires were returned and included in analysis.

A brief plain language questionnaire (similar to the above) was developed for parents of children who chose not to enrol their child in JK and was approved by the Deputy and Assistant Deputy Ministers. It focused on the reasons why parents chose not to enrol their child, including whether their child was attending an alternative early childhood setting. Again, these were distributed to families in all communities through the superintendent and the school principal and included an introductory letter and postage paid business reply envelope. Again, principals were reminded to distribute the questionnaires prior to the end of the school year. One questionnaire was returned.

Given the small number of questionnaires returned, the responses were entered into the same data matrix used for the parent interviews.

2. Educator Web-Survey

A questionnaire was developed for all educators in Northwest Territories, including teachers, school administrators, educational assistants, school support individuals (librarians, secretaries, etc.), consultants/coordinators, and superintendents and was approved by the Deputy and Assistant Deputy Ministers. While all potential respondents answered the same core of questions, some questions were specific to communities where JK is implemented.



Areas of inquiry included communication about JK, the impact on families, the limitations/challenges and changes stakeholders would like to see in JK, the benefits of one more year of Kindergarten, qualifications for JK educators, the funding models for JK, as well as whether schools were prepared for the implementation of JK in terms of the school structure and materials needed. Questions were primarily close-ended, but with the opportunity for making comments on key issues.

Contact information for educators was forwarded to Proactive in Excel format and each potential respondent was provided with a unique password. The link to the web-survey was sent to educators via email on May 20, 2015 and two reminders were sent to non-respondents on May 25th and June 2nd. This resulted in 280 responses from a possible total of 1078 for a response rate of 26%.²⁰

Of the 280, 87 (31%) were from people whose school had offered or was currently offering JK. The other 193 respondents were from schools that had not offered JK, although some may be in schools in which a pre-school is located. Statistical analysis allowed for the separation of responses by JK/non-JK schools as well as by position of the respondent.

3. Early Childhood Educator/Practitioner Web-Survey

A questionnaire was developed for early childhood educators/practitioners, including day care providers, day home providers, pre-school educators, and Aboriginal Head Start educators and was approved by the Deputy and Assistant Deputy Ministers. While all potential respondents answered the same core of questions, some questions were specific to communities where JK is implemented. Questions focused on the impact of JK on existing early learning programs. Questions were primarily close-ended but with the opportunity for making comments on key issues.

Contact information for Early Childhood Educators was forwarded to Proactive and each potential respondent was provided with a unique password. The link to the web-survey was sent to educators via email on May 20, 2015 and two reminders were sent to non-respondents on May 25th and June 2nd. This resulted in 34 responses out of a possible 84 for a response rate of 41%.

²⁰ It should be noted, however, that the Excel file used included 1078 email addresses for groups, such as custodians and comptrollers who could be considered unlikely to respond. Therefore, it is assumed that the actual educator response rate is higher than 26%.



4. Focus Groups with Regional Early Childhood Consultants and Superintendents

Semi-structured moderator's guides were developed for separate focus groups with the Regional Early Childhood Consultants (ECC) and the Superintendents. Seven Early Childhood Consultants participated in the focus group which was approximately one hour and 30 minutes in duration. Nine people participated in the Superintendents' focus group which was one hour and fifteen minutes in length. Both focus groups were audio-recorded after permission was given by the participants. The audio files were professionally transcribed for use in the analysis.

5. Key Person Interviews

Key person interviews were conducted with individuals representing a number of the stakeholder groups. Proactive worked with the PRE Director, ECE and HSS to identify the appropriate individuals and their contact information. A list of all potential interviewees was developed and vetted with ECE. The stakeholder groups where key person interviews were conducted included:

- Aboriginal government/Tłıcho Government representative(s);
- Northwest Territories Teachers' Association;
- Aboriginal Head Start educators;
- Regional Superintendents;
- ECE Department staff (as appropriate); and
- Department of Health and Social Services Staff (as appropriate).

A semi-structured interview instrument was developed for each group, with a core of similar questions, as appropriate. Instruments were developed by Proactive in collaboration with ECE. Where possible, interviews were conducted in-person but, given the short time frame for the Review, some interviews were done by telephone.

6. Open Call for Review Submissions

Individuals were encouraged to make submissions to the Review, particularly answering the key question: *"Should the GNWT incorporate JK into the K-12 school system beyond the pilot communities? Why or why not? – If not, how would you like to see early learning for 4 year olds supported in your community?"* Individuals making submissions were asked to identify their role (eg., parent/caregiver of a child currently or previously in Junior Kindergarten, parent of child in Grade 1 to 8, parent of child in Grade 9 to 12, early childhood educator, educator in a school with Junior Kindergarten, other educator in the Kindergarten to Grade 12 system). As with other data collection methods, respondents were assured that their anonymity would be protected and their responses would be aggregated in any reporting.



An open call for submissions was placed on the GNWT web-site and weekly on the Facebook page. ECE emailed the call for submissions directly to education superintendents, the President of Aurora College, and NWTTA so they could distribute to their constituents. The deadline for submissions was extended from June 1st to June 19th. Proactive also sent the call for submission directly to the Chairs of DEAs and DEC's with an extended deadline of June 26th.²¹ Submissions were sent directly to Proactive.

The call for submissions indicated that submissions would be accepted in electronic, mail or audio format and in the language of the respondent's choice. A total of 23 submissions were received; 22 in English and one in French.

C. Jurisdictional Scan

Information on publically funded education for four-year-olds across Canada provides context for the implementation of JK in NWT. Only Ontario provides full-day Junior Kindergarten to all four year-olds. However, British Columbia, Quebec, Saskatchewan, and Yukon offer large scale early education programs for four-year-olds, although these are not accessible to all or use a parent/child model. Winnipeg School Division, Manitoba's largest school division also offers a universal Nursery program for four-year-olds. It should be noted this element of the Review was a jurisdictional scan and not a literature review of Junior Kindergarten, of pre-Kindergarten learning environments/programming, nor of school readiness of pre-school children in Canada.

Jurisdictional websites were the first line of inquiry which led to other data sources. A scan of all Canadian jurisdictions using internet searches and reviews of electronic documents determined the information available regarding:

- extent of Junior Kindergarten offerings available for four year-olds;
- intensity of JK programming (full/half-day);
- student/staff ratio;
- curriculum used;
- implementation of JK;
- class size numbers for JK/Class configurations (i.e. JK/SK combined classrooms, other configurations);
- qualifications/credentials for JK teacher/educators.

Other areas of inquiry for specific jurisdictions emerged as the scan unfolded. Key word searches were used including, but are not limited to, "Junior Kindergarten," "nursery school," "pre-school," "school for four year-olds," and "school readiness programming." In addition to information from specific jurisdictions, some general sources were also consulted. A total of 36 sources informed the jurisdictional scan. Finally, in order to obtain more information and clarification on the program in Winnipeg School Division and Yukon, two interviews were undertaken of key stakeholders in those jurisdictions.

²¹ One submission was received in early July and was included in the analysis, as the analysis had not been completed at the time of receipt.



An update on the progress of the jurisdictional scan was provided in March 2015. The update provided information on the jurisdictions considered, as well as the process of data collection to date and any potential issues or challenges that emerged. The full jurisdictional scan is included as a chapter in this report.

D. Methodological Overview

Participation:

- 114 people participated in interviews, focus groups or community meetings.
- 326 people responded to surveys.
- 23 submissions were received.

Overview of Data Sources, Review Questions, Methods and Response			
Data Source	Review Questions	Methods	# of Respondents
Parents of children who have attended or are attending JK	1: a,b,c,d,g 2: a 3: b,d	Site visit interviews/ community meetings Mail-in survey	Interviews/community meetings: total = 26 JK parent surveys: total = 11
Parents who chose not to enrol their children in JK	1: a,b,c,d 3: d	Site visit interviews Mail-in survey	Interviews: total = 1 Non-JK parent surveys: total = 1
JK School principal/vice-principal	1: a,b,c,d,e,h,i,j 2: a,b,c,d 3: b,c,d 4: a	Site visit interviews	Total = 11
JK teachers	1: a,b,c,d,g,h,i,j 2: a,b,c,d 3: b,d	Site visit interviews	Total = 8
Other educators JK schools (including K teachers)	1: a,c,d 3: b,d	Site visit interviews	Total = 7
Other (eg., EAs)	1: a,c,d 3: b,d	Site visit interviews	Total = 5
Educators	(see above)	Web-Survey	JK respondents = 87 Other respondents = 193 Survey/questionnaire: total = 280
JK/K students	1: c,d,i 2: a,c,d 3: d	Classroom observation	Total observations conducted = 6
DEC/DEA representatives	1: a,b,c,d,e,g,h,i,j 2: a,b,c,d 3: a,b,c,d 4: a,b	Telephone interview Site visits interviews	1 telephone interview 10 site visit interviews Total = 11
Aboriginal government representative(s)	1: a,b,c,d,f,g 3: a,b	Interview with Tłıchq government representative	1 telephone interview Total = 1



Overview of Data Sources, Review Questions, Methods and Response			
Data Source	Review Questions	Methods	# of Respondents
Early childhood educators	1: a,b,c,d,f 3: a, d	In-person interview Site visits interviews 34 survey respondents	1 interview 3 site visit interviews Interviews total = 4 Survey/questionnaire: total = 34
Western Arctic AHS Council/representatives	1: a,b,c,d,f 3: a,d	In-person interviews Telephone interviews Site visit interview	2 in-person interviews 4 telephone interviews 1 site visit interview Total = 7
NWT Teachers' Association Representative(s)	1: a,b,c,d,h,i,j 2: a,b,c,d 3: c	In-person triad interview	Total = 3
Government staff	ECE staff: 1: ,b,c,d,e,f,g,h,i,j 2: a,b,c,d 3: a,b,c,d 4: a,b Other government staff: 1: a,b,c,d,e,f,g,h,i,j 2: a,b,c,d 3: a,b,c,d 4: a,b	ECE staff interviews: <ul style="list-style-type: none"> Deputy Minister ECE ADM ECE Director of ECD&L Acting Director of ECD&L Finance Manager, Capital Planning Director of Finance ECE Finance Manager Education Authorities & College Services M&E Specialist Other government staff interviews: <ul style="list-style-type: none"> Secretary to Cabinet Chief Health Information Officer 	Interviews: total = 10
Superintendents	1: a,b,c,d,e,g,h,i,j 2: a,b,c,d 3: a,b,c,d 4: a,b	Focus Group Web-Survey	Total participants = 9 Survey/questionnaire: total = 5
Regional Early Childhood Consultants	1: a,b,c,d,e,f,g,h,i,j 2: a,b,c,d 3: a,b,c,d 4: a,b	Focus Group	Total participants = 7
Regional Superintendents	1: a,b,c,d,e,f,g,h,i,j 2: a,b,c,d 3: a,b,c,d 4: a,b	Telephone interview In-person interview Site visit interview	1 telephone interview 2 in-person interviews 1 site visit interview Interviews: total = 4



Overview of Data Sources, Review Questions, Methods and Response			
Data Source	Review Questions	Methods	# of Respondents
Other interested stakeholders	1 & 3 (generally)	Open call for submissions	Submissions received: total = 23
It should be noted that some people may have been interviewed and also responded to a survey or made a submission.			
Other Review Aspects			
Jurisdictional Scan	1: h,j 2: a,b,c,d 3:d 4: b		
Funding Options	1:e 2: b,d 3: c 4: a,b,		
Note: A decision was made that the inventory of early childhood programs across the territory would be done internally.			

It should be noted that in there were numerous instances where respondents were asked about particular issues (as per the methodological overview table) which they did not feel qualified to answer.

To enhance understanding of core elements of Junior Kindergarten, a review of the curriculum was undertaken as an additional component.

E. Challenges and Limitations

This section will address the challenges and limitations inherent in the Review, which includes the risks and mitigation strategies. The final Terms of Reference document (dated November 24, 2014) outlined five limitations to the Review.

- This project will require the contractor to manage this review in a short timeframe.
- Implementation of JK in the 23 communities began in September 2014, and as such some administrative data related to student enrollment and/or key competency outcomes (as examples) may not be available in a timely manner to appropriately analyze in the timeframe that the review is expected to be completed.
- The timing of this review will not allow for full measurement of children's school readiness for Grade 1 as a result of the limited population that participated in the demonstration sites, and only having less than one year of implementation to examine JK across the 23 communities in 2014-2015.



- The stakeholder engagement expected of this review is both comprehensive and complex in terms of the breadth of stakeholders to be consulted and the challenges that will exist to be able to fully reach out to them.
- It may be difficult to reach some key audiences.

1. Short Timeframe

A workplan was developed that outlined how the Review would be completed in the timeframe allotted. Timely information provision and feedback from ECE was essential to ensuring the Review was completed as planned with the necessary input from all stakeholders.

The Review team worked in close consultation, first through the Director of Planning, Research and Evaluation Division (ECE) and then with the Assistant Deputy Minister (ECE) in order to ensure timely information provision was available for the Review. In the early stages, bi-weekly telephone updates were provided to the Deputy and/or Assistant Deputy Ministers (ECE). In addition, three times during the data collection period Proactive representatives met with the Deputy and Assistant Deputy Ministers and other key staff to provide verbal progress reports regarding the status of Review activities.

At each site, the Review team worked through the superintendent and with the principal as the main contact in that community for information provision. The school principal facilitated access to the school, as well as to students, parents, educators and other stakeholders in these communities.

2. Limited Data

The use of web-surveys and the open call for submissions provided vehicles for input from the 23 identified JK communities. While these data sources informed the Review regarding all JK sites, in-depth information was collected through the eight site visits.

3. School Readiness Data

The limited number of students who attended JK in 2013/14 in the four original sites means EDI results could be available for the Review. However, such EDI data is only available on approximately 20 children; the small number did not allow for statistical analysis. Perspectives on the impact of JK on school readiness were gained through the site visit interviews with JK teachers, other educators and parents.



4. Breadth and Reach

The final two limitations as outlined in the TOR were similar and were combined in this discussion of the populations whose voices are included in the Review. The breadth of those to be consulted for the Review was addressed using multiple methods of inquiry. Educators and early childhood educators were consulted through surveys and interviews in site visit communities. In addition, those identified as key stakeholders in other roles and in other communities were contacted for telephone, or where possible, in-person interviews.

Consultation with families took place during site visits either through in-person interviews or community meetings, depending on community context. Also, parent/family questionnaires were distributed to all the JK sites. The questionnaires were very brief and included visual presentation of simple rubrics to support ease of response. The questionnaires were in plain language and were reviewed using Flesch Reading Ease and Flesch-Kincaid Grade Level scales (grade level approximately Grade 6).

Attempts were made to ensure highest possible response rates through data collection. Web-survey non-respondents were sent two reminders and the deadline was extended from June 2nd to June 15th. Some of those identified for key person interviews were contacted multiple times in the attempt to find an interview date. In a handful of cases, despite multiple contacts by phone and email, interviews did not take place. Also, with the exception of Tłıchq, no representatives of Aboriginal governments were interviewed, although some DEA and DEC representatives provided this perspective.

One group which was extremely difficult to reach was parents who chose not to enrol their children in JK. In the communities for the site visits most, if not all parents eligible children had sent their child to JK. The few who did not were particularly hard to access because they did not necessarily have a connection to the school. While the lack of this voice is a limitation, this is mitigated somewhat by the fact that other stakeholders, including early childhood practitioners and care providers, could speak to issues of potential concern to parents of four year olds.

Finally, the open call for submissions from across the NWT provided another way for individuals to have their voice included in the Review. Again, the original deadline was extended.

Changes to data collection methods occurred throughout the Review in order to ensure the methodology was practical and fruitful. Thus the Review remained nimble enough to accomodate emergent information, different community contexts and the identification of unanticipated stakeholders.



-- CHAPTER 4: JURISDICTIONAL SCAN --

A. Introduction

The Jurisdictional Scan was the line of inquiry within the Review of Junior Kindergarten which seeks to provide information about publically funded education for four-year-olds in Canada. Because there is little consistency regarding the type of publically funded programming for this age group, it was determined to begin by looking at what was consistent across the country, namely Kindergarten or a year of publically funded education prior to Grade 1:

All provinces and territories offer universally-accessible tax-funded ECEC programs for the year preceding Grade 1 entry, funded by Ministries of Education. These programs are usually referred to as Kindergarten, and are generally offered on an optional basis. However, there are some variations among provinces and territories.²²

Only Ontario offers universally-accessible 'pre-Kindergarten,' namely a school-based program for four-year-olds. In this jurisdiction, universal Junior Kindergarten has been in existence for many years and is well established in terms of funding, curriculum, staff standards, etc. In September 2010, Ontario implemented universal full-day Kindergarten (both Junior and Senior Kindergarten). This was a multi-year implementation, with full participation by September 2014. These classrooms include a certified teacher and a registered early childhood educator. These educators "...work together in educator teams to deliver a full-day of inquiry, play-based learning guided by the principles set out in *The Full-Day Early Learning – Kindergarten Program*."²³

Other jurisdictions do offer large scale programs for four-year olds, although these are either not universally-accessible (only available in certain locations or for certain populations) or are based on a model where students must attend with parents/caregivers, and not the traditional 'school' model where the child attends in a group of same age peers and where learning is curriculum-based. These programs include:

- Prématornelle or Animation Passe-Partout in Québec;
- Nursery in Winnipeg School Division in Manitoba;
- Pre-Kindergarten in Saskatchewan;
- StrongStart in British Columbia; and
- K4 in Yukon.

²² Employment and Social Development Canada. (2014). *Public Investments in Early Childhood Education and Care in Canada 2012*, p. 21.

²³ The Special Program Evaluation Group, Offord Centre for Child Studies, and Ministry of Education, Government of Ontario. (2013). *A Meta-Perspective on the Evaluation of Full-day Kindergarten during the First Two Years of Implementation*, p. 3. Retrieved from <http://www.edu.gov.on.ca/Kindergarten/FDKReport2013.pdf>.



There are also a number of large scale programs that can be best described as 'transition to Kindergarten' programs whose intent is to assist students and families with the transition to the school system. While these programs serve four-year-olds, they differ from pre-Kindergarten school programming in that they are generally short-term Kindergarten readiness programs. A short description of a few examples of these programs is also provided.

B. Program Descriptions and Histories

1. Prématernelle and Passe-Partout (Québec)

Either referred to as Prématernelle or Maternelle 4 ans this is a school-based program for four-year old children, funded through the ministry of education and offered through the province's school districts. This is a half-day program, with the other half-day being accommodated in free, school-based child care setting. The program is not universal, and those eligible include children with disabilities or those from « des milieu défavorisés, » meaning those from disadvantaged circumstances. However, it is unclear how 'disadvantaged circumstances' is determined: « ...l'enfant vit une situation familiale ou sociale qui, en raison de circonstances ou de faits particuliers, justifie que son admission soit devancée;... ».²⁴ Age eligibility includes children who are four years old by September 30th in the year of registration.

Information was not available regarding the qualifications of instructors, staff/student ratio. Curricular and program guide materials are available and are based on the five domains of child development – the affective, social, language (literacy), cognitive (numeracy), and physical/motor domains. The main outcomes of this program include; to welcome children and families to the school setting and to establish effective collaboration; to develop the child's sense of competence and a desire for learning; to provide enriched experiences that foster child development; and to offer equal opportunities for all children.²⁵ There is an emphasis on play-based and developmentally appropriate approaches.

In addition, Québec also offers the Passe-Partout program, which is also funded through the ministry of education and offered through school districts. As with Prématernelle, age eligibility includes children who are four years old by September 30th in the year of registration and is intended for those in 'disadvantaged circumstances.' However, the Passe-Partout program guide offers more information in this regard:

²⁴ Québec. (2015). Règlement sur l'admissibilité exceptionnelle à l'éducation préscolaire et à l'enseignement primaire, Lois sur l'instruction publique, chapitre I-13.3, r. 1. Retrieved from http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3R1.htm. The child lives in a family or social situation, due to special circumstances or events, justifies their early admission.

²⁵ Québec. (2013). Projet de Programme D'Éducation Préscolaire, pp. 2-7. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/maternelle_4.pdf.



Le caractère des groupes est hétérogène puisque le programme est offert à toutes les familles du milieu-école ou du milieu ciblé. On retrouve alors parmi les groupes beaucoup de similarités, mais aussi des diversités de revenus, de valeurs et de situations familiales qui contribuent à la richesse des échanges. Ni les individus, ni les familles ne sont étiquetés et la constitution de ghettos dévalorisants est évitée. Passe-Partout respecte ainsi le principe d'égalité et de respect.²⁶

This suggests that the location of Passe-Partout programs is based on community profile data, and that all those within the catchment area are eligible, irrespective of the child or family's individual circumstances.

The Passe-Partout program differs from the Prémamanuelle program in that it is intended as a parent/child program and has a strong parenting component. The program is based on three different types of sessions including those exclusively for parents, those exclusively for children, and parent/child sessions. Each of these gatherings has different purposes and is intended to be tailored to the needs of the group. While parent sessions focus on parenting, child development, fostering the child's transition to school, those for children are intended to familiarize children to the school's learning environment, foster developmentally appropriate play-based activities, and foster a sense of competence. The parent/child sessions use a rich play-based environment and activities for families to learn together.

The program guide describes those working with Passe-Partout families as requiring a Bachelor's in psychology, education, social work, or a related field, as determined by the school district.

2. Nursery: Winnipeg School Division (Manitoba)

Winnipeg School Division (WSD) serves a large area of urban Winnipeg, including a number of inner city neighbourhoods. Piloted in one inner-city school in 1965, the impetus for implementing the Nursery program was to provide a quality early childhood learning environment and to facilitate early intervention. In 1984, the program was expanded to all elementary schools except three French Immersion milieu schools, with these three schools offering Nursery as of the 1999-2000 school year. Currently, WSD's 58 elementary schools offer Nursery programming.

²⁶ Québec. (2003). *Passe-Partout un Soutien à la Compétence Parental : Cadre d'organisation*, p. 11. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/Passe-Partout_s.pdf. Passe-Partout groups are heterogeneous because the program is offered to all families in a school area or target environment. There are similarities in the groups, but also diversity of income, values and family situations that contribute to the wealth of exchanges. Neither individuals nor families are labeled, and ghettosization is avoided. Passe-Partout thus embraces the principles of equality and respect.



Children need to be four years of age before December 31st of the year of registration, as well as resident in WSD in order to enrol in the Nursery program free of charge. Non-resident students are accepted, but a fee is assessed. Nursery is provided in English only in bilingual programs or in dual-track French Immersion programs, but is offered in French in the division's three milieu schools.

Nursery programming is a half-day throughout the school year, although there is a staggered entry in September. Classrooms include exclusively Nursery classes and combined Nursery/Kindergarten classrooms. As of September 30, 2014, there were 46 Nursery classes and 78 combined Nursery/Kindergarten classrooms. Classroom configuration is determined by the number of children enrolled and the school's population. Nursery classes ranged from 10 to 29 students, and Nursery/Kindergarten classes from 14 to 33 students. A total of 2720 Nursery school students were enrolled as of September 30, 2014.

While Manitoba has implemented a class size cap of 20 students for Kindergarten to Grade 3, this policy does not apply to the Nursery program, as this is not a provincial program. Nevertheless, WSD policy indicates a full-time educational assistant will be placed in Nursery classrooms if the enrollment is 23 students or higher. Nursery classrooms are taught by teachers certified by Professional Certification and Student Records Unit, Manitoba Education: "A valid Manitoba certificate must be held in order to be employed as professional school personnel in Manitoba."²⁷ Educational assistants require Classification 2 Paraprofessional Certificate, although no specific training is required for Nursery or N/K classrooms.

The overall philosophy of the Nursery program is child-centred and play-based. Curriculum and programming is outlined in two documents prepared by WSD (a committee that included Nursery teachers and an early years consultant) – *Start with the Child: A Guide to Best Practices in Nursery Program* (2005) and *Explore and Discover* (2014). These documents use provincial outcomes for end of Kindergarten as an anchor to determining outcomes for beginning and end of Nursery in Motor Development, Literacy Development, Mathematics, Science and Social Studies. Nursery students are assessed in Social/Emotional Development, Basic Motor Skills, Fine Motor Skills, Literacy, and Mathematics, using assessment guidelines and frameworks developed by the division.

In addition, the Early School Years Program (ESY) provides enriched educational environment for children in Nursery (and Kindergarten) in six inner city schools. Goals of the program are to foster enriched language development as the foundation for literary and social/emotional development. This is a special project of the Superintendent, where there is a half-day planning meeting per classroom per month and five

²⁷ From Government of Manitoba at <http://www.edu.gov.mb.ca/k12/profcert/>.



professional development days for ESY staff. Classrooms include a Language Development Educational Assistant, as well as access to an educational assistant who works between two ESY classrooms to extend the classroom learning within families through home visits with materials for families to use with their children at home (examples: 'how to read with your child' kit, math kit).

3. Pre-Kindergarten (Saskatchewan)

Established in 1996, Saskatchewan's Pre-Kindergarten program provides developmentally appropriate early learning for three and four-year-olds. Students attend half time, for a minimum of 12 hours per week, ten months of the year. Since its inception, Pre-Kindergarten has grown from 26 programs in four communities to 230 programs across Saskatchewan. The program is directed and funded by the Ministry of Education and focuses on holistic child development -- social-emotional, physical, intellectual and spiritual development. Pre-Kindergarten is facilitated by a 'qualified teacher,' meaning a person certified to teach in the province with a minimum of a Bachelor of Education. The staff/student ratio for Pre-Kindergarten is one to 16.

While Pre-Kindergarten is widely available, the program in certain locations cannot always accommodate demand. As a result, children considered 'vulnerable' are prioritized for Pre-Kindergarten admission using a process described on Ministry of Education website:

In some schools there are not enough spaces for all children who wish to enrol in the program. Research indicates that all children benefit from high quality early childhood education programs. Vulnerable children, however, gain the most. School divisions develop selection processes and criteria based on general guidelines from the Ministry of Education. Ministry guidelines state that the children who would most benefit are prioritized for Pre-Kindergarten spaces and advise that a team comprised, for example, of the teacher, principal, community school coordinator, social worker, public health or community nurse and speech language pathologist prioritize registration and waiting lists. Depending upon the community, other potential selection team members may include representatives from *KidsFirst*, child care, family resource centres, immigrant settlement organization and other local early childhood initiatives. The Ministry of Education advises school divisions to consider the following circumstances when establishing selection criteria:

- family has low socio-economic status;
- mother has less than a high school education;
- home language is one other than English;
- mother is young and unmarried;
- lone parent;
- child abuse or neglect;



- family crisis;
- child/family isolation; and
- child experiencing challenges in areas such as social-emotional and language development.²⁸

Guided by *Better Beginnings, Better Futures: Effective Practices and Policy Guidelines for Pre-Kindergarten in Saskatchewan* (2008), this document provides the program's vision, goals, and principle strategies, as well as outlining program concepts, roles and responsibilities and a framework for the learning environment. Other documents in support of the Pre-Kindergarten include:

- *Play and Exploration: Early Learning Program Guide* (2008) at <http://www.education.gov.sk.ca/Default.aspx?DN=c711842e-23aa-4e82-b33d-4a530f8d4b2f>;
- *Assessment and Evaluation in Pre-Kindergarten: A Planning Guide for School Divisions and their Partners* (2005) at <http://www.education.gov.sk.ca/Default.aspx?DN=f3c6c043-ef14-471a-b612-145ec86af45c>; and
- *Building Communities of Hope: Effective Practices for Meeting the Diverse Learning Needs of Children and Youth* (2004) at <http://www.education.gov.sk.ca/building-communities-of-hope>.

Finally, the *Ministry Designated Pre-Kindergarten Programs Directory* indicates Pre-Kindergarten is offered in partnership with Aboriginal Head Start sites in seven communities in Northern Lights School Division 113, including:

- Annie Johnson Awasis Centre in cooperation with Minahik Waskahigan School Box in Pinehouse Lake;
- Apisu Mostosis Pre-school- Aboriginal Head Start in cooperation with Twin Lakes Community School in Buffalo Narrows;
- Awasisak Headstart in cooperation with Charlebois Community School in Cumberland House;
- Beauval Aboriginal Head Start in cooperation with Valley View School in Beauval;
- Kikinahk Friendship Centre Aboriginal Head Start in cooperation with Pre-Cam Community School in La Ronge;
- Mikisew Pre-school Corporation in cooperation with Hector Thiboutot Community School in Sandy Bay; and
- Mocikitaw Child Development Centre in cooperation with St. Pascal School in Green Lake.

No further descriptions of these programs are available.

²⁸ Saskatchewan Ministry of Education at <http://www.education.gov.sk.ca/Default.aspx?DN=fc82d28c-b5cb-4e41-b5fb-a8207a786a8a>.



4. StrongStart BC (British Columbia)

Funded by the Ministry of Education, StrongStart BC is a parent/child program for pre-school children:

StrongStart BC early learning programs provide school-based early learning services for families or caregivers and their pre-school aged children, at no cost to families. The programs are intended to fill a niche for young children who are not attending child care and are in the home with their parent or other caregivers, such as grandparents or nannies. Both children and adults benefit from StrongStart BC early learning programs--children have access to high-quality learning environments and benefit from social interactions while the adults who accompany them learn new ways to support learning, both at the program and at home.²⁹

It is important to note that StrongStart BC is not exclusively intended for four-year olds, but rather for children who are not yet Kindergarten age. The program is described as school-based because it is located in schools, but a caregiver must attend with the child. Nevertheless, the program's goal is to prepare children for success in Kindergarten.

There are two different types of StrongStart BC programs. The first is the Early Learning Centres that operate in schools, a minimum of three hours per day. While these centres mostly operate during the day, there are locations that are open on evenings and weekends. Secondly, there are StrongStart BC Outreach Programs which operate in smaller and more remote communities in which there are few pre-school aged children, and where other early childhood programs are not available: "StrongStart BC Outreach Programs are designed to attract at-risk, vulnerable, and isolated families, and lower barriers to attending the program."³⁰ Outreach locations can be in schools or another location and operate on a reduced schedule. There are over 250 StrongStart BC Learning Centres and over 80 Outreach programs across the province.

StrongStart BC facilitators are qualified Early Childhood Educators and the program focuses on children's language, physical, cognitive, social and emotional development. The program is guided by the *StrongStart BC Early Learning Program Operations Guide*, which outlines the location, learning environment, as well as the equipment and supplied for the program. This document also guides program delivery, outlines roles and responsibilities, health and safety practices, and how to work with families. In addition, the *British Columbia Early Learning Framework* provides the vision, principles, and areas of early learning for the StrongStart BC program.

²⁹ Government of British Columbia. (n.d). StrongStart BC Early Learning Programs: Operations Guide, p. 3. Retrieved from [file:///C:/Users/DB/Downloads/ss_operation_guide%20\(4\).pdf](file:///C:/Users/DB/Downloads/ss_operation_guide%20(4).pdf).

³⁰ Government of British Columbia. (2009). StrongStart BC Early Learning Outreach Programs. Retrieved from <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/strongstart-bc-early-learning-outreach-programs>.



5. K4 (Yukon)

Yukon does not offer universal schooling for four-year olds, however it does fund full-day Kindergarten for five-year-olds. Nevertheless, in smaller, rural communities, schools are funded by Yukon Education at 1.0 FTE for Kindergarten. Because these schools are small, this can include half-time Kindergarten for five-year-olds and half-time K4 for four-year-olds over two years. Schools are at liberty to decide how best to use their 1.0 FTE for Kindergarten. In some communities where numbers are small, Kindergarten students attend school full-time and K4 students attend for half-days. K4 and Kindergarten offerings are flexible and adapt to community conditions and populations, and may vary from year to year depending on the population of five-year-olds and four-year-olds in each community.

Kindergarten is currently half-days for four-year-olds (K4) and half-days and for five year olds (K) over a period of two years offered in Chief Zzeh Gittlit School, Old Crow; Del Van Gorder School, Faro; J.V. Clark School, Mayo; Kluane Lake School, Destruction Bay; Nelna Bessie John School, Beaver Creek; Ross River School, Ross River; and Teslin School, Teslin.

Full-day Kindergarten for five-year olds is offered in Tantalus School, Carmacks; Eliza Van Bibber School, Pelly Crossing; Ghùch Tlâ Community School, Carcross; and St. Elias Community School, Haines Junction. In these communities, K4 students join their Kindergarten counterparts in the same classroom for half-days. A separate K4 class is offered at École Emilie-Tremblay in Whitehorse. This is a French first language program and is not funded by Yukon Education, but rather by the bilateral federal provincial agreement on minority language education. There are currently 23 students enrolled in this program. Finally, K4 is not offered this year at Johnson Elementary School, Watson Lake or at Robert Service School, Dawson City because numbers are large enough in these schools to fill a Kindergarten classroom.

K4 programming is a half-day throughout the school year, although there is a staggered entry in September. In 2014/15 there were combined K4/Kindergarten classrooms in Chief Zzeh Gittlit School, Old Crow; Del Van Gorder School, Faro; J.V. Clark School, Mayo; Kluane Lake School, Destruction Bay; Nelna Bessie John School, Beaver Creek; Ross River School, Ross River; Teslin School, Teslin; Tantalus School, Carmacks; Eliza Van Bibber School, Pelly Crossing; Ghùch Tlâ Community School, Carcross; and St. Elias Community School, Haines Junction, while École Emilie-Tremblay had an exclusively K4 classroom. A total of 77 K4 students were enrolled in Yukon as of January 31, 2015, with K4 populations ranging from one to 23 students.

Yukon Education only provides guidelines for Kindergarten staff/student ratio, although this applies to classrooms that include K4 students. Under the collective agreement between Yukon Education and the Yukon Teachers' Association, Kindergarten classrooms are staffed at a student/teacher ratio of 18 to one. If class size exceeds 18



students, a full-time educational assistant is assigned. Kindergarten classrooms, and therefore, those that also include K4 students, are taught by a certified teacher.

In terms of curriculum, K4 students are most frequently integrated with Kindergarten students and, therefore, are taught the Kindergarten curriculum. Yukon follows British Columbia curriculum and, in the case of K4 and Kindergarten, is guided by the British Columbia Early Learning Framework.³¹ This curriculum has an early childhood philosophy that starts with the child and is responsive to the needs of each child. It is play-based and student-directed.

In addition to K4, Yukon also offers the Learning Together (LT) Program which is funded by Yukon Education and is offered in five centres, half-days, five days a week. This program is based on the StrongStart BC program and includes caregiver/child participation and is targeted for three and four-year-olds. It is not a drop-off program and is not intended to be day care/child care/child minding. The program is designed to help build on the capacity of caregivers, as well as providing quality programming for the child. Currently in its fourth year of implementation, Yukon is refining the model and currently evaluating the program.

C. Funding Across Jurisdictions

Information regarding the funding of school-based programming for four-year-olds is difficult to access. Most publically available information does not discuss funding, as this is not a strong information need among parents/caregivers and others interested in these programs. Nevertheless, other sources provide information regarding the funding of education in Canadian jurisdictions:

By centralizing the authority and responsibility for funding education under the aegis of the provincial governments, Alberta, Ontario, and Saskatchewan followed the lead of six other provinces that had already done this by 1990 (i.e., Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, and British Columbia). By 1990 provincial governments in those six provinces provided between 90% and 100% of funding for education, and in none did the percentage of revenues generated by education taxes levied by school boards constitute more than 10% of the budget for their respective education systems (Langlois & Scharf, 1991). The result of the reforms prior to 1990 in those six provinces, and in Alberta, Ontario, and Saskatchewan in subsequent decades, has been a convergence in funding the education systems among all provinces, except Manitoba where school boards are still responsible for raising a substantial portion of their funding by imposing their own property taxes.³²

³¹ British Columbia Early Learning Framework is available at http://www2.gov.bc.ca/gov/DownloadAsset?assetId=245C9B82FFF94171BB61818A53F0674A&filename=early_learning_framework.pdf.

³² Garcea, J., & Munroe, D. (2014). Reforms to Funding Education in Four Canadian Provinces. *Canadian Journal*



Garcea and Munro go on to explain:

In those nine provinces the provincial governments have taken either complete or almost complete control of the property tax base as a revenue source for funding education. Manitoba is the notable exception in this convergence because its school boards have retained their authority in imposing their own property taxes for raising a substantial proportion of funding for their respective education systems.³³

It is a decision of Winnipeg School Division to offer the Nursery program within all of its elementary schools, as a school-based program for four-year-olds is not offered across Manitoba. Information from Winnipeg School Division indicates the entire cost of the Nursery program is funded by WSD via the Education Special Levy on property taxes. As with other school divisions in this province, with WSD determines the property tax rate within their jurisdiction. The cost to operate the Nursery program in 2013-2014 school year was ~\$5.3 million. However, Winnipeg School Division's Early School Years program is through a 'special grant,' although the source of this grant is not specified.

Similarly, Yukon does not fund K4, but does fund universal full-day Kindergarten for five-year-olds. Individual schools in rural communities are able allocate funds to offering half-day K4 as they see fit (these monies come from the Kindergarten allocation).

D. Transition to Kindergarten Programs

Pre-school programming for four-year-olds in Canada is widespread and diverse in terms of the models used and the purposes of such programs. Therefore, a scan of pre-school programming is outside the scope of this review. However, it is noteworthy that there is considerable research and attention paid to 'school readiness' across the country. School readiness programming is available through schools as well as in community organizations such as resource and community centres as well as public libraries. The purpose of these programs is to prepare students and ease their transition to a school setting, with many focusing on four-year-olds.

Although many schools in Canada offer some type of 'orientation' prior to Kindergarten entry, there are a number of programs that are available across jurisdictions. One example is KinderStart in Newfoundland and Labrador. Described as a transition program, KinderStart offers five to 10 orientation sessions for children and parents/caregivers in the year prior to Kindergarten entry: "The sessions support children's adjustment to the school environment, and provide parents/caregivers with

of *Educational Administration and Policy*, 159, page number not available. Retrieved from https://www.umanitoba.ca/publications/cjeap/pdf_files/garcea_munroe.pdf.

³³ Ibid, page number not available.



information on how to support their children's learning at home."³⁴ When a child is registered for school, s/he is also automatically registered for KinderStart and families are provided with a take-home bag of learning resources at the first session. Other programs, such as Ready, Set, Learn in British Columbia and Welcome to Kindergarten (in some school districts in Ontario) are short-term programs for children and parents/caregivers that focus on school readiness and transition to Kindergarten.

E. Lessons Learned

In order to supplement the information available online, two interviews were undertaken, including an in-person interview regarding the Nursery program in Winnipeg School Division and a telephone interview regarding the K4 program in Yukon. These individuals offered a number of lessons learned regarding the implementation of programming for four-year-olds.

1. Winnipeg School Division

- Ensure that there is a clear goal for programming and a strong philosophy to guide the program;
- Provide teachers with support to ensure the program in each site is reflective of the goals and philosophy;
- Provide teachers with 'what the program should look like' both in terms of the classroom environment and the programming; and
- Ensure there is ongoing support and professional development to maintain and enhance program quality.

2. Yukon

- A model that works in an urban setting may not work in small, rural communities.
- The needs and populations of each rural community are unique, so the model does not look the same in all communities and may need to change from year to year.
- Populations of four-year-olds in a small community can vary from year to year. One year there may be one four-year-old, while the next year there may be 10.
- Some rural communities have a number of quality settings for young children; Aboriginal Head Start, Learning Together, and/or a child care centre. In small communities, these may not all be viable.
- There is a need for a fiscally responsible plan for small, rural communities that take all of these potential programs into account.
- Universal K4 or early learning in each community may not be appropriate.

³⁴ Government of Newfoundland and Labrador at <http://www.ed.gov.nl.ca/edu/earlychildhood/kinderstart.html>.



-- CHAPTER 5: DISCUSSION OF FINDINGS --

It is important for the reader to note that the discussion of findings is based on the voices of those who were interviewed, who responded to the surveys and who made submissions. While in some instances their perceptions may not mirror what might be considered 'factual,' it was critical to listen to the voices and report what was heard from the hundreds of people who took the time to participate in and contribute to the Review process.

A. Parents

1. Introduction

A number of methods were used to collect the voice of parents.³⁵ In site visit communities, parents were either invited to a meeting at the school to discuss their child's experiences in JK or were interviewed individually, at times as intercept interviews when they were dropping off or picking up their child from school. A total of six parents were reached through meetings, 18 through interviews, 12 responded to the survey, and one sent an email response because they were unable to attend the parent meeting. This included a total of five parents whose children attended JK last year and two parents who chose not to enrol their child in JK. The same questions were asked of parents who attended community meetings as those who were interviewed. Separate questionnaires were sent to parents whose child attended JK and those who chose not to enrol their child.

2. Interviews and Questionnaires

1. JK Parents

Information and communication about JK came to parents in a variety of ways. Many mentioned hearing about the program through the school, either on the school's website or Facebook page or from information provided by the school in other ways. Others called or contacted the school directly to inquire about JK. Still others spoke of "*hearing about it*" through the community through the pre-school, pre-natal program, a flyer or from friends.

Parents of children in JK indicated they liked the program for a number of reasons. When asked what they liked about JK, the opportunity for socialization with peers was mentioned most frequently: "*Helps prepare him for Kindergarten. He gets to socialize with other students. He was kind of isolated at home, didn't get to see*

³⁵ For the purposes of this discussion, the term 'parent' also refers to caregivers.



many people.” Another parent added her belief that the opportunities presented in JK were different from day care: “I like the social part of it...in a more structured way than the day care. They go on field trips all the time and have a lot more experiences than he would at day care. I like that it is play-based but he is working on outcomes.”

Furthermore, parents were asked how they felt participation in JK provided a solid foundation to their child’s school ‘career’: *“The routines prepares them for their school career, the management piece is in place by the time they get to Kindergarten.”* They believed their children were ready to attend a school setting, be with older peers and attend school all day:

I liked the full-day. His brain had been worked out. Half-day in AHS didn’t satisfy him.

Having JK to Grade 2 has been beneficial, learning from the older kids.

While a few parents spoke of difficulties during the transition to JK, one parent explained that the children adjusted well: *“The first two weeks of school he cried. After that he hasn’t missed one day of school and he loves his teacher and the kids.”* Similarly, *“He was so attached to me in the beginning and now it’s good.”* Other parents were positive when asked if their child enjoyed JK: *“He loves his teacher. He looks forward to JK. He likes coming here.... he really enjoys coming even when he is sick he wants to go to school.”* Another parent added: *“He can’t take his jacket off fast enough to do activities the other kids are doing.”*

A number of other parents told stories of how their children wanted to go to school even on weekends, and how they got up and ready for school because they enjoyed the experience. Of the eleven JK parent questionnaires that were returned, nine indicated their child liked JK ‘a lot’, and two indicated their child liked JK ‘a little.’ Finally, one parent spoke of the opportunities JK has provided: *“He is coming to school and he does activities he doesn’t do at home like skiing and swimming.”*

They were also able to identify changes they saw in their children which they attributed to JK attendance:

My daughter is different at school than at home. She is behaving and standing in line [at school]! I can’t believe she can do this all day! This is because of the structure. Some of that is regular progression any child would go through, but I really noticed it.

Many parents identified the types of things their child had learned through their participation in JK, from writing to counting to early reading and more:



She is starting to learn to read, write her name, count to 20 and more, learning about the land. She wouldn't have learned that at home.... She is definitely more open, not as shy. More social, academically learning stuff, starting to read, knows different animals, different places in the North, writing letters, her name, her mom's and dad's names – name recognition.

"He has a speech delay and that was a big concern for us. He has progressed amazingly since the beginning of the year. He has learned more to socialize and to share because his communication has really improved. Musically...he didn't have the speech to sing, but now he sings and enjoys music."

Language acquisition was also highlighted: *"Before when you talked to him he wouldn't pay attention. Now he answers... [He] can say his name and age now. [It has] really helped with his speech. He had an impediment, but now his speech is clear."* Others identified the importance of cultural learning that their children experienced in JK: *"In language class he is learning about culture. He didn't know about drum dancing until he came to school and is learning Inuvialuktun words."*

A few parents spoke of difficulties their children encountered in JK: *"It has been horrible. He is a strong willed child and as a parent I was floored."* A second parent also described issues their child was having in JK.

I did not like JK. If the schools are going to have four year olds attending, they need to be prepared and trained to deal with four year old issues and safety. I get calls at work constantly because my child is having a tantrum and I need to leave work to get her...Overall I would have been happier leaving my child in day care full-time this year, but I sent her to JK so she wouldn't be left behind her peers.

However, while another parent spoke of her child struggling in JK, she also spoke of some progress he had made: *"He is very active and headstrong and he had trouble in day care. Since JK I have seen a few sharing and social cues. He has more of an interest in learning letters and numbers."*

There were a few questions on the parent questionnaire which addressed their views on how JK had impacted their child (Table 4, following page). Generally, parents felt their child had benefited from their JK experience.



Table 4:
JK Participation: Impact on Child

	A Lot	Some	A Little
Helped my child get ready for Kindergarten	✓✓✓✓✓✓✓	✓✓✓	✓
Helped my child's language skills	✓✓✓✓✓✓✓	✓✓✓✓	--
	Really Helped	Some Things	Nothing
JK has helped my child	✓✓✓✓✓✓✓✓	✓✓✓	--
	Great	OK	Not Good
The JK experience has been	✓✓✓✓✓✓✓✓	✓✓	✓
✓ = indicates one parental response within the scale indicated.			

Parents also spoke of the impact of JK on their families, notably that it provided opportunities for socialization and contributed to positive interaction between siblings:

In a town with no day care or pre-school the access to child care is important. We also have a two year old and they don't have a lot of opportunities for socialization. With the older one in JK, they play together and the younger one gets the role modeling.

"He has a little sibling at home and she has picked things up from him. My son taught her to drum dance. Big time positive influence on his little sister."

Another parent mentioned their child's independence: *"She is more independent and we have more time to be with the baby. She knows when to listen."* In addition, other parents mentioned that they spent more time together on learning activities: *"We spend more time writing words...colouring, different stuff. We talk about what she has done in the day."*

Nevertheless, a few parents spoke of difficulties JK had caused for their families: *"This created a division between my family and another family. When there were problems, each blamed each other's kid for the behaviour. The other mother said the problem was JK."*

Parents suggested a number of changes to JK in their communities in order to improve the experience for them and their child. More preparation in implementation was mentioned by a few parents, not only to have prepared the classroom and staff, but also further orientation for children and families:

They needed to be more prepared in the fall. There was not a lot for the JK teacher to work with. I think they need more training on play-based learning for teachers and for parents.



To me something was missing. There should have been a transition to prepare the students or the students and the families...a meeting and a tour of the school. The school is bigger than the day care.

Concerns were also discussed regarding the appropriateness of outside play structures and equipment for four year olds and having to pick up JK students during the lunch hour because there was not a lunch program available for them at some sites. Two parents also had concerns about outside supervision. Several parents would like to see JK students in more classrooms with their same age peers instead of combined classrooms and would like to have more adults in the classroom: *"JK was very crowded with both JK and Kindergarten students with one teacher and two or three assistants and 25 kids running around."*

Finally, while a couple of parents questioned whether full-day JK was developmentally appropriate, three others in a community where it was a half-day wanted it to be full-days: *"It has been annoying to drive to pre-school and JK. Make it a full-day!"*

A number of parents were concerned that the program would not be continuing in their community. During interviews and meetings, parents asked if the program was going to continue:

I really like the program but it wasn't thought about enough before it was put in the school. Do more advertising. A lot [of parents] didn't know what their kids would be learning or what it was about. Our biggest fear is the government doesn't want to spend the money. There is some opposition down south. It is an amazing opportunity for these communities and it should stay. It is really good.

2. Parents Who Chose Not to Enrol Their Child in JK³⁶

It is important to keep in mind that this included the voice of two parents only. However, their insight as to why they did not choose JK was worthy of mention. One parent indicated: *"I think four years old is too young to send a child to school"* and *"I want to keep my child at home with me or another family member."* A second parent enrolled their child in JK, but chose to withdraw him from the program because she felt his needs were not being met:

He was very delayed and couldn't follow instructions, always running out of the classroom, tantrums, biting, hitting. He couldn't get into the routine to settle down. He couldn't get used to the bigger setting...For him, with special needs, he needs more 1 on 1 help than what was available.

³⁶ The reader is cautioned that the number of respondents in this section is very small.



Nevertheless, this parent indicated that the program might have been suitable for other children: *“We should have had it a long time ago. JK helps them grow more and meets their developmental needs.”* In this community, JK went from full-days to half-days and this parent would like to have seen the full-day reinstated. Finally, this community also has a pre-school:

Pre-school is better for working parents. Children can go all day and they can stay until 5:30. There is lunch and snacks and we don't have to pay anything. ECE gives money to run it.

3. In Summary

Generally, parents who chose JK for their children valued the opportunities for socialization with their peers. They felt their child had learned a number of things through their participation in JK, ranging from letters and counting to ‘getting along,’ routines, and cultural learning. In particular, a couple of families shared that their child’s speech had improved. Parents also indicated that JK had positively impacted their family, largely through sibling interaction.

A number of parents pointed out they would prefer full-day to half-day JK. The JK experience was less positive for three parents who described difficulties in their children adjusting to school, concerns about safety and classroom environment, and tension between families.

“I would like them to have their own class, not bunched up with other grades . . . sometimes he says older kids are bugging him. How come I don't know this? Maybe the older ones get things faster.”

Parents made a number of suggestions regarding changes they would like to see to improve JK. In particular, they advocated for more preparation at the beginning of the year and to increase the number of adults in the classroom in order to ensure students get the attention they need. There were also some concerns about the appropriateness of facilities such as play structures.

While only a couple of parents whose child did not attend JK were reached, they indicated they chose not to enrol their child because they thought they were too young to attend school and would rather have them at home. A second family withdrew their child because they felt the program was not meeting their needs.



B. Educators

1. Introduction

The group deemed educators includes all educators in the NWT through the use of a web-survey that was sent to every educator on the ECE data base. Responses were received from 280 educators, 112 of whom were in schools which currently or previously offered JK. In addition, 31 interviews were undertaken with educators in JK sites (i.e., principals/vice principals, JK teachers, other teachers and educational assistants). Interviews with a clinician and representatives of the NWTTA are included in the category of 'other teachers' in order to protect their anonymity. In addition, a focus group was conducted with the Superintendents' group which included nine participants.

2. Interviews

1. Principals/Vice-principals in JK Schools

A total of 11 principals/vice-principals from schools that had JK experience were interviewed for the site visits.

i. Communication

While all indicated that they had some information, most felt the information was somewhat limited. Implementation happened quickly without a great deal of information or consultation. While some recognized "*it would be a steep learning curve,*" they were ready to try it. However, most were disappointed with the lack of community consultation and the changing messages regarding implementation (i.e., not optional or optional? full or half-days?).

We got information that it was happening but not what it would look like. The real confusion came when some communities had open letters with questions. The GNWT didn't seem to have thought these questions through. The media got hold of it. Realistically, from the board level, it was not presented as optional. Then they retracted and said it was optional.

ii. Materials and Structure

Administrators were asked whether their school had the facilities and materials to program for JK students. All appreciated the funding for materials, although in a few sites the materials were not there at the beginning of the school year due to shipping to remote locations. Also, it was mentioned by one administrator that they got about \$6000 worth of materials as the remainder of the grant went to shipping costs.



Responses were more mixed when it came to structure of the room itself. In most cases an appropriate classroom was available. However, in a few sites the classroom did not have toilets and this was particularly problematic when children were not toilet trained.

iii. Limitations/Challenges of JK

There were a number of challenges identified by school administrators. Some felt that, in general, implementation was poorly done. As one administrator said, *“we felt backed up against a wall.”* In part this was because many of the teachers required more training in early childhood education. Plus there was some lack of understanding regarding the meaning of ‘play-based.’ What was provided as professional development support to teachers was viewed as minimal.

There were also issues raised regarding staffing levels. In some sites, administrators felt more educational assistant support was required, given the needs of four year olds. In another site where there were large numbers of JK children (eg. 20+), the principal argued another teacher was required. Administrators explained that four year olds came with a variety of issues; some were not toilet trained, others had self-regulation issues (eg., kicking, crying), while some could not perform tasks such as tying their shoes. In some settings, where JK children were placed in multi-grade classrooms, the difficulties associated with programming for diverse students was exacerbated.

Some administrators noted the challenges of school attendance, although that did not seem to be limited to four year olds. Finally, some expressed the opinion that Aboriginal Head Start should have been consulted or more engaged with the implementation process.

Some of the biggest challenges were viewed as *“getting the kids to school consistently, 70% attendance is not enough,”* more on-site professional development support for teachers, the speech and language level of students coming into JK, multi-grade classrooms and staffing, including EA support for the JK classroom.

iv. Benefits of JK

School administrators also identified the benefits of JK. One of the major benefits was related to getting children comfortable at school and into the school routine. Some also commented that this in turn helps to improve children’s behaviour.



I believe JK is the best option for kids in this community and most of the NWT. It develops that structure and routine for the day . . . that you get up and wash and do certain things before coming [to school]. It also develops the skills as a listener, speaker and someone who works with others.

The other major benefit was explained as a combination supporting early literacy, numeracy, and socialization; *“The early brain development, literacy, socialization, and numeracy [are supported by JK]. The activation of imagination and play; interaction with adults who are not family.”* The ability to do earlier assessment on children was related to the school’s capacity to support the child’s educational development.

There are huge gaps in the North . . . JK provides an extra year for learning the alphabet and numbers. In the long run it’s beneficial as it gets them into the routine and prepares them for Kindergarten, so by Grade 1 they are hopefully not behind grade level.

“If you want parents to buy into it, showcase the elements of success of JK. Tell them what it should look like and how it will help build the community . . . that it helps kids have a peer group and that it helps build language.”

v. Impact on Families

The impact on families was similar to the JK benefits the school administrators described. They believed that parents appreciated the opportunity for children’s socialization, interaction with other children and adults, resulting in improved social skills which could translate into the home environment. They also explained that, especially for parents for whom this was their oldest child, it was an opportunity to build relationships between the family and the school: *“Gets parents comfortable with the school and they build rapport with staff. We can show them it’s a safe environment for their kids.”*

“In this community there is no AHS. So JK provides support for numeracy, literacy and socialization in a more structured environment than pre-schools . . . gives them a chance to develop oral skills and we can red flag problems prior to Grade 1.”

There were also the benefits of early assessment and intervention and support for early literacy development: *“Parents are glad their kids come to JK. It has more structure than pre-school, more literacy focus, more interaction with kids in other grades.”* In fact in one community, the principal reported that parental feedback had indicated they would like JK to go back to being full-day.



The child care benefit was also viewed as being important for some parents, particularly in settings where other child care or pre-school options were not available: *“I know the child care benefit is huge in a town where there is none. Also children are better socialized and they benefit interpersonally and cognitively.”*

vi. Qualifications for JK Teachers

The administrators were divided on whether a JK teacher needed a B.Ed. Some felt that good early childhood training/certification was required but not a B.Ed. Others felt that it was required because of the training in pedagogy and implementing curricula. Ideally, these administrators would like someone with a B.Ed. and either early childhood specialization or perhaps special education experience; that said, there was recognition that different contexts might call for different skills and experience.

Methodology-wise it should be someone with a B.Ed. and have experience in early childhood. But in small communities it is more about relationships and building these [relationships] with kids and parents.

The other context was whether it would be a strictly JK classroom or one that included other grades. In the latter instance, the teacher would be required to have a B.Ed.

vii. Student/Teacher Ratio

A child to teacher ratio of 10 to one was proposed by some administrators, while others felt it was dependent upon the situation (eg., single grade or multi-grade classroom). The ratio in the Day Care Act of eight to one was also cited. Another administrator suggested a six to one ratio. However, there was strong support for an educational assistant in the classroom as well as a teacher. Some schools had found additional funding for an educational assistant.

All JK programs need to have two adults in the room at all times, particularly in the first half of the year, but preferably all year. With young kids this is needed for safety and management.

Other staffing needed to support JK included a speech and language pathologist, occupational therapist, public health nurse, program support teachers, as well as department or district consultants with expertise in early childhood.



viii. Curriculum

While administrators had good things to say about the curriculum and its focus and outcomes, it was noted by some that it is a Kindergarten curriculum which teachers need to adapt for JK. Some teachers require support in adapting and implementing the curriculum and in understanding 'play-based.'

Is there a JK curriculum? The Kindergarten one is great but it needs adaptations for four year olds. There is some understanding of play-based but there also needs to be some structure. . . . There should have been more up front work with the curriculum.

There were some concerns expressed regarding the curriculum. More than one administrator mentioned that the curriculum was adapted from the Ontario curriculum and required "more than tweaking" for NWT schools. It was argued that more emphasis should be placed on speech and language acquisition and gross motor development.

It was also mentioned that implementation challenges are magnified in multi-grade classrooms.

ix. Funding

A number of concerns were expressed about the current way of funding JK. While money for the materials was appreciated, there was a strong feeling that funding should not be based on redistribution and the usual student numbers: "If JK is still financed through the number of students, it will take away from other programs." It was also suggested that JK could have a lower staff to student ratio, more along the lines of the Day Care Act.

As noted by one principal, "there was money attached to play-based resources, but there needs to be funding attached to people." Another administrator agreed saying, "there needs to be more funding. [The model was developed so] it wasn't going to affect the funding structure. So we got more kids and no extra funding. We are adding a grade level without extra funding." This was a common sentiment among educators.

Our schools are funded based on numbers. We have 13 more kids than we would normally have and that increases our enrollment numbers. Our funding should be based on need in NWT and not on numbers. We have lots of kids with speech difficulties. All schools are definitely not equal.



I have never seen the funding model and I just know what we got [at our school]. Things were to be re-distributed over 3 years. I would think there would need to be an audit of this to assess. For JK to have a lasting impact it needs to be funded properly and have funding specific for early learning. You can't just be more efficient with your funds.

Fund on program – salary. You need to have a dedicated JK teacher. Kids need that. If you put a bunch of un-toilet trained JK students in with Grade 2s, everyone will suffer.... If ECE doesn't put up the additional dollars for salary for total NWT implementation it will be a disaster.

In contrast, another administrator was pleased with the funding model saying “it works!”

Regarding a larger financial impact were JK to go Territory-wide, some administrators expressed concern on the stress that might place on other parts of the system (eg. taking funding away from high schools), if dedicated JK funding is not put in place. It was argued that if the program is implemented Territory-wide there will be a “need for more funding and more teachers. ... There are very high needs here, FAS, Autism Spectrum Disorder. We do inclusive schooling but the whole picture isn't being looked at.” Another administrator was not pleased with the model and suggested that there is “a need for a different staffing ratio that is different from other grade levels.” One individual dissatisfied with the model believed “it should be based on need and diversity of program.”

x. Greatest Successes

Principals were able to describe what they saw as the greatest successes of JK.

“I really hope we don't lose it from the Territorial landscape and we can offer it again.... We can see how it has impacted kids Kids struggle with basic literacy and we can make a great start with them at an earlier age.”

We are seeing stronger attendance.... they have come along to the routine of school. They are happy. Coming happy and leaving happy. No crying. They are comfortable with the people in the school.

We have one child who has gone from wild, uncontrolled to someone who is now social and cooperative.

Besides coming to school, we wouldn't be getting to know them [the parents]. They drop the kids off and it is an opportunity to connect with them. Later



on it will make it easier to work with parents. Hoping there will be a legacy from this. If they trust us with their four year old, hopefully they will trust us with their 17 year old.

We are seeing the progression of the kids who are coming to SK after a year of JK. They have grown so much! Our program is successful because we have had strong teachers.

2. JK Teachers

Seven JK teachers were interviewed, along with the Kindergarten (former JK teacher) at a site where JK was discontinued.

i. Communication and Implementation

As a group, the JK teachers felt they had not received much information prior to implementation. They had received the curriculum, but a number of them had not been able to attend any professional development (eg. weather, district pd conflict). They drew on their previous experience in other jurisdictions or their experience teaching Kindergarten.

There was a lot of talk among the Kindergarten teachers. We were confused. We didn't know if it was going to start or not. I was a little surprised that it happened as fast as it did. Because it was not the same in all schools. It was confusing. There was confusion about what JK would look like and how it would start up.

Going into it this year, I did not know the political piece about how AHS and other programs were affected. It would have been nice to have known this.

Some had attended training – the orientation for teachers on the curriculum and EDI. In one district all JK teachers had a monthly teleconference and supported each other “*by talking about what is working and not. Having the opportunity to talk to others was great.*” However, some who had attended training would have liked additional support, visiting and observing in other JK classrooms was something desired by a number of the JK teachers. An on-line mentor was also suggested by one teacher.

I went to JK training in August in YK and I also did the EDI training. I went to an early years conference in Edmonton. As a new teacher I would have liked to have gone to see another JK program and more what it should look like.



Seeing a JK program in action. It would have been nice to know if the Kindergarten curriculum is also for four year olds. Needed practical activities and specifics about what they want the child to learn. How do you assess problems?

What should it look like? ... and the assessment piece – how do I incorporate that?

A number of other suggestions were given as to how implementation could have been improved including staggered start dates for students, more information about individual children and their needs (eg. medical issues). In one community, it was felt that parents required more information which might have helped with communication among the school, community and AHS.

ii. Curriculum

Teachers generally embraced the play-based foundation of the curriculum. However, for some, the play-based focus meant that teachers had to change their practice: *“It just changed to play-based and inquiry based ... I needed to learn how to play with children – to re-learn that.”* Also, many felt the need for more specifics and more guidance regarding practical classroom implementation, particularly as the curriculum is the same for Kindergarten as for JK. It was also noted that the curriculum does not state what the expectations are for JK students: *“There is a lack of clear definition of expectations and benchmarks for JK. These need to be flexible and depend on the child, but there needs to be a reference point.”*

Generally, they were not certain that they were implementing the curriculum as intended.

More activities would be helpful in program planning.

Have more information for teachers about what it is. What is play-based learning? It's kind of vague – they'll learn things while they play. How? I need more assistance ... how do you plan activities to know different sounds like T and S.

It's a bit open-ended. It's good to have discovery and play-based, but it doesn't flow into Grade 1 very well. There are no requirements to know your letters ... it needs to be more specific.

iii. Limitations/Challenges of JK

One of the biggest challenges surfaced when JK students were in multi-grade settings: *“It's impossible to do play-based when you are preparing Grade 2s to go into Grade 3. Having a full-time EA would help ... having JK/K with an EA would be*



better.” This relates to a more general observation that there is a lack of support for teachers in many JK classrooms: “JK should have a consistent, full-time EA.” This is also connected to the challenge that some students entering JK were not toilet trained, those who had severe behaviour problems and those who were non-verbal (“we had to make picture cards to communicate”).

I had a child who was non-verbal. A person came once [to help me] and we had two teleconferences all year. No one sat and talked to me. They gave a binder to the learning support teacher with a program to follow.

In settings where JK was half-day, some teachers felt this was not sufficient to get children into the routine and be able to help the children develop their literacy and numeracy skills.

iv. Benefits of JK

JK teachers were able to identify many benefits of JK including language development, numeracy skills, socialization, self-regulation, and the ability to follow school routines. All of these skills allow children to be better prepared for Kindergarten and Grade 1.

Everything! Language development, socialization, learning to wait, self-regulation, learning how to get along and follow a routine which will help later. Most can write their own name. Early reading strategies, counting. They are a year ahead.

Children are more prepared when they came into Kindergarten and they weren't afraid of the 'big school.'

This is huge. There is a lot of learning when you go from home to school. Giving kids two years of this helps with routines and to become independent ... the socialization and learning numbers and letters.

JK teachers also identified positives for families:

Viewing education as important ... seeing their children growing and that they are capable of learning and getting along with other kids.

We have had only positives from parents. They say [the children] are singing at home. They know what timeouts are. They are learning lots and want to continue to come to school.

Also, in some communities where there is no child care available having JK supports parents being able to work: “There is no child care here. It is difficult for



people to work and have someone to look after their kids.”

v. Teacher Qualifications

While most JK teacher felt that a B.Ed. should be required to teach JK, they also felt that some specialization or training in early childhood education was also important.

It is not as simple as playing with Lego. What Ontario does well is there is a B.Ed. teacher and an ECE [assistant] per classroom. The ECE has information around development that is helpful. But it may not be feasible with 1 classroom per school here.

Definitely [should have a B.Ed.]. Someone with a B.Ed. has more training. It is good to have someone with early childhood experience. Special education experience is also beneficial. You need someone who knows about curriculum.

However, a number of the JK teachers did not agree that a B.Ed. was necessary. They believed certification in early childhood education was needed but “*someone who is doing high quality AHS or high quality pre-school with specific training in early childhood education would be more beneficial than a B.Ed.*” As another teacher stated:

I have a B.Ed. but I wasn't trained to teach four year olds. I was trained for K to six and seven to 12. I think an early childhood diploma is more beneficial. In my B.Ed. I took the history of Canada. You need to be taught how to play with children.

vi. Student/Teacher Ratio

When asked about the child/staff ratio the most frequent responses were eight to one and ten to one; ten to one being the highest. Some teachers argued that three or four to one was ideal. There was agreement that an educational assistant, preferably one trained in early childhood education, was required as a support in a JK classroom.

vii. Greatest Successes

Many success stories were told by the JK teachers. The stories speak for themselves.

There was a child who had major issues - was defiant, had fits, no routine. Now his behaviour has improved 110%. It has been good being with older kids modeling behaviour. Now he is playing nice and interacting in a positive way.



They are progressing. Speaking more, adjusting to routines, asking to read, writing their names. The best thing is their progress and how they improved in all areas Next year you will be able to tell they were here for a year.

So much growth with these kids. A student who was non-verbal now says a few words.

Seeing all the little kids that didn't say a word now talking in sentences. Walking to school. Getting themselves ready. They are so far ahead. Seeing those that used to cry and not say anything and now they are happy, talking in sentences, singing songs, using scissors.

The children...I see them at the beginning of the year to now. Students who didn't communicate now have self-regulative behaviours. They know routines and what school life is like and they have an extra year with their peers.

The JK kids come every day. They are my best attending group. They love coming. They can relate to school and that's a positive thing.

When they first came into the room they were all over the place. I just stood and watched for half an hour. Flicked the lights and told them to sit on the rug. We talked about sharing, classroom rules, routines over and over. I had to make sure to get them to the washroom every hour. Eventually they began to ask me and then go on their own. They learned to hold scissors; use pencils. There was lots of success. At snack at first they would just grab. No manners. So I taught them to say please and thank you. They learned colours, numbers, drawing stick people like five year olds.... Some of them even picked up their native language very early.... There is a big difference in Kindergarten between those who had been to JK and those who hadn't. Those kids know how to share and follow classroom rules. They remembered.

3. Educational Assistants in JK Schools

Four educational assistants and one language teacher³⁷ were interviewed from schools that had JK experience.

³⁷ The language teacher's responses have been grouped with the educational assistants as she has direct experience in the JK classroom as do the EAs interviewed.



i. Communication and Implementation

The educational assistants noted how the implementation of JK had “*come out of nowhere.*” Some heard of it first through connections with day homes and other child care programs in their community. It was also noted that “*it started mandatory and then it was not mandatory.*”

ii. Limitations/Challenges

The EAs described a number of challenges as a result of having four year olds in school which included some not being toilet trained, some lacking basic language skills, and some whose behaviour was out of control.

Potty training, lack of language and then they can't tell you that they've wet themselves or that they need to go to the bathroom. Also it's re-structuring how things are at school. You are not supposed to touch them [children] but they are four year olds. You have to find a line where you can show you love them. You have to hug to bring them out of their shell.

At the beginning it was really hard because there was a child who just had to move all the time and didn't have the attention span.

Having a JK/SK room can be disruptive to the SK program. It can take a while in getting the JKs adjusted at the beginning of the year.

The issue of multi-grade classes was also raised by two respondents. It was argued that there should be a full-time EA in multi-grade classes that include JK. In another case, the respondent felt there needed to be a bigger classroom space. An issue raised in another site was the problem of attendance. Finally, one person stated: “*my true feeling is that they [four year olds] should be at a separate pre-school and come to school for Kindergarten. Having smaller ones in the class takes away from the older ones.*”

iii. Benefits and Successes

Many benefits of JK were identified. Similar to school administrators and JK teachers they felt that JK helped students with early literacy and numeracy, socialization and getting them into the school routine. These benefits combine to help better prepare students for Kindergarten and Grade 1.

Four year olds coming to school full-time helps them know their numbers, ABCs, shapes, colours and how to act at school They are more social. They just don't play by themselves and they watch out for each other.



Getting kids in here sooner, the better. JK is a lot more structured than half-day pre-school was. When they go into Grade 1 it's a smoother transition. More early intervention. We see the challenges sooner There are benefits for kids and teachers.

It gets them into a routine and the basic skills, like listening skills, to get them ready for Kindergarten

One EA had noticed a difference in the Kindergarten students because they had been in JK the previous year: *"The SKs this year had JK last year and they are much better prepared. They are more where we want them to be."*

Along the same lines, those interviewed were able to provide specific student success stories.

One kid has particularly come a long way, from having to be out of class most of the time, needing someone with him all day long, no peer play. Now he is doing well with his words and getting along with other students. Now I can leave him in the class with others for period of time. And we had another child who, when she first came, never spoke. Now she's talking.

Child [who had to move all the time] now knows his numbers and letters and is even writing them.

I've noticed a big difference in [a girl] and [a boy]. [Girl] now is starting to speak more words. [Boy] used to run but now he doesn't.

[The child] now has a routine. Attitude has changed. Hand and eye coordination has improved. Gets along better with others. Sharing. Asking to leave the classroom rather than just running out. Better manners. Now [the child] asks 'is it centre time for me?'

4. Other Educators

Seven interviews were undertaken with 10 other educators who had some knowledge of or connection to the implementation of JK. Six were other teachers in schools offering or having offered JK, two of whom were program support teachers and one of whom was also a parent of a JK child. One interview was a triad interview with representatives of the NWTTA.



i. Communication and Implementation

Most respondents noted that, at first, they were not sure about what was happening with JK: *“At first it was a bit hazy.”* Others felt that the messages kept changing and that implementation was rushed: *“JK was mandatory and then it wasn’t. It should have been fully funded and fully equipped. They jumped too fast.”*

A number of the respondents spoke of a lack of consultation prior to implementation:

Needed to have everyone at the table ... the government went ahead with the pilot and we were not consulted or informed ... don’t even know if parents received communication There was no detail about how it was going to be rolled out ... the missing pieces are still the supports and the funding ... no one is arguing about the importance of JK The government needs to learn from this and scaffold the supports. Where’s your change management expert? Communication and support will deliver success.

There were also questions raised about why the pilot was done but not evaluated. As a result the experience of the demonstration sites could not inform implementation at later sites.

ii. Limitations/Challenges

The challenges raised included the needs of four year olds coming into JK, including the fact that some children came to JK without being toilet trained. As a result some respondents felt that JK should be its own classroom and/or second teacher or support person should be in the classroom.

Kids are coming to school three years behind. We had the ability to hire an EA and had space. But I think Kindergarten needs its own space. I don’t agree with putting JK and Kindergarten together.

The challenge was not having another teacher in the room. There were 10 kids many with high needs, such as being non-verbal. So with Kindergarten there were almost 20 kids and you needed another support person in the class.

In one site where JK was changed from full to half-day, respondents at that site felt that it should have remained full-day and that parents preferred the full-day model. One of the respondents felt that a staggered start at the beginning of the year might have been beneficial.



Another challenge was the fact that many JK teachers needed support with the curriculum and with programming for JK students.

Teachers need more support, more programming support, professional development. How do you blend four year olds with eight year olds with no alternative space?

Teachers need more training with play-based curriculum which is good for Kindergarten as well as JK. The only training was a quick introduction to JK. A lot more in-servicing would be helpful. We were able to visit other schools which was huge for us ... it's a big shift. Dialogue with someone at ECE would have been helpful along with ongoing support. Have an on-line Google site, like YK1, with all teachers sharing on line.

Funding was raised as a challenge by a few respondents. It was believed there was a need for new funding for JK: "We can see the negative effect of the funding [model] on the larger centres and the effect is mixed in with declining enrollments."

Again, implementation issues were raised, both in terms of the relationship with AHS which related to the need to consider local community contexts.

Overstepping AHS. That seems to be a disaster The decision was made and the train was rolling. AHS thought they were working together and then they were out the door.

Implementation should have been done differently from a community perspective. People need to come in and share and ask the community. The opportunity to give voice is important, to feel valued and supported Consultation with those who would be the most impacted. Reassure AHS that they won't lose jobs.

It is not the program that is the issue. It's how to do the program in communities to reflect the realities of those communities and schools.

Finally, one group emphasized not only the importance of community context but also that a limitation of JK was that it did not address the issue of early childhood development in a holistic manner.

Need to look at the community context and how to support the DEA ... should there be more support for families? Families are in crisis; maybe give the Health nurses more support. Communities need help. Look at the EDI and Healthy Child in the mix. There is also the impact of residential schools. You need to look at what's best for communities and families ... why wait until children are four years old. It's a band-aid fix. What about prenatal to three? If wrap-around



services were properly implemented you could have something taken off the plate.

iii. Benefits

All respondents also recognized the benefits of JK, including the support for early language development, early literacy and numeracy, development of social skills, understanding routines and learning to function in a school environment.

The benefits? Everything! Lots of kids don't have literacy supports at home. Exposure to peers, vocabulary development, social-emotional learning - I messages – modeling play ... especially with higher needs kids it provides supports earlier ... literacy development, basic counting, routines, self-regulation, easier for them to transition to school.

Shows children how to play on the playground and get ready for school ... [JK] children are happy and are learning about their culture

Oral skills, early language development. Right now there is a big gap between Kindergarten and Grade 1 so having the JK-Kindergarten continuum prepares them. Readiness to learn.

The teacher who was also a parent noted changes in his/her child and the spin-off benefit that their younger child was learning from her older brother.

Great for routine. He picks up everything – music, word recognition, numbers, letters. Before he would mix up one to 10 but now counts to 20 and tries to go to 100. Our younger child is a copy cat, learning from him. He is also more patient, sharing, more observant, and a more vivid storyteller.

Another important benefit of JK which was cited by a number of respondents was earlier assessment and intervention, including access to occupational therapist, the speech pathologist and other medical interventions: *"We can identify early and provide supports to children and families."*

A number of respondents also saw benefits of JK to parents and families. They believed parents felt *"it is a safe place to send their children."* Particularly in communities without day care or child care options JK was seen as supporting parents: *"There was no day care here and now moms can go back to school. Child care is a huge issue in this community."*



Respondents were also able to tell success stories.

They [the JK students] have come into their own. They have discovered their likes and dislikes. They are independent decision-makers. The regular attenders will do very well in Kindergarten next year.

When it was in the school parents and kids were here every day. They were excited to be here. Parents were supportive. They'd get their kids here at 8:30 a.m.

iv. Qualifications for JK Teachers

Most respondents felt that JK teachers needed a B.Ed. because of the foundation it provides teachers: *"You need the background of a B.Ed if you are to deliver curriculum outcomes."* However, most also felt that a B.Ed. alone was not sufficient; a primary or elementary focus, an understanding of early childhood (*someone well versed in early childhood development and early literacy foundations*), or specific early childhood training was needed. However, one group felt that: *"In multi-grade classrooms you need a B.Ed. But in reality in standalone JK classrooms, where it's just JK, it could be done by early childhood educators."*

v. Student/Teacher Ratio

Not all those interviewed felt able to answer this question. However, one respondent recommended: *"10 to one ratio, or 12 to one at the most. Once you get to 13 to one it starts to slip."* Another raised the issue of a formula for day care but not for JK: *"There is the day care formula, but no formula for JK in schools is very convenient. Teachers are being taken advantage of."* It was also noted that the needs of the children in the classroom should be taken into consideration.

Related to the child to staff ratio was the need to have an educational assistant in a JK classroom because of the developmental needs of four year olds; this concept was raised by virtually all respondents.

JK should come with an EA. There should be a teacher and an EA with the salary of an early childhood educator to work in partnership. The EA could also be the community and family connector.

vi. Curriculum

Generally, the curriculum was viewed positively: *"The curriculum is play-based and set up in a very positive way."* However, two issues were raised in terms of the curriculum.



A few respondents felt there is a misunderstanding of play-based – “*Play-based does not equal play.*” Therefore, teachers required in-servicing on the new curriculum. Also the curriculum was developed for Kindergarten and does not differentiate between Kindergarten and JK. In some settings, the JK teacher, sometimes in collaboration with the program support teacher, was able to make the necessary adaptations. However, in settings where the teacher was less experienced and did not have direct support, curriculum adaptation was an issue.

Curriculum is based on the Kindergarten curriculum. We adapted the curriculum so JK doesn't look exactly like SK. We focused on social dynamics, routine, early literacy, simple counting, listening to print.

3. Educator Web-Survey

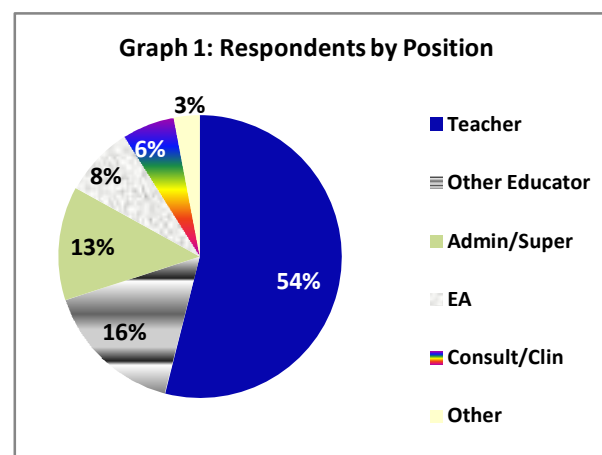
In total, 280 people responded to the web-survey of whom 87 worked in schools that offered or had offered JK. Of the 193 who worked in schools that did not offer JK, 100 were located in Yellowknife. All regions were represented in the responses.

Of the total respondents, the largest sub-group of 150 (54%) were classroom teachers (Graph 1).

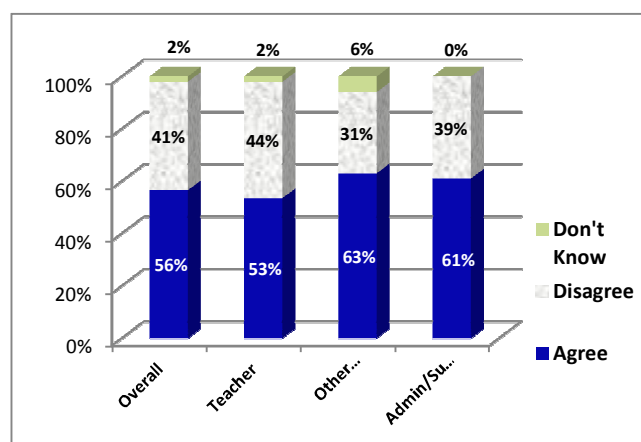
The second largest group were other educators in the school (eg., counsellor, program support teacher). Approximately one-quarter of respondents (24%) worked primarily at the JK/K to Grade 4 level.

a. Communication and Consultation with JK Settings (n=87)

Overall, 56% of respondents in JK settings³⁸ agreed³⁹ that prior to the implementation of JK they were provided with information that helped them have a better understanding of why it was being implemented. However, there was variation by position teachers most likely to disagree (44%)⁴⁰ (Graph 2).



Graph 2: Understanding of Why JK Being Implemented by Position



³⁸ While respondents were asked whether their community had or had ever had JK some people from non-JK communities thought the program was in their community. Therefore, information from the Excel spreadsheet which included the community was linked to the data file for purposes of analysis.

³⁹ Agreement is a combination of 'strongly agree' and 'agree.'

⁴⁰ The reader should note that numbers in some categories are small, so percentages can change based on small numbers. However, the numbers for EA's (n=4) and consultants/clinicians (n=5) were so small they were not included in the graphs.



Respondents were also asked if prior to JK implementation they were provided with information that helped them have a better understanding of the program itself. Overall, respondents were split with 46% in agreement.⁴¹ (Graph3).

Overall, 45% of respondents indicated their community had been consulted prior to the implementation of JK. When asked whether they believed the consultation process was effective, 14% (n=12) agreed, while 40% indicated that they did not know.

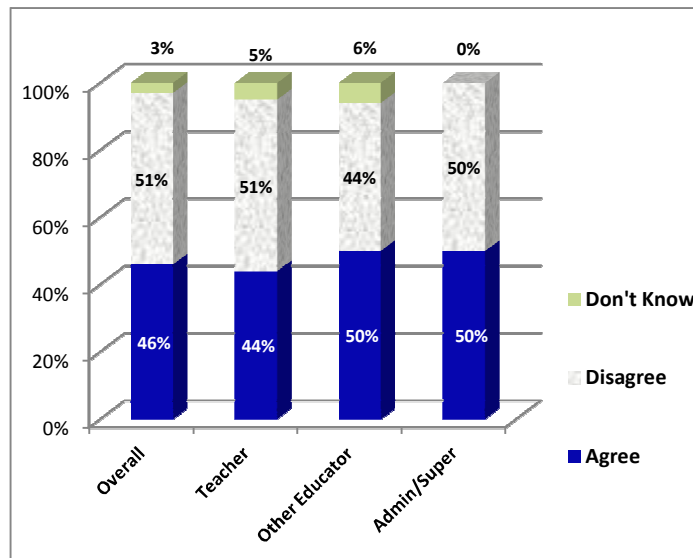
Those in JK settings were also asked whether their school had been consulted prior to the implementation of JK. Overall, approximately half (49%, n=22) said 'yes,' but 33% responded 'don't know.' School administrators/superintendents were most likely to indicate that there had been consultation with schools (60%). Of the 22 people who said there had been consultation, 55% (n=12) thought their input was listened to, while another 14% (n=3) responded that they didn't know.

b. Potential Benefits and Greatest Strength of JK

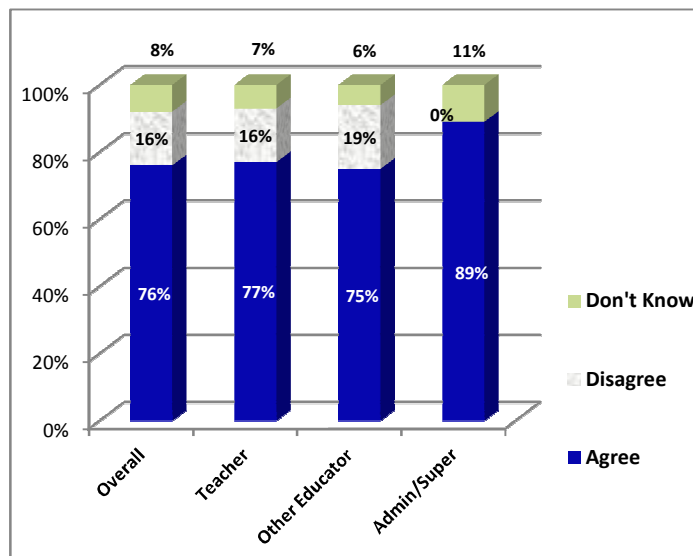
Respondents in JK settings were asked whether they believed having an extra year of Kindergarten (i.e., JK) will better prepare children for Grade 1. Overall, 76% agreed. Administrators/superintendents were most likely to agree (89%), while other educators were most likely to disagree (19%) (Graph 4).

Respondents in JK settings were also asked whether having JK in the school has had a positive effect on older students. Overall, 44% agreed; however, between 20% and 37% of respondents indicated 'don't know.'

Graph 3:
Understanding of JK Program by Position



Graph 4:
Extra Year Better Prepare Children for Grade 1 by Position



⁴¹ Detailed tables with all the results are found in Appendix B



Overall, respondents in JK settings believed that having JK in schools provides an important resource/support to the community (76%) (Graph 5). Similar to the previous question, administrators/superintendents were most likely to agree (83%), followed by classroom teachers (81%). Again, other educators (25%) were most likely to disagree.

All respondents were provided with a number of potential benefits of JK and were asked to indicate whether they thought each was or was not a benefit of JK. (Respondents were also given the opportunity to respond 'don't know.') Supporting the development of language skills was most often cited overall (90%) and by both sub groups (Table 5). Except for two - the reduction of behaviour problems (34% overall) and the promotion of an easier transition to Grade 1 (56% overall) - three quarters or more of all respondents identified the items listed as benefits of JK. For all the listed benefits, those in JK settings were more likely than those in non-JK settings to see the benefit.

Graph 5:
JK an Important Resource/Support by Position

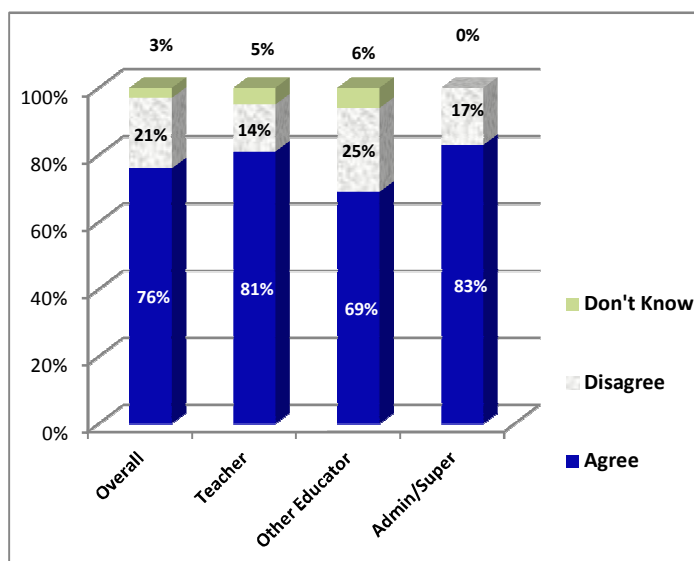


Table 5:
Potential Benefits of JK by JK and Non-JK Settings (% indicating yes)

Potential Benefits of JK	Overall (n=280)	Setting	
		Non-JK (n=193)	JK (n=87)
Provides opportunity for earlier assessment	81%	78%	87%
Provides opportunity for earlier intervention	83%	80%	90%
Supports development of language skills	90%	87%	97%
Supports development of numeracy skills	86%	82%	95%
Supports social/emotional development	84%	79%	94%
Creates comfort with school environment and routines	84%	79%	93%
Creates a sense of belonging to the school community	75%	69%	89%
Promotes easier transition to Grade 1	56%	46%	77%
Reduces behaviour issues in later grades	34%	25%	53%
Creates an earlier connection between school and families	80%	76%	89%

Note: 20 additional comments were made. These are found in the detailed printout in the Appendix .



Those in JK settings were also asked about parental feedback on JK. Overall, 57% agreed that it had been positive, while another 30% did not know. Administrators/superintendents were most likely to agree (78%).

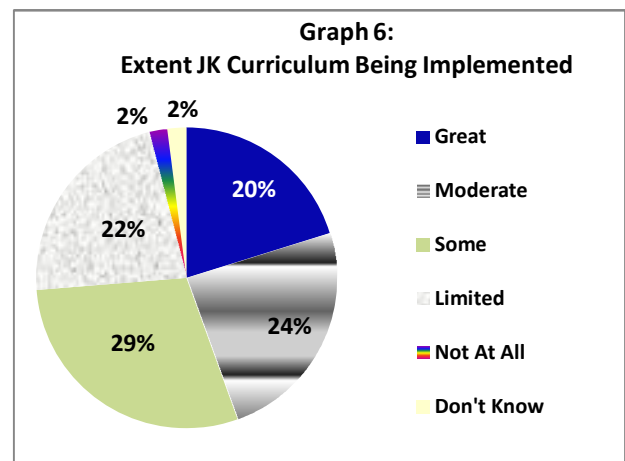
All respondents were asked to write in what they saw as the greatest strength of JK⁴². The strengths most often identified were: early intervention/gives child a head start to closing the gap (n=70), followed by skill development (language, numeracy, social) (n=66) and preparation for school/transition to schooling (get used to school routine, school setting) (n=63).

c. Implementation Issues: Structure, Materials, and Training/Professional Development

When asked whether their school was structurally (toilets and space) prepared for JK, approximately half the respondents in JK setting agreed (53%), while 44% disagreed, reflecting the different realities in schools across the NWT. However, when asked if they had all the materials needed to implement JK, slightly more respondents disagreed (49%) than agreed (40%). This response may be related to the fact that, when asked if the materials needed to implement JK arrived in a timely manner, 40% agreed and 45% disagreed.

Regarding the need for training/professional development, 80% felt that more training/p.d. would be helpful. The suggestions most often made were early childhood education training for teachers (n=12), p.d. workshops on early childhood issues (such as play-based, self-regulation, assessment and working in a multi-grade classroom) (n=10), and visiting successful classrooms/job shadowing (n=4).

In the context of these issues, respondents were asked to what extent they believed the JK curriculum was being implemented as intended. There was a wide variation in response (Graph 6).



d. Qualifications

When asked what qualifications individuals teaching JK should have almost two thirds (64%) felt that a JK teacher should have a B.Ed. with specialized training in early

⁴² Write in responses are categorized and coded to support inclusion in the analysis. Where numbers are small, the numbers are reported for these comments rather than the percentages. Up to two reasons per respondent are coded.



childhood education. Another quarter (23%) felt that training in early childhood education was sufficient, if the classroom only includes JK students, while 11% felt a B.Ed. was the basic requirement.

e. Student/teacher Ratio

Respondents in JK settings were also asked what they thought the ratio of student to staff should be in different classroom settings. The mean ranged from 10 to 12 students per staff member, depending on the setting (Table 6).

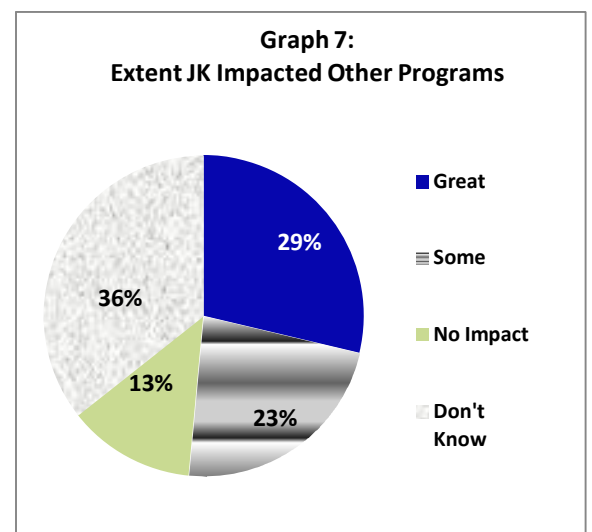
Table 6: Staff to Child Ratios			
	Classrooms that have only JK (n=82)	Classrooms that have JK and Kindergarten (n=81)	Classrooms that have JK/K and other grades (n=79)
Mean	10.12	11.70	10.94
Median	10	12	12
Mode	10	12	12
Minimum	5	5	3
Maximum	18	20	20
Range	13	15	17

While it is interesting that the JK only classroom results present the lowest mean, this is explained by the range being less than in the other two scenarios.

f. Impact on Existing Early Childhood Programs

Sixty-four percent of respondents in JK settings indicated that they had other early childhood programs in their community. Those who did were asked to what extent JK had an effect on the other programs. Approximately one third (36%) did not know, while 29% responded that it had 'to a great extent.' When great extent and some extent are combined, 52% believed there had been some impact on other early childhood programs in their community (Graph 7).

The most frequent explanation of the impact was that the implementation of JK had jeopardized existing programs (n=13) because of the reduction in the number of children as a result of JK.





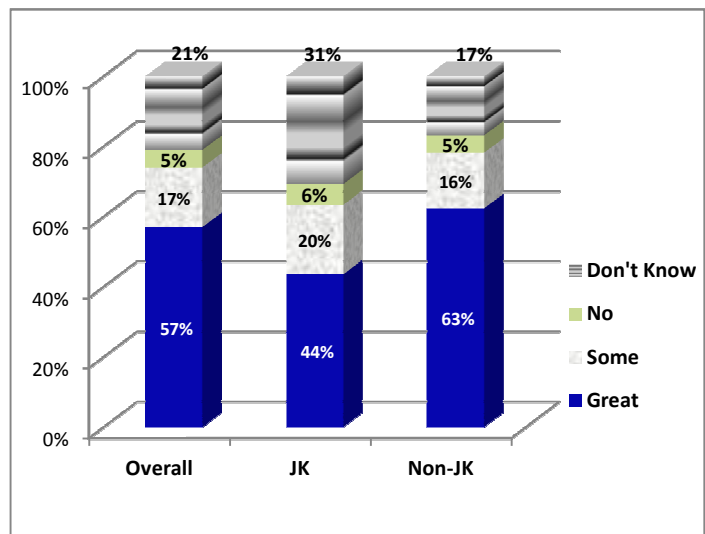
g. Financial Impact and Funding

All respondents were asked whether they believed that the implementation of JK would have an impact on the K to 12 system were it to be implemented in all NWT schools. Those in non-JK schools (63%) were more likely than those in JK schools (44%) to believe there would be 'a great impact' (Graph 8).

The most frequent explanatory comments regarding the impact were:

- would cut resources/reduce programming/supports for other students (n=66);
- there is need for new/additional funding for JK (n=43);
- will be cost of new materials and specialized space to support JK infrastructure (n=29);
- larger class sizes/increased pupil-teacher ratio will result (n=25); and
- loss of jobs at higher grade levels/loss of specialized positions (n=20).

Graph 8:
Financial Impact of JK by JK & Non-JK Sites



When asked how JK should be funded, the majority (52%) felt it should be funded differently than it currently is, while 39% responded 'don't know.' Only 9% believed it should be funded as it is currently. Those in non-JK schools (56%) were more likely to want a different funding strategy than were those in JK schools (41%). The most frequent suggestions for a different funding model were:

- new funds from the government specific to JK (n=72);
- funding based on a lower student/teacher ratio for JK/separate from K-12 (n=28); and,
- provide JK in collaboration with AHS/early childhood/early literacy funding (n=12).

h. Greatest Concern

Respondents were also asked to write in what was their greatest concern regarding JK. While many concerns were listed,⁴³ the top five concerns were:

- lack of funding/need more money (n=73);
- negative impact on other grades/programs (n=44);

⁴³ All concerns can be found listed in the printout in Appendix B



- does not validate/take into account/negative impact on existing early childhood programs (n=37);
- too young to go to school/institutionalization of young children/like residential schools (n=30);
- concern over student/teacher ratio/large class size (n=21); and
- lack of trained/experienced teachers/need early childhood training (n=20).

i. Final Comments

At the end of the survey, respondents were provided the opportunity to write in any additional comments they might have. The most frequent comments were:

- importance of JK/great program (n=26);
- funding needs to be addressed (n=14);
- need to work with existing programs/community supports/agencies (n=12); and
- four year olds too young for school/institutionalization/like residential schools (n=12).

4. Superintendents' Focus Group

Nine individuals participated in the superintendents' focus group which included seven superintendents, one director of a community services agency for a First Nations government, and the President of Aurora College.

a. Communication and Consultation

According to one superintendent, Junior Kindergarten *"was laid out for us very surreptitiously, in this very room I think. We were supposed to sit on it and not say anything to anyone. Later that came back to bite us a little bit in that our board chairs were told that we'd known for quite some time."* This put this individual in a difficult position with her/his education authority. Another superintendent reinforced this saying, *"I felt the communication was not as thorough as it could have been. When it was introduced to us and we were asked to not say anything until later; it was difficult!"*

Another individual believed that *"things got misrepresented after the fact in an attempt to save face."* This individual went on to reference the discussion regarding qualifications:

there was the whole communication that you have to have a B.Ed. for these teachers ... but in having that dialogue what came out after that was no, no, no, it was never said they have to have a B.Ed. It was said that they have to adhere to the Education Act, which specifically says for Kindergarten teachers you must have an early childhood diploma, or a



certificate; it doesn't have to be a B.Ed. This went to a level of concern in terms of the integrity of the communications.

One superintendent stated:

In all fairness though to the government, the whole discussion around implementing Junior Kindergarten started out when the Minister was having Aboriginal Student Achievement Forums across the Northwest Territories. They heard loud and clear at all of those sessions that people thought there needed to be an early childhood program put in place to prepare students for Kindergarten. So they had the support. Sometimes I've heard coming out of the Legislative Assembly that the Minister didn't have that support and he didn't have involvement of the communities in regards to making that decision. But it did come out of those forums.

However, another superintendent contradicted this perception mentioning how their DEA Chair was part of the Minister's Forum. While there was an understanding regarding the need to improve early childhood education for three and four year olds:

Adding the four year olds, three and four year olds into the institution of school is not the right way. S/he consulted with Elders in the community and [they] said that's the wrong solution. So s/he was very adamant that for [name of community] that [JK] wasn't the right way to go.

Another superintendent suggested there was a lack of consultation "or the fig leaf of consultation." S/he went on to say "if you wanted to write a Master's thesis on how not to implement change, this would be it."

One of the challenges with the implementation was the "haste" in which it was implemented. However, it was noted that:

Everybody here, everybody everywhere, agrees it's a good idea. But it's just the mechanics of how to implement the change in program, getting buy in, getting support, preparing the way and clearing the way. First of all there wasn't enough time to do that in the length of time they allowed themselves. And secondly the little bit of time they did allow themselves, they did it incorrectly.

A number of the superintendents felt ECE has held them responsible for the cancelation of Junior Kindergarten. As noted by one superintendent and reinforced by others, "since the announcement that it was going to be cancelled the reaction of the [senior government staff] has been, 'Well, thank you very much guys, you made a drop,' the blame was placed on us." Others supported this perception.



One individual spoke about their efforts to communicate with parents about Junior Kindergarten. While the communication has occurred after the implementation, it has included:

Presentations, some parenting meetings, group meetings and individual meetings to talk to people who wanted to ask questions about what is Junior Kindergarten and why are the kids playing now? [Parents would ask] aren't our kids going to be further behind now they're not reading and writing?

Others supported the need to communicate with parents. As noted by one individual and supported by others, “*educating parents is something ECE really has to consider.*” There was a belief that many parents do not understand or are confused by the concept of two years of Kindergarten.

If the implementation of Junior Kindergarten was to begin again, individuals suggested taking more time. There is a need for “*more lead in time, more consultation, more selling the idea to the parents and the DECs, and the competitors. [Distribute] more evidence from other jurisdictions already in progress ... just more implementation. Change needs to be done slowly to be successful.*”

There was agreement in the need for more consultation. Another superintendent suggested that more consultation needs to be undertaken with the DEAs:

Asking these kind of questions because they're the ones that are pushing back politically. The Department folks and the Cabinet folks need to know what those concerns are so that they can address them. I think it was a tell and sell approach as opposed to let's figure this out together. Is this the right solution, what do you think? How might we best implement? Where do we find the funding? If we can't, how might we redistribute from within? That kind of collaborate decision-making would have led to a whole different outcome.

Others mentioned the need to talk with other day care and day home providers to alleviate some of the concerns and unknowns. It was believed the implementation process was too rushed and “*it was kind of pushed on us. But like I said, the biggest key for our board was the amount of money we were losing.*”

It is believed that teachers need to be provided with more information regarding JK, including high school teachers who “*really need to understand that we're all part of a team and that this learning style that we're trying to teach down here, we are hoping to push it up there so that you can have better results on your high schools tests.*”



Others spoke to the need to consult with the communities in order to best know how to build on their existing strengths. As noted by one superintendent, *“coming out with a universal approach sometimes doesn't really give you the flexibility to best meet the needs you have in a particular community when they're quite different.”*

The differences in the communities need to be taken into consideration when implementing Junior Kindergarten. In some small communities it was suggested there is a lack of infrastructure and having few students in the age group means placing Junior Kindergarten into the school might be the only option. However, in other communities, *“they have these other programs, these Head Start programs, these Language Nests and the other programs like the one in [community name]. Why couldn't they have extended the program there?”*

“To me it wouldn't matter whether it was in the school, or if it was in a program that was in a building somewhere else. It's a matter of just getting those children into an early childhood program where you can work on those readiness skills.”

Another stated:

One of the things I would recommend is that there would have to be further consultation if it was going to proceed. If the thought was if it's worth pursuing then there needed to be further conversations ... it's not that they feel that they weren't [consulted]. ECE is the first to say we did consult, we consulted many times, with many different groups, on many different occasions. The biggest feedback from the stakeholders in our region is not so much that they failed to consult, although there was an element of that. It was the way in which they consulted. What they [ECE] deemed to be consultation versus what the people in the region, on the ground, in the communities, felt was consultation. And really, they felt; no they weren't consulted in an authentic meaningful way. They were spoken to.

One individual requested the GNWT *“do far better with intergovernmental relations pieces please... it was just one government felt completely disrespected by the other and ultimately postured and said no, no more. And things fell apart.”*

When discussing implementation challenges it was agreed that, *it was a combination of many things. You try to smooth over things as best you could, but I knew that without the participation of our communities, people in the planning, that it was going to be very difficult, and in fact it was.*



b. Challenges/Limitations

Individuals mentioned the challenges faced with the implementation of Junior Kindergarten in multi-grade classrooms. It was mentioned that in many small communities there are;

K-2 splits, or Grade 1/2, or Grade 1 to 3 splits. Now you're adding another, you know, two or three kids to a class of twenty K to 2 students, or K to 3 students. They're [the teacher] feeling that that's just too much to try to work through, how to program, because there's much higher needs of a three year old than the kid that's been in there for three years.

One individual noted the challenges with the implementing the play-based curriculum in a multi-grade classroom where the other grades are implementing the more traditional curriculum. *"Many of our small communities have multi grade classrooms. ... we have Kindergarten, Grade 1 Grade 2 living in an academic focus. Junior Kindergarten is play-based there was divide there."*

Another superintendent agreed with the confusion and challenges faced by teachers in a multi-grade classroom. S/he suggested there is *"a lot of passion in the classrooms for those teachers who are Kindergarten and Grade 1 and 2 teachers and who are well versed in the current research around the benefits of play for early childhood programs."* However, s/he went on to state that there is *"a lot of anxiety around how am I going to blend that [play-based] with my much more academic focus of Grade 1 and Grade 2. But this is such a reality for the small communities of the blended classrooms. And how do you honour both of those realities?"*

Other individuals supported this perception stating:

I don't think people even thought about. You know, they thought they were doing small schools a favour by letting them be the first to have Junior Kindergarten. And you know, in my region I had four principals who are the principal/teacher in the school. They may or may not have had any experience with the primary teaching, right? So they were having to learn the skills for that.

We've got some amazing teachers in the Northwest Territories. But we also struggle particularly in our small outlying communities finding really good teachers willing to come and live in those communities where there's a lack of amenities. Who can go in there and be really, really effective in a multi-grade classroom when, teaching play-based for JK and K and preparing kids for the Grade 3 AAT (Alberta Achievement Test)?



c. Benefits of Junior Kindergarten

In addition to the supplies and materials received, a number of other benefits have resulted from the implementation of Junior Kindergarten. One individual noted:

In the one school we created a really nice parent area ... they have a wonderful area which is where these young parents are coming in. They actually at first were just kind of having tea and watching what was happening. Now they're participating socially in school. It's good.

Junior Kindergarten is viewed as providing an extra year prior to Grade 1 in which children will have the opportunity to develop their language skills.

We have a lot of children who are coming into Kindergarten with a lack of language. For us one of the benefits we see is getting them into the school system sooner so that we can work on language so that when they do hit Grade 1 you've had those two years to develop language with them.

There was agreement on the importance of language development and the opportunities that Junior Kindergarten will provide.

Language is a key in regards to the success of our children moving forward. The five year olds that are coming to Kindergarten and they have absolutely no language.... One year we had so many Kindergarten children that didn't have language that we had to hire another Kindergarten teacher just to work specifically half a day on language development with them.

Another benefit is that Junior Kindergarten is free to parents and may help to address some of the growing disparities. *"It's free! The thing we see here is that the gap between those that have and those that haven't is growing because it's only the people who can pay that have their children there. So the gap is widening instead of coming together."*

Junior Kindergarten is also seen as helping to improve children's social skills as well as their physical fitness. *"The physical fitness of our children generally is lower. This provides an opportunity to have regular fitness and physical activity and to do it with other children."*

d. Impact on Existing Early Childhood Programs

A number of superintendents suggested that one of the challenges to implementation was a lack of consultation and transparency. ECE did little to mitigate the fear of job loss and financial impact in the communities having existing early childhood programming. It was mentioned how individuals in particular communities were fearful of losing their jobs.



A number of other organizations in our region who had the clientele that would have been taken away, or siphoned off, ordered against it; the competition aspect of it [Junior Kindergarten] as well as the means and methods in how it was introduced. I don't think any individual in our region or elsewhere is against the principle; the idea that kids would benefit from a Junior Kindergarten. It's just that in many cases four or five communities had an existing program for those kids not called JK.

When we first started talking about JK there was always the talk about people that had early childhood training. And then all of a sudden the announcement was made that you need to have a B.Ed. I had spoken quite vocally against that to the Department people because we have a program that's been run for over fifteen years and it's very successful, and they're people with early childhood training. All of a sudden you're saying as soon as that title changes to JK that person doesn't have a job, they were actually told that. 'You won't have a job you'll have to get a job looking at working with three year olds.'

e. Student/teacher Ratio

During the discussions it became apparent that there is some confusion about student/teacher ratios for Junior Kindergarten. Does the Education Act apply or does the Child Day Care Act take precedence?

There's also the question of ratios because the Department has set down ratios for one adult to nine children at the four year old level. So as soon as you added more than nine you had a tenth or twelfth child then you had to compensate with another adult in the room.

However, this perception was challenged by other participants. *"The Department hasn't set any ratio. It's the same as a Kindergarten class. So you could have those three and a half, four year olds, you could have twenty-five of them in a classroom. Like there's no ratio for them."*

f. Qualifications

Superintendents talked about the need for individuals working with four year olds to have early childhood training. There was recognition *"that many people now realize that early childhood is a specialty area."* It was also noted that it is a challenge to attract and retain qualified people to some of the communities, *"we didn't have that training in a lot of the communities."* It was noted that Junior Kindergarten it is not the same as Kindergarten *"and we have a challenge finding those people for our Kindergarten classrooms that have an understanding of how you deal with that level. So in bringing into another year younger you do need those early childhood trained people."* There



was also skepticism that “a two or three day workshop” would provide individuals with the requisite skills to work with four year olds.

Most of the focus group participants believed staff working with Junior Kindergarten children should have early childhood training, either a certificate or diploma. One went on to say *“I don't know when this came about, but the last word I heard is we needed people with B.Ed. degrees. We have some excellent staff working with our kids. So that's another thing that could have decreased the cost for us as well.”*

You would want to have someone with early childhood training ... and then if you don't you go for other education obviously a B.Ed. is kind of like the second one for us. But we always start by looking for early childhood.

A different superintendent believed *“they would just have to become familiarized with our curriculum, right? It would be like going to work in any other early childhood program, right? You don't just go in there and do your own thing.”*

g. Funding

While supportive of Junior Kindergarten, it quickly emerged that funding, or the lack thereof, was a pressing issue.

all of a sudden when you're looking like for us, losing over a million dollars in funding that became an issue for the board of trustees. Plus we were losing the revenue that was coming from our pre-k programs ... as for support for the program our board was in full support of having a JK; but as long as there was some kind of funding attached to it.

Another superintendent agreed that the funding model is inappropriate.

One of the issues that GNWT faces is how do you implement something like this [JK] if it's a good idea, if it's the way to go, with no new monies? If you go onto the Stat's Canada Website you'll see that we're already the third worst pupil to teacher ratio of all the provinces and territories in Canada. This decision has actually made us even worse than that. So there's that dilemma as well.

Other superintendents mentioned having had fewer negative impacts from the funding attached to JK. While s/he was sympathetic regarding the experience of his colleagues:

Funding was less of an issue for us because it was the reverse of what was just mentioned. The funding for this new initiative was going to be carried more by the larger board than the smaller boards. It would affect everybody. It's a re-profiling of dollars and it -- we're all a little cynical



sometimes that you can do more with less, or you re-profile dollars. It's like a cliché almost. But that said, the re-profiling was less for us.

One superintendent spoke of her/his initial enthusiasm for the program, *"I personally was a real advocate for this when I first heard about this. I was thinking this was great. Even if it was required to be done with not as much new funding I assumed that the way that it would be funded would be fair; which in my mind it didn't happen."* S/he mentioned that as it turned out the education authority did not want to implement it for a variety of reasons. One reason was the funding formula which *"would have resulted in a five teacher reduction in [name of community] alone ... it was the only large community school that was going to be impacted by the reduction in order to pay for the cost of JK right across the Territory. So to me that was an implementation error."*

While individuals supported the need for early childhood programming, not all believed it had to be located in a school. As stated by one participant and reinforced by others:

Everybody's in agreement that early childhood programs are needed, but it's not necessarily JK. And it doesn't have to look the same in every community. So for example, in a community that has a Head Start program that is very successful, it's making sure that the funding is in place for that Head Start program and you don't need to change the program's name to JK. I think that's what the slap across the face was. I'm not from one of those communities, but just listening to people that's what I see as the biggest slap across the face. For those people who had been working in those programs for years and now all of a sudden they're going to get replaced. So it's not about one size fits all, it's about early childhood programming. Forget about the JK word and ensure that there's early childhood programming offered in every community and that the funding is there for that to be done.

Another participant mentioned how Junior Kindergarten and the funding have been positive experiences because the school's *"administration have totally bought into it. And they've combined the pre-K with the K, so they really didn't have to add many staff. So to get the extra dollars they were able to invest in other things as well."*

Some participants were upset about the funding model being based on an adjusted student/teacher ratio being used for funding JK.

They're two different prorated scales based on the number of students you have. For a K to 9 school of let's say twenty students, it's a much better pupil to teacher ratio for funding than for a school let's say three hundred students ... the decision was made that no schools that have at least ninety students would be the ones reduced.



Other aspects of the funding model were also questioned.

What they [ECE] did was they estimated it was going to cost seven point two million to implement JK all across the Northwest Territories and of course they had a three year implementation plan. So they took our budgets and reallocated them in order to make it fit. Therefore, they started with the smaller communities and those communities needed money to put in place their JK, so they then took away [money] from others. So over the three year plan we're losing money, like the bigger regions and boards are losing money. And then the year that you get to implement it your budget gets increased a little bit, but you are still out.

A few superintendents mentioned how the funding had helped their districts. As noted by one: *"in the really small communities like in our region most of our schools are really small and we're talking, a hundred people in the community. We only have maybe two four year olds, so we have very small school populations so the funding did help us."*

There was a belief that this funding model would result in staff reductions and increased class sizes which would impact the programming and the quality of education. It was argued that a new grade level was being added to the schools without comparable funding. As noted by one individual and reinforced by others, *"we were ending up with less money at the end of it even though we added a whole new grade level. We were ending up with less money to do it with."* As suggested by another participant not only were districts being asked to do more with less they were being asked to do more with *"a whole new grade level of higher needs kids."*

One participant suggested *"the next government will fund this thing completely, above everything else."* In order to obtain the money needed for funding this program *"they will make cuts across the board and maybe teacher contracts will be rolled back, but I think they will not fund this the way they've started out. I think it'll be funded the same way that everybody else is funded."*

"Going forward, is to continue to allow communities to choose to opt in, but fund them according to the existing funding formula. Don't make anymore reductions to the funding formula. You just simply have to pay for it!"

Another individual believed there is still an opportunity for consultation and discussions although, *right now it's dead in the water.*" This individual suggested that a committee be struck:

To look at the Review and then start to discuss what the options are and how it could be laid out. If a board had to use some of its surplus to fund even a part of it, I'm only speaking for ourselves ... we would look at funding that position as we look at funding any other position. That means



that we're going to have the support of the DEC as well ... so I think there's manoeuvring that can happen for those that really want this to happen.

One suggestion made regarding the funding approach called for moving the early childhood money allocated for four year olds into the school system.

I don't know if it's the best idea or not, but they called it the expanded mandate in another province, I can't remember if it was BC or Alberta, but they basically took the early childhood monies in programs and gave it to school boards. They said you guys decide how you're going to best spend that money.

h. Final Comments

One individual voiced a concern that there is a need to take a more holistic view in the development and delivery of educational programming.

We're treating the symptom and there's a much bigger picture here that is not being acknowledged. That's of course our rapid cultural change, residential schools and a lack of parenting skills. I think one of the ways we could really effectively address them is to work in some programs that are mandated in high school, or junior high ... child development or brain development, to communicate, or educate our young people about how people learn and what is required. ... Our Aboriginal teachers, our local teachers are also products of residential schools [and this is reflected] in the kinds of things they are doing in the classroom. It hasn't really been addressed as well, so again, we're not looking at the sources and working up from there. Rather we are looking at the symptoms.

It was suggested that the “bottom line is in the end the whole controversy about JK” has been about two issues, “the money and the fact that the time wasn't spent to take a look at how it was going to affect other agencies that had programs in place.”

5. In Summary

Educators believed there was limited and often confusing communication regarding JK and that the information they did receive was not always helpful in understanding the program and why it was being implemented. Many identified mixed and changing messages. Educational assistants felt less well informed than educators.

Implementation was described as rushed and not well planned. The lack of consultation which, in some communities, caused friction between schools and child care providers, particularly Aboriginal Head Start. Many educators also recognized that, in some communities, there was an impact on existing pre-school programs. In other



communities, where no child care or pre-school options were available JK was widely welcomed.

Challenges not only included implementation issues, but also having the resources – particularly adequate and knowledgeable staff to program for JK and address the needs of some four year olds coming into the education system (eg., toileting, lack of language). However, educators identified many potential benefits of JK and presented examples of success stories in their communities. Benefits included: early assessment and intervention, the opportunity to support early literacy and language skills development, as well as the development of numeracy and social skills. Other benefits cited included the opportunity to introduce students to school routines and expectations, resulting in an increased comfort level with school, as well as the opportunity to connect with parents and involve them in the school community.

While there were some mixed reactions regarding the necessary qualifications for JK teachers. Many educators felt that a B.Ed. was necessary, but that it should be enhanced by specific training or expertise in early childhood education. Others made the argument that if it were a JK only classroom, an early childhood certificate/training was more important, than teacher certification. However, there was almost universal agreement that JK classrooms, particularly those in multi-grade situations (eg. JK to Grade 2 or 3), should have a dedicated educational assistant as well as a teacher. It was also recognized that in these situations, a teacher with a B.Ed. was a necessity. It should be noted that many superintendents believed that training in early childhood education should take precedence over a B.Ed.

Regarding the student/teacher ratio, many felt that for JK it needed to be lower than the usual student/teacher ratio in the K to 12 system. A ratio of 10 to one was frequently proposed. Again, the need for an educational assistant was also raised. The issue of differing regulations between the Child Day Care Act and the Education Act was also raised.

While a play-based curriculum was viewed in a positive light, a few concerns were raised. First, there was some question as to whether educators (particularly those not trained in early childhood) understood 'play-based.' Also, the curriculum was developed for Kindergarten so questions were raised about how to adapt or apply it to JK. More professional development and support for curriculum implementation was desired.

While educators in JK sites appreciate money for materials, for some remote sites a portion \$15,000 was required for shipping. In addition, depending on the school facility, some schools had appropriate JK classroom space, while others did not.

Some differences in perspective were noted between educators in JK and non-JK settings particularly in the area of funding. Those in non-JK schools were more concerned about the financial impact were JK to be introduced Territory-wide. The



majority of all respondents felt that JK should be funded differently than it has been. Suggestions included dedicated government funding to support JK, funding based on a lower student/teacher ratio for JK (related to the concept of new monies), and the option of providing JK in collaboration with existing early childhood programming in communities where quality early childhood programs already exist. In a similar vein, there were also suggestions that support for early childhood development (ages zero to four) should be addressed in a more holistic way, taking into account community strengths and contexts.

C. Early Childhood Educators/Practitioners

1. Introduction

For purposes of reporting the group considered 'early childhood educators' includes a number of sub-groups; Regional Early Childhood Consultants, Aboriginal Head Start representatives, and others who provide pre-school or day care programming in the NWT.

Seven Regional Early Childhood Consultants participated in a focus group; seven representatives of Aboriginal Head Start were interviewed, and four other early childhood providers/stakeholders were interviewed. In addition, the link to a web-survey was sent to every child care/day home operator on the ECE data base,⁴⁴ resulting in 34 completed questionnaires.

2. Focus Group with Early Childhood Consultants

1. Role of Early Childhood Consultants

The seven Early Childhood Consultants represented a number of different regions and worked in communities of varying sizes. Initially, some had first found out about JK on Facebook and some informally.

I was on maternity leave and came back ... and I wasn't aware that Junior Kindergarten was rolling out in [community]. I sort of heard in the parking lot. So there wasn't really a lot of communication that went to the communities. And I actually had a child that was eligible to go myself and wasn't aware that it was happening.

⁴⁴ Some Aboriginal Head Start and pre-school programs that were not on the list were identified during the course of the Review. They were sent the survey link as well.



The Early Childhood Consultants had some involvement with the roll-out of JK through participation in weekly telephone conference calls. Despite this involvement

We weren't aware of the operation and whether it would be half-day, part day, whether they had staggered starts or not, whether they were mixed age groupings, four, five, six year olds. We weren't aware of [any of] that.

They reported receiving mixed messages regarding what their role was in supporting JK: “a lot of what it was we had been advised to be in line with the Department and in support of Junior Kindergarten.” While in one case the consultants had provided a JK teacher with resources, this was not the norm.

[We] went into the school and brought . . . an early childhood environmental rating scale book and said, ‘Okay. So we have this tool, we are here, you know, if we can help, please let us know.’ And we were told, ‘Just be very careful about that ‘cause that’s not your jurisdiction. But provide support where you can.’

Generally, they believed the message to them from the government was to sound supportive but “then not to touch it.”

There was some confusion around that for us because ... were they an out of school space, or a pre-school space? Because technically once they enter in the school system they become an out of school space for us. But if they're being asked to leave the Kindergarten only being allowed to attend half-days and being asked to leave for behavioural reasons, they would then go to our licensed day care.

2. Communication

Overall, they felt that communication to parents and community was lacking:

No one reached out to them. The principal didn't; the teachers didn't. There was no parent information night. And so all those kids in that [JK] program are my kids and [other consultant's] kids [from pre-schools]. They're not the parents that really don't want their kids going into this program or are afraid of the education system. Those people are still being missed.

Some communication to parents promoted JK as a ‘free program.’ However, it was pointed out that parents still “have to pay a full-time spot at 2:30 to 5:00 because they've now lost their day care, or child care spot.”



The lack of clear communication and changing messages was also viewed as feeding the rumour mill: *“There is a drastic decline on student population. However when they talk about JK, or the onset of JK, the rumour mill within the communities who have not had that opportunity to implement JK are starting to blame Junior Kindergarten for the loss of their [teaching] job.”*

3. JK Curriculum

The Early Childhood Consultants were familiar with the curriculum to be used in JK. They appreciated the curriculum, even calling it *“beautiful.”* They supported the play-based approach. However, they had two concerns. One was that it was developed as a Kindergarten curriculum; *“the thing is there's one curriculum for Junior Kindergarten and Kindergarten. It's a Kindergarten curriculum.”* As a result they were unsure if teachers were knowledgeable enough to know how to use it with both four and five year olds.

Related to the curriculum was the fact that there is a report card which is based on the curriculum. Some felt that four year olds were too young to have formal report cards. Expectations were viewed as unrealistic and could lead to parents and children being upset. Even one consultant reported this experience. There was a concern that parents were not knowledgeable enough to know how to deal with the information that comes home in the report card.

[A parent] read this report and she got upset with her child. . . you know, having inappropriate expectations of them [four year olds] within the school system . . . she got upset with her son by saying, ‘You're not listening to your teacher; you can't sit still; you can't do this.’ And she got upset with him and she -- she said she bawled. She shook her head and she started crying and she held him. She said, ‘Things will get easier. ‘You're still learning.’

4. Challenges

The main challenges raised by the group were concerns regarding the staff to student ratio (which related to children's safety).

So in the beginning I was like okay, so we have certain very strict regulations around ratios and safety issues and all those kind of things for four year old children that are developmentally appropriate. Then they become part of the Education Act that has different standards that are maybe not -- I don't really know the Education Act all that well, but they're maybe not appropriate for that age group. So how do you then ensure the safety of those four year old children going into an environment where there isn't the same staff to child ratio. There isn't the same sort of standards and regulations around all the things that are important to us in early childhood around rest time, around first day



requirements for staff . . . And the education for staff because what we were told was that there was going to be a really strong push around making sure that whoever was going to be in the classroom with those children was going to have early childhood certificates or diplomas.

Regarding the issue of student/staff ratio, this was a concern for some of the early childhood consultants themselves: *"I don't want her in a room with twenty plus children. It is not appropriate for her. So ... I will scrape and save to make sure she can still go to day home."*

Related to the issue of the number of adults per child was the ability to have sufficient staff interaction with four year olds; one-to-one when required.

I mean, the example I keep thinking of is in a four year old program - in a pre-school program - the four year old is upset and he needs some soothing. And early childhood education person would sit on the floor and sit with the child. And you know, sort of find a way to bring them back and there would be enough staff in a room to be able to address those kind of social and emotional needs.

The training of teachers was another challenge. In one community the example was given of a primary school teacher who was hired for JK. She was described as *"a lovely person, but not knowledgeable in play-based learning. So when she was given the job and went into the classroom she wasn't actually able to set up an appropriate early childhood play-based environment."*

Not only was there concern that teachers might not understand play-based learning, but also that there was a different philosophy in dealing with the needs of four year olds as compared to older children.

It's very different philosophy about the responsibility of self soothing and you know . . . they're very careful about how they are interacting with kids. It's very different than an early childhood environment.

[In one school] the teacher and the aide were outside the classroom. And I said, 'So what's going on? Like why is this little girl in the room crying?' And they said, 'Well, she cried all day yesterday and she's cried all morning this morning. She needs to learn to self regulate.'

This issue of children coming to school when they were not toilet trained was also raised. Some believed that schools in their area would not take children who were not toilet trained; *"they were saying, 'Why should we take children that are not potty trained because we don't have time to look after children when I have twenty-six kids'."*



The consultants reported hearing a number of these concerns directly from teachers. In the smaller communities the concerns extended to how to be effective in a multi-age/multi-grade classroom setting.

I know there were many concerns that we had heard when we were hosting PD for our early childhood symposium in some of the outlying communities. Their biggest concern is how do I teach a seven and eight year old with a four year old in the room at the same time? [The teacher said] 'parents are coming to me concerned that all my time is going to be chasing the four year old. And my seven and eight year olds are not going to be doing the learning that they need. And yet, I want them to have an education.'

Therefore, regarding the qualifications for JK teachers, the Early Childhood Consultants believed that, ideally, teachers should have specific training in early childhood and, if not, they need professional development to increase understanding of four year olds and how best to program for them.

Other challenges raised by the group included; the difficulty finding teachers with specific training in early childhood, multi-grade classrooms that include JK and, in some communities, the legacy of residential schools.

5. Benefits

The Early Childhood Consultants were supportive of the need for early learning opportunities, particularly for high needs children or children at risk.

In our smaller communities, we're served by rehab services through a different region. And the schools are already served in the priority of rehab services. If there was [sic] a quality Junior Kindergarten program with an early childhood educator it would be a good opportunity to provide early intervention.

They were also able to identify particular JK classrooms which were functioning well, meeting the basic needs of students, enhancing their self esteem, and providing a positive atmosphere, welcoming students to the school environment. For example: *"It's a beautiful nature-based classroom. And there is a flow throughout the day. I just think it's really most closely meeting the intention out of all the programs that I've seen."*

It was argued that the context of the school, the community, what is already good programming in the community, the principal's attitude, the level of understanding and training of the teachers, are all *"factors that play into whether or not this is a good thing for kids in a community."*



6. Impact on Existing Early Childhood Programs

There was concern expressed by the Early Childhood Consultants regarding the impact of JK on existing early learning programs in communities. In some communities the impact would be loss of income or even loss of livelihood for day homes and child care providers. A number of examples were given, such as:

In [area] the market is already stretched so thin. All our day homes will be greatly affected because in regulations you can have two infants and the rest are pre-schoolers. But if they lose all their four year olds then the livelihood of our day home operators is in jeopardy because they don't have enough spaces filled within their day homes to make enough income to survive.

It was a good program. The program then closed because they were not going to have the involvement of the four year olds to be able to continue. It's very small. I mean, they had their licence for sixteen spaces. They had maybe eight three year olds and eight four year olds in the afternoon. So by losing their four year olds they just weren't able to sustain the program just for the three year olds.

Another example was given where what was considered a good Aboriginal Head Start program was impacted as a result of JK, although in this community JK was eventually cancelled. There was a general consensus that good early learning programs in communities needed to be respected and supported and not suffer as a result of the implementation of JK.

3. Interviews

Interviews were undertaken with a number of different groups having involvement in early learning for children including Aboriginal Head Start (AHS) representatives, others involved in the provision of early learning opportunities, and Regional Superintendents.

a. Aboriginal Head Start (AHS)

Seven people working with AHS were interviewed: three in-person and four by telephone.



i. Communication

One of the AHS representatives interviewed indicated that they had been involved in early discussions with the Territorial government regarding early childhood programming, but there was no mention of JK at that time. Then people started hearing at the end of June that there was to be a two year pilot, during which time there would be consultations and an evaluation. (There was disappointment expressed that the evaluation of the demonstration project was never conducted.) The Western Arctic AHS Council had a meeting with ECE where they were told JK was going ahead. In the communities, some reported finding out through the school principal and others through the media.

Only what I saw in the newspaper that JK was coming throughout the region. We weren't consulted or involved. AHS is similar to JK and we compete with each other.

There were ads in the newspaper and what came in emails. There was confusion with our staff and the community as to why this was coming. There was no major discussion, just tidbits. I didn't like the way they did it, saying it was free ... AHS is free too but we don't advertise it that way.

The first we heard of it was when it was being piloted. We were told to modify our program for 0 to 3. It left a funny feeling like our program wasn't good enough.

Overall, communication was viewed as inadequate and consultation non-existent. In one community, the situation had reached the point that the relationship with the school *"is broken. There is no trust now Before JK we worked with the school quite a bit, but not now ... before JK we worked together really closely. We need to build trust from the start again and build up."* Regardless of the degree to which relationships between the school and AHS were affected, there was universal agreement that the implementation of JK without consultation showed a lack of respect for long-standing AHS programs.

ii. Challenges/Concerns

As previously noted, the major concern was the lack of consultation and the belief that JK was duplicating AHS programs. In addition, some school settings were seen as lacking child appropriate space, resources and cultural relevance to deliver a quality early childhood program. Concerns were also expressed regarding a higher child/adult ratio in schools than is specified for early childhood programs and the fact that four year olds in schools may end up in multi-grade classrooms.



Why are we getting a program we don't need? JK/SK classroom didn't have the resources here. JK should not be offered in communities with well established programs. The curriculum needs sections for 4 and 5 year olds and needs to be more culturally relevant. If you want to made a difference, you need to work with families and have support workers in homes and affordable child care.

Quality early childhood programs need a big space for centres and play-based activities. In a multi-grade classroom this isn't happening because the age span is too wide. The government didn't think this through. Where quality early childhood programs exist, they don't need to implement JK.

JK and Kindergarten teachers aren't early childhood educators. They don't teach kids how to think In many institutions – schools – teachers don't let the child investigate. JK is a step a little deeper into telling children what to learn and how to learn.

There were also concerns raised regarding four year olds being at school for full-days and the lack of teacher training in early childhood; *"teachers treat them differently. We are more early childhood oriented and trained to work with them. Kids will fall through the cracks. The school system is really rigid."* Relatedly, the legacy of residential schools was raised a number of times; *"Here [AHS] we are separate from the institution. There was a residential school here [in the community] [So] parents don't like to go there [to the school]."* Four year olds were viewed as too young to be in the education system.

iii. Benefits

The seven AHS individuals interviewed all agreed that quality early learning programs benefit children. They believed that AHS offered these benefits in a setting with a lower child/adult ratio with culturally relevant programming and family involvement.

iv. Impact on Existing Early Learning Opportunities

There was concern that the implementation of JK would mean the closing of well-established, quality early childhood programs. There was also some concern that the ECE might negotiate with the federal government to get AHS money.

"We have three AHS educators. Two are ECE certified and the other is working on it. They are all from the community and speak the language."



AHS has been in our community since 1997 and families are supportive of the program. We have 10 three year olds and 14 four year olds this year, and in a small community, every child comes to AHS. It has the local language and culture and the Elders are involved. The staff are all local and the curriculum was developed in the North.

There was a strong feeling that AHS understands the community and the multi-generational impact of residential schools, so AHS can involve parents in a meaningful way. *“Parents are the first teachers We need self-identity and self esteem. These are the pillars of human development that have been stripped from us.”*

JK needs to be stopped and started over again. It needs to be community run. There are lots of concerns about putting children into institutions like residential schools. The government needs to put money into zero to five year old programming. Health and Education don't work as closely as they could in terms of funding and program overlap.

b. Others Involved in the Provision of Early Learning Opportunities

Four people representing pre-schools or day cares (not including AHS) were interviewed.

i. Communication

Those interviewed had different experiences with receiving information. In one community where JK was implemented they were told that JK was coming and it would have an impact on them, while in another community they first heard on local TV and then they later received a call from a supervisor to inform them that children could not enrol in their program and JK. Both agreed that more information and consultation with the community should have occurred.

We were told that this would impact us. This was hard because we didn't know what we were going to do. Were we going to have to shut down? It sounded to be like this came about because parents weren't able to afford day care. But is this right for the children? It would have been nice if someone had consulted with us and told us this will have a big impact on your program and how can we help ... what are the options available for us to stay viable?



ii. Challenges/Concerns

As noted above, one major concern was the lack of consultation and fact that the government did not work with existing community programs: *“get everyone involved, the pre-school, DEA ECE, teachers, sit down and work it out.”* They argued that in their settings children were provided with individualized and developmentally appropriate programming in an environment tailored for young children.

If they had given us the choice, we could have run the four year old program here. We have the training, the staff, and the building to do JK here. We could make it affordable for families.

Actually work with the existing agencies, not just consult. Work with everybody in the four year old system to get the desired outcomes Sit down and talk with us.

Let's work together. Put two programs together here and use our facility.

“It was a well intentioned program, backed up by existing research. But it was done in a vacuum and it doesn't apply everywhere.”

There was concern that schools are not built for four year olds and children do not always get the meals or rest time that they would have in a pre-school setting. It was also argued that removing four year olds does not open up new spots for one and two year olds. Also, the concern was raised that four year olds going to school made a *“connection with the system like residential schools.”*

iii. Benefits

The four individuals representing pre-schools and/or day cares, but not AHS, all agreed that quality early learning opportunities were important. However, as previously noted, they did not think this had to be provided in the school setting. For families, the perceived value was that it is a free option to pre-school/day care.

iv. Impact on Existing Early Learning Opportunities

These individuals saw major implications for their existing programs, particularly the potential for job loss. In one site, attendance had already dropped and staff layoffs were a possibility.



We used to have a program for 4 year olds and for 3 year olds and now we just have one program...for 3 year olds which is four afternoons per week. It has made it hard to find workers at 20 hours a week.

We have concerns about what will happen in the long run. It may come down to laying off staff. How can we gain our numbers back? We have dropped the entrance age to 10 months, but if you are taking infants you need different facilities. Our eight infant spaces are filled, but only six of our two to four year old spaces are filled [they had 17 of these spaces].

As explained by one respondent, they had invested in staff training and might not have invested so heavily if it had been known that JK was on the horizon. Now there is hesitancy in paying for more training and giving staff long term contracts. If JK is implemented Territory-wide there was concern that staff trained in early childhood would suffer job loss: *"today you are qualified to teach four year olds and tomorrow you will be lucky if you can get an EA job."*

v. Funding

One individual discussed the funding model stating *"they should blow it up! It doesn't make sense, they're not investing the money the way they should."* It was suggested that facilities that ECE had helped to develop are now being threatened by Junior Kindergarten. S/he stated, *"simply taking four year olds out of the system doesn't open any new spots for one or two year olds."* It was also suggested that by *"investing in existing services"* and not requiring a B.Ed. would help to bring down costs. S/he went on to say that while the model for funding the school boards *"is confusing ... cutting funding puts kids in the middle and some will be left behind. This model seems to exacerbate the problem."*

4. Early Childhood Educator/Practitioner Web-Survey

Thirty-four people responded to the web-survey. Thirteen respondents were day homes, nine were day cares, and twelve were pre-schools. Twenty-one of the 34 respondents were located in Yellowknife. Five were from communities that had (at some time) had JK.⁴⁵ Given the small number of respondents from JK communities and the fact that, overall, their responses were similar to those of respondents from other communities, comparisons are noted only where there is a major difference.

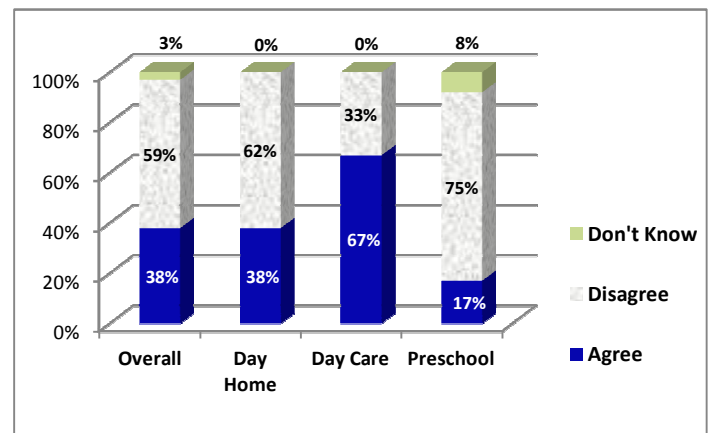
⁴⁵ While respondents were asked whether their community had or had ever had JK some people from non-JK communities thought the program was in their community. Therefore, information from the Excel spreadsheet which included the community was linked to the data file for purposes of analysis.



a. Communication and Consultation

Overall, 38% of respondents agreed⁴⁶ that prior to the implementation of JK they were provided with information that helped them have a better understanding of why it was being implemented. There was variation by type of setting with day cares being the most likely to agree (67%) that they had received the information and pre-schools the most likely to disagree (75%)⁴⁷ (Graph 8). Interestingly, 48% of those in Yellowknife (where JK has not been implemented) agreed that they had this information, as compared to 23% of those in other communities.

Graph 8:
Understanding of Why JK Being Implemented by Setting



Respondents were also asked if prior to JK implementation they were provided with information that helped them have a better understanding of the program itself. Overall, 29% agreed.⁴⁸ There was little variation by setting. Again those in Yellowknife were more likely to agree (38%) than those in other communities (23%).

Of the five people who were in JK communities, three did not think their community had been consulted while the other two did not know. No one in these communities thought the consultation process had been effective.

b. Impact and Potential Impact of JK

Three people in JK communities responded to the question regarding whether the program had an impact on their early childhood program. All three believed it had. When asked about the impact, two people wrote in that it jeopardized programs/jobs due to the reduction in the number of children.⁴⁹ One person identified rescheduling problems.

Of the 24 people responding from non-JK communities, 92% anticipated that JK would have an effect on their program. The reason given by half the respondents was decreasing enrollment leading to promoting program closure (n=12). Other reasons were a change in the target group/younger children (n=5), a negative impact on revenue (n=3) and an increased demand for after school care (n=3).

⁴⁶ Agreement is a combination of 'strongly agree' and 'agree.'

⁴⁷ The reader should note that numbers in all categories are small, so percentages can change based on small numbers.

⁴⁸ Detailed tables with all the results are found in Appendix C

⁴⁹ Write in responses are categorized and coded to support inclusion in the analysis. Where numbers are small, the numbers are reported for these comments rather than the percentages. Up to two reasons per respondent are coded.



c. Potential Benefits and Greatest Strength of JK

Respondents were asked whether they believed having an extra year of Kindergarten (i.e., JK) will better prepare children for Grade 1. Overall, 38% agreed. Those from day cares were most likely to agree (78%) and those in day home were most likely to disagree (77%) (Graph 9).

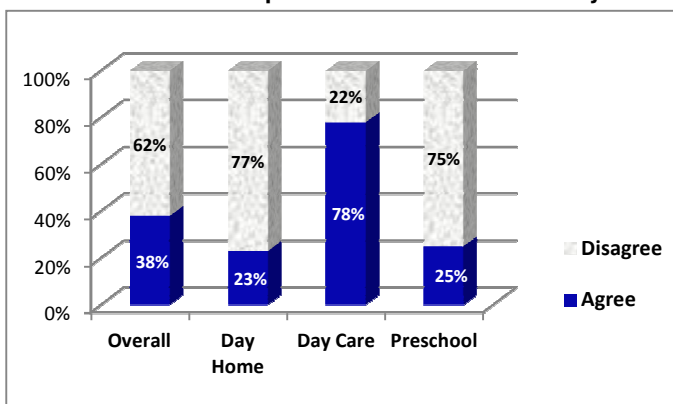
When asked whether they believed having JK in schools provides an important resource/support to the community, overall 38% agreed. Similar to the previous response, day cares were most likely to agree (67%) while pre-schools were most likely to disagree (83%) (Graph 10). Those in Yellowknife (48%) were more likely than those in other communities (23%) to agree.

A number of potential benefits of JK were listed and respondents indicated whether they thought each was or was not a benefit of JK. (Respondents were also given the opportunity to respond 'don't know.')

Creating an earlier connection between school and families was most often cited (62%).

Interestingly, those in communities with JK were the sub-group least likely to see this as a benefit (40%) (Table 7).

Graph 9:
Extra Year Better Prepares Children for Grade 1 by Setting



Graph 10:
JK an Important Resource/Support by Setting

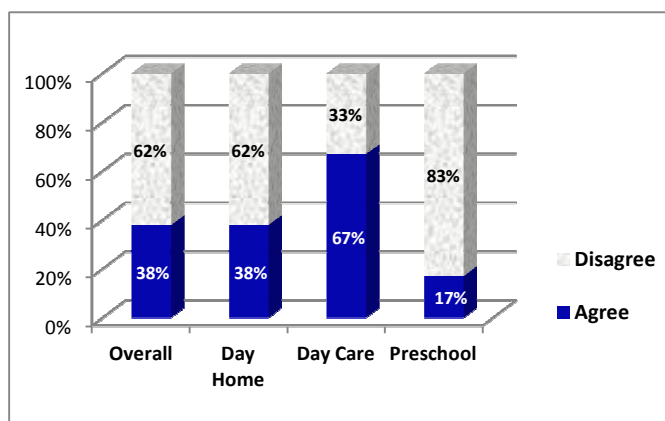


Table 7:
Potential Benefits of JK by Setting and Community (% indicating yes)

Potential Benefits of JK ¹	Overall (n=34)	Setting			Community	
		Day Home (n=13)	Day Care (n=9)	Pre-school (n=12)	JK ² (n=5)	Non-JK (n=29)
Provides opportunity for earlier assessment	56%	54% (n=7)	67%(n=6)	50%(n=6)	60%(n=3)	55%(n=16)
Provides opportunity for earlier intervention	53%	54%(n=7)	56%(n=5)	50%(n=6)	40%(n=2)	55%(n=16)
Supports development of language skills	59%	46%(n=6)	67%(n=6)	67%(n=8)	60%(n=3)	59%(n=17)
Supports development of numeracy skills	56%	46%(n=6)	56%(n=5)	67%(n=8)	60%(n=3)	55%(n=16)



Potential Benefits of JK ¹	Overall (n=34)	Setting			Community	
		Day Home (n=13)	Day Care (n=9)	Pre-school (n=12)	JK ² (n=5)	Non-JK (n=29)
Supports social/emotional development	44%	31%(n=4)	44%(n=4)	58%(n=7)	40%(n=2)	45%(n=13)
Creates comfort with school environment and routines	56%	62%(n=8)	44%(n=4)	58%(n=7)	40%(n=2)	59%(n=17)
Creates a sense of belonging to the school community	59%	54%(n=7)	56%(n=5)	67%(n=8)	40%(n=2)	62%(n=18)
Promotes easier transition to Grade 1	38%	31%(n=4)	56%(n=5)	33%(n=4)	20%(n=1)	41%(n=12)
Reduces behaviour issues in later grades	24%	15%(n=2)	33%(n=3)	25%(n=3)	20%(n=1)	24%(n=7)
Creates an earlier connection between school and families	62%	62%(n=8)	56%(n=5)	67%(n=8)	40%(n=2)	66%(n=19)
Other: Four respondents noted that existing programs already provide these benefits.						
1 The top three are highlighted in blue. 2 Again the reader should be aware of the small numbers.						

Those in day homes were most likely to identify the creation of comfort with school environment and routines (62%) and the earlier connection between school and families (62%) as benefits. However, those in day care settings were most likely to see the opportunity for earlier assessment (67%) and support for language skill development (67%) as benefits. Those in pre-schools were most likely to report support for the development of language (67%) and numeracy skills (67%), as well as the creation of a sense of belonging to the school community (67%).

The reduction of behaviour problems (24%) was least often viewed as a benefit, followed by the promotion of an easier transition to Grade 1 (38%).

When asked to write in what they saw as the greatest strength of JK the strengths most often identified were; promotes belonging to a school community (n=8) and provides access to quality programming for parents with limited incomes/free option (n=7). Three people said JK had no strengths, while another felt there were only strengths if JK were working with existing programs.

d. Greatest Concern and Changes Proposed

Respondents were also asked to write in what was their greatest concern regarding JK. The top three concerns most often cited were:

- four year olds are too young to go to school/too young for institutionalization/similar to residential schools (n=10);
- does not validate/take into account existing good early childhood programs (n=7); and
- concern over job loss/financial loss for early childhood educators (n=7).



Other concerns cited more than twice included the lack of teachers trained in early childhood (n=4), the lack of funding for JK (n=3), and the concern that parents will use JK because it is a cheaper day care alternative (n=3).

When asked what they would change about JK, the most frequent response was don't agree with JK/don't need it/terminate JK (n=7), followed by the need to take into account community strengths/existing programs (n=6). The other changes cited more than twice were that JK should be half-days (n=3) and that the government should allow funding to be used by parents to choose the best option for the child (n=3).

When given the opportunity to provide any final comments, many of these same issues arose with the most frequent comment being the need to take into account/respect/value existing programs (n=5). Other comments cited more than twice included the need to understand community strengths/contexts (n=3), the need for a dedicated/different funding model (n=3) and the concern/need for people qualified in early childhood education (n=3).

5. In Summary

A number of concerns were consistent across all groups. Poor communication, the lack of consultation with communities and the apparent de-valuing of existing early childhood programs were major themes. The negative impact on existing early learning programs was emphasized. While the value of early learning opportunities was recognized and supported, there was a belief that this could be achieved through working with existing programs and paying attention to community strengths and contexts.

Concern was raised by all groups about the 'institutionalization' of four year olds which many felt harkened back to in the minds of parents and community to residential schools. In addition, the larger child staff ratio in schools as compared to early childhood settings was noted, along with concerns about four year olds in multi-grade classrooms.

Regarding qualifications to teach JK, most respondents felt that a background/training in early childhood was a necessity and a B.Ed. was not.



D. Community Stakeholders

1. Introduction

A total of 10 individuals were interviewed as community stakeholders, eight of whom were interviewed in-person and two over the telephone. Six of these were chairs/members of the District Education Authorities (DEA)⁵⁰, three were members of Divisional Education Councils (DEC) and one was another community representative. Although different instruments were used for interviews with DEA and DEC members, the core questions were the same. Therefore, these individuals are all reported as one voice.

2. Interviews

1. Communication and Consultation

Generally, stakeholders indicated communication about the implementation of JK was limited, and what was provided was not very informative. Some described receiving information through fact sheets and posters, but indicated this was limited: *“We received very little information and then all of a sudden, they spring it on us. We had to figure out if we were going to offer it.”* One individual commented that a lot of the information that was received focused on funding: *“There was a lot of focus on the dollars coming from larger school boards.”*

“We supported it but we weren’t consulted and it was very rushed. The DEA didn’t have time to consult with the community.”

A number of community stakeholders indicated that information was received but that implementation timelines were short: *“In the Fall there was a sense that it wasn’t immediate, but by Christmas it was like there was an emergency.”* One individual commented that they would like to have received more information about education for four year olds from other parts of the country prior to implementation: *“I would like to have seen more about what was happening in other provinces, the benefits and the downfalls.”*

All of those interviewed would like to have had further consultation prior to the implementation of JK: *“The community was never asked if it wanted it.”* This resulted in community stakeholders feeling the implementation was out of their hands: *“It was really pushed on us. It should have come from the community up. We didn’t have a part in the initial decision-making.”* Community stakeholders felt that further consultation would have changed the dynamic by allowing the communities’ voices and views to be heard and incorporated into implementation.

⁵⁰ Some of these DEA members also sat on the DEC.



Most emphatically, community stakeholders would like to have had more community consultation prior to the implementation of JK. Timelines for implementation were too rushed in order to provide opportunities for communities to react:

There was a need for more time to learn about it and discuss it. We got a letter in April/May and had two or three board meetings before we had to say yes or no to the program. It would have been good to receive more information comparing pre-school, day care and JK.

Another community member pointed out that the lack of consultation and speedy implementation put the community on the defensive right from the start: *"It was too fast a process [it] needed more input and consultation from local boards and communities. It almost puts your back up against it."* Some of those interviewed would like to have had more Elder involvement in the implementation of JK, while others would like to have had access to the evaluation of the pilot prior to making a decision about having JK in their community.

2. Benefits of Additional Kindergarten

"I think the sooner kids are involved in education the better it is for them. The social skills and structure of how the class works. They know all the rules. By grade 1 they know their abc's and 123's."

When asked, six community stakeholders believed there were benefits to one more year of Kindergarten. These individuals spoke of the benefits of learning school routines and having access to opportunities: *"Exposure to language, books, library, gym, songs and routine. The routine everyday is the same, social activities, the songs they sing."* One individual pointed out: *"I think it is good. Play-based means play with structure. It reaffirms hands on and experiential learning."*

Two other community stakeholders believed in the value of early education experiences for children, although these individuals did not believe this had to be in the context of traditional education. They believed that children's development could be equally well supported by other quality early childhood experiences, notably Aboriginal Head Start.



3. Impact on Families

Six community stakeholders did not know what impact JK had on families or did not reply to this question. Of those who did, three felt JK had a positive impact on families because it provided a safe environment where children have opportunities for learning and stimulation: *"[Families have] the relief of knowing that the kids are in a learning environment. They are not at a babysitter watching TV. In NWT, kids are not always where they should be when they start school because there is no pre-school or day care."*

However, one community member believed the impact of JK on families was negative. This person explained her belief that children this age should be with family rather than in an institutional school setting:

They are taking babies out of home and giving them state education just like my schooling in residential school. What they are saying is that Aboriginal people can't take care of their kids. There is a lot of labeling of First Nations people. I don't believe in this. The parents give kids a solid base before they go to school.

Another community stakeholder reinforced this perception stating: *"I am concerned about putting kids into JK and the school system too soon...it could be harmful...a fear of institutionalization."*

4. Impact on Other Early Learning Programs

Four individuals interviewed came from communities where there were no other early childhood programs. Other respondents spoke of reduced numbers in other programs and concerns about the funding of these programs: *"Job cuts...that was something Chief and Council were very concerned about."* In one community, a pre-school that had operated out of the school prior to the implementation of JK closed, but the teacher became the culture teacher at the school.

5. Qualifications and Child-Staff Ratio

When asked about the qualification that should be required of JK educators, community stakeholders were split on their views. While four indicated this should be a Bachelors of Education, five others believed that Early Childhood Certification was the best preparation for meeting the needs of JK students. One individual pointed out the importance of fostering the growth of local people, irrespective of qualifications: *"Putting more southern teachers into the mix was not going to solve the problem."*

Half of those interviewed believed the child-staff ratio should be one to five or six, while one person suggest a ratio of one to eight. Two community stakeholders felt that class composition was a more salient factor when determining a child-staff ratio: *"Obviously that depends on the students because there are some that need more one on one."*



6. Funding

Although there seemed to be some confusion around the funding of JK, most community stakeholders indicated that the program was not adequately funded. Others spoke of how schools were not well resourced generally, and JK fell into this category. There was concern that funding JK would impact other areas of education: *“The money has to come from somewhere. To do this [JK], they will have to take the money from somewhere else.”* Finally, one community member mentioned that she was aware of the impact of JK funding on other education authorities: *“I know the Yellowknife school boards would take a hit, but I don’t know how it would impact all NWT. Honestly, it think it is worth it.”*

DEA/DEC representatives interviewed were not satisfied with the approach taken to fund Junior Kindergarten.

I don’t agree with the funding model overall! We need to provide the school with more staff and professionals that are needed. I believe this is beneficial, but we need the funds and people to provide for success. We don’t have access to clinician assessment. This needs to be addressed to have more success in the education of our kids.

“There is so much more to do in terms of implementing this program. The way it was implemented in some communities it became ‘them versus us.’... It seems as if they didn’t have their own staff on side, there was no study of facilities...There was a need for more consultation with each community as each community is different. They needed to ask, ‘What are you doing now? How can we help improve?’ They didn’t do their due diligence.”

Another stated:

The current funding model is not the best approach. We have special needs students in northern communities and we have freight costs. In small schools you have the costs regardless of size. If kids are coming into JK we need the dollars to cover the kids, staff and facility. If JK isn’t part of the student enrollment, if not counted as part of our school population we couldn’t keep it.

7. Limitations/Challenges

Community stakeholders identified challenges and limitations to JK and the implementation process. A couple of individuals mentioned issues around the curriculum for the program and one suggested: *“There are two different curricula. Why can’t they join the JK school curriculum into the Aboriginal Head Start curriculum?”* In addition, another community member pointed out: *“Was there training for our teachers so that they are prepared? They know about Kindergarten, but one year makes a big difference in the dynamics of the classroom and with the social aspects of school.”*



3. In Summary

Community stakeholders believed there was limited communication regarding JK and that the information they did receive was not overly helpful. Implementation was described as rushed and not well planned, leaving GNWT unable to anticipate the questions and issues communities faced. Individuals strongly voiced that there was a lack of consultation, and community stakeholders felt this should have been a more grassroots process that valued and built on the strengths of each community.

While community stakeholders pointed to the benefits of early education, not all believed this had to be in a school setting. However, one individual felt JK had a negative impact on families by taking children from the home and placing in an institutional setting.

Funding was another area of confusion. Community stakeholders were concerned that JK was under-funded and that the funds used for this program would adversely affect other programming. Finally, those interviewed were split regarding the qualifications needed for JK educators.

E. Site Visits

1. Community Contexts

This section discusses the varied context of the communities featured in site visits and how these different contexts influenced the implementation of JK. In fact, each site visited had its own implementation 'story'. However, because a number of these communities are small, reporting each of these stories individually would compromise the anonymity of those interviewed. Therefore, the discussion that follows involves all eight communities and is structured thematically.

1. Location and Size

Site visits were conducted in communities across the territory and in Beaufort Delta, Dehcho, North Slave, Sahtu, and South Slave school districts. Some of these communities were accessible by all season roads, others by ice road during the season, while others were only accessible by plane. This created different realities in terms of access which manifested itself in differences in the time for receiving materials ordered for the implementation of JK classrooms. Also a number of communities commented on the cost of shipping to more remote locations. Because all communities offering JK were provided with the same budget for materials and supplies, some of those interviewed indicated this was not equitable due to the amount of the budget that needed to be allocated to shipping.



Issues of geography and access also affected JK implementation in terms of access to supports for students. While some communities had access to ‘experts’ such as clinicians or ECE staff, others commented that these individuals rarely visited their communities, and when they did this was only for short times: *“If GNWT want this to work, they can’t just fly in for a couple of hours and have the people here make do”* (Educator, JK School).

Site visit communities also varied in terms of size. In smaller communities, multi-age and combined classrooms were the norm, meaning the addition of JK students created a wide age range in some classrooms. In other communities, the implementation of JK involved the opening of a new classroom, acquiring the furniture, equipment and materials, and hiring staff.

2. Existing Programs for Four-Year-Olds

While some communities had day cares, day homes, pre-schools or Aboriginal Head Start programs at the time of JK implementation, others did not. Information from site visits indicates this created a significant difference in the perception of JK implementation. For communities where no other programs existed, JK was generally welcomed in the community, as it provided opportunities for four year olds for socialization and access to early learning experiences that were not previously available. In addition, communities with no day care or day homes now had access to a program that could serve families as a form of quality child care.

However, for communities where there were existing programs for four year olds, the views on the implementation of JK were different. Many child care and pre-school program providers questioned the need for JK in their communities, as they believed that these children’s and families’ needs were met by programs already in place. During site visits, some child care and pre-school program providers indicated the number of children in their programs had decreased since JK was introduced in the community: *“We have a common clientele in 4 year olds”* (Early Childhood Stakeholder). While some were able to refine their programs in order to accommodate younger children, for others there were barriers in being able to accomplish this.

3. Experiences with Education

Many of those consulted during site visits believed the implementation of JK in their community would have benefited from consultation with the community:

[We] received information that JK was coming to [our community]. It was a done deal...Everything was in process. The community was never asked if they wanted it...They should have asked us if we wanted it (Community Member Stakeholder)



Individuals spoke of a lack of control over the decision regarding JK implementation, describing it as 'top down': *"GNWT as a central agency was rolling this out from the top. The community perceived this as taking away the role of community members"* (Educator JK School). In a number of sites, those in communities would like to have been consulted regarding whether or not they believed JK would benefit their community.

In addition, the legacy of residential schools was stronger in certain communities. The specter of this legacy appears to have influenced views about JK in general and about implementation in certain communities in particular. Some of those interviewed during site visits spoke of their personal experiences with residential schools and felt that their community's mistrust of government-mandated education was influenced by the residential school experience: *"It [JK] is taking children away and putting them in Western institutions...line them up and take them into the school"* (Early Childhood Stakeholder). Others also commented that the implementation of JK *"felt very residential school"* (Educator, JK School). Also some of the sites visited had residential schools in their community.⁵¹

4. Capacity and Readiness

Site visits also revealed that different communities were at varied stages of readiness in terms of their capacity to implement JK. Timeframes for the implementation of JK in communities were described as short: *"It was very last minute and the decision was already made"* (Early Childhood Stakeholder). Others described the implementation as rushed: *"I was a little surprised that it happened as fast as it did"* (Educator, JK School). Furthermore, the implementation of JK was described as *"They were building the plane as they were flying it"* (Educator, JK School).

The quick implementation of JK impacted schools and communities differently. While some indicated; *"We rolled with the punches and just ran with it"* (Educator, JK School), others struggled to integrate JK in their schools. Some educators in JK schools indicated they were left scrambling to have what was needed in place in terms of experienced staff as well as materials and resources.

Also, in schools where there was already a strong connection between school and community, the school administration and staff knew how to work with parents to allay any fears regarding JK. In one such site, the school provides a basket of books, toys and other resources to parents at the time their child is born; thus, a positive connection between school and family starts early. JK students are welcomed into the school, regardless of issues of toileting and behaviour. Each child is treated as an individual with strengths as well as needs. The school has an existing culture and capacity that supported readiness to welcome JK students and their families.

⁵¹ Locations of residential schools is available at <http://www.trc.ca/websites/trcinstitution/index.php?p=12>. This information indicates there were residential schools in Fort Providence and Fort Simpson.



2. Classroom Observations

Observations were undertaken in different types of JK classrooms. Some included only JK students, while others were combined JK and Kindergarten classrooms, and still others were JK to Grades 2 or 3. These have been grouped by classroom type.

a. Exclusively JK Classrooms

Classroom 1

A total of 11 JK students were present on the day of the observation, although information received from the school indicated 13 students were enrolled. The observation took place over a period of approximately one hour, during which there was free play time and a snack. As this observation was toward the end of the day, the observer was present for clean up, preparing the students to go home, lining up at the end of the day, etc.

Classroom Structure: Although this classroom was beside the Kindergarten classroom, there was no integrated toileting facility. Students had to go down the hall (past two classrooms) to use the bathroom. However, there was a sink in the classroom and integrated cloakroom space to accommodate all students. The classroom included a carpeted meeting area large enough to accommodate all the students that was used for the end of day meeting during the observation. There were varied play-based learning centres including a classroom library with selection of leveled books and a small tent as a quiet space; a dramatic/imaginative play centre; rice play; sorting/classifying and manipulatives; puzzles, games and blocks; as well as an art centre.⁵² There was sufficient space for play-based activities as well as for snack time,

Student Learning Behaviours: Table 8 outlines the student learning behaviours observed.



⁵² Please note that while these centres were observed as part of the classroom, they were 'closed' during the time of the observation, so the observer did not observe the students active in all of these centres. The rice play area had just been installed the previous day, as the sand play and the water play centres had just been switched with the Kindergarten classroom. At other times of the year, sand and water play centres were in the JK classroom.



Table 8:
Classroom 1: Observed Student Learning Behaviours

Curricular Strand	Competency	In Observance*	Comment
Ways of Working	Self-regulation: children are calm focused and alert.	Most	
	Self-regulation: Children navigate challenges presented to them.	Some	
	Self-regulation: Children solve their own problems.	Some	During free play time, one child needed to be isolated after a number of warnings from adults.
	Conversation and Communication: Children talk about their ideas and experiences.	Most	During end of day meeting, students spoke appropriately and shared experiences.
	Conversation and Communication: Children listen and respond appropriately.	Most	During end of day meeting, this was observed.
	Conversation and Communication: Children communicate with each other to plan, solve problems, share findings.	Most	
	Collaboration and Teamwork: Children work and play well together.	Most	
	Collaboration and Teamwork: Children seek out peers for play or work.	Most	
	Collaboration and Teamwork: Children collaborate to achieve common goals.	N/A	Difficult to determine during free play time.
Tools for Working	Reading & Writing: Children show interest in reading/ books.	N/A	No collaborative time between students during observation, only free play and teacher-directed end of day meeting.
	Reading & Writing: Children use emerging reading & writing skills (eg., retelling, letter recognition, print has meaning)	N/A	No collaborative time between students during observation, only free play and teacher-directed end of day meeting.
	Mathematics: Children show interest in math (eg., rote counting, sorting)	N/A	No collaborative time between students during observation, only free play and teacher-directed end of day meeting.
	Mathematics: Children use developing math skills (eg., recognizing groups, #s 1 to 10)	N/A	No collaborative time between students during observation, only free play and teacher-directed end of day meeting.
*Most = Observed among most students Some = Observed among some students Not = Not in evidence among students N/A = Not Applicable			



Other Comments and Observations

This observation provided an opportunity to observe a period of free play in the classroom. Generally, the students were happy and smiling during free play, and while the classroom was boisterous because of the nature of free play, it was appropriately orderly. Free play, by its very nature, is not structured. The teacher and educational assistant re-directs and makes suggestions for some students throughout the free play time. Others play more independently and do not require re-direction.

At one point, there were too many students playing at the rice centre, as this center was just opened the previous day and many children were keen to participate. One JK student suggested using the name sticks to determine who would be allowed to stay at the rice centre and who would have to choose another activity. The teacher congratulated the student on his idea of how to solve the problem. She got the name sticks and randomly selected the names of four students who can remain at the rice centre. The other students were redirected to other open centres and play continued.



Classroom 2

While 12 students were described as regular attenders, eight JK students were present on the day of the observation; three boys and five girls. The observation took place in the afternoon over two time periods, totaling approximately 45 minutes. One activity planned for the afternoon was making flowers for Mother's Day. The teacher explained that the children enjoy art activities and this one involved creativity, decision-making and fine motor skills (cutting and painting). Circle time was also observed during the afternoon.



Classroom Structure: The classroom had an integrated toilet area, as well as meeting space, work areas, general and child specific storage, a classroom library and sufficient space for play-based activities. The classroom was physically and culturally inclusive. Children's work was displayed. There were materials to support imaginative play, as well as puzzles, games, blocks and art material.



Student Learning Behaviours: Table 9 outlines the student learning behaviours observed.

Table 9: Observed Student Learning Behaviours			
Curricular Strand	Competency	In Observance*	Comment
Ways of Working	Self-regulation: children are calm focused and alert.	Most	
	Self-regulation: Children navigate challenges presented to them.	Most	
	Self-regulation: Children solve their own problems.	Some	
	Conversation and Communication: Children talk about their ideas and experiences.	Some	
	Conversation and Communication: Children listen and respond appropriately.	Most	
	Conversation and Communication: Children communicate with each other to plan, solve problems, share findings.	N/A	
	Collaboration and Teamwork: Children work and play well together.	Most	
	Collaboration and Teamwork: Children seek out peers for play or work.	Some	The main activity was primarily an individual activity but they did communicate well when necessary.
	Collaboration and Teamwork: Children collaborate to achieve common goals.	Most	When they had to line-up to go to language class they all ran into the line-up to get ready.
Tools for Working	Reading & Writing: Children show interest in reading/ books.	Most	
	Reading & Writing: Children use emerging reading & writing skills (eg., retelling, letter recognition, print has meaning)	Most	They pointed things out to each other.
	Mathematics: Children show interest in math (eg., rote counting, sorting)	N/A	
	Mathematics: Children use developing math skills (eg., recognizing groups, #s 1 to 10)	N/A	
*Most = Observed among most students Some = Observed among some students Not = Not in evidence among students N/A = Not Applicable			



Other Comments and Observations

The teacher had outlined all activities for the day including the key competencies that would be addressed (i.e., sense of identity, citizenship, self-regulation, creativity and innovation.) The students were engaged throughout the activities. The teacher kept all students involved with no other adult present.



The teacher used a variety of strategies from leading group activities to working with individual children and allowing children the freedom direct some activities themselves.

b. Combined JK/Kindergarten Classrooms

Classroom 1

Six JK students and eight Kindergarten students were present the day of the observation, although information received from this school indicated eight JK and 13 Kindergarten students were enrolled. The observation took place over a period of approximately one hour, during which there was a teacher-directed storytime, followed by a quiet independent activity (independent reading or puzzles). The observer also stayed to observe snack time.

Classroom Structure: This classroom had been constructed as a pre-school room with integrated cloakroom and bathroom facilities. The classroom included a carpeted meeting area large enough to accommodate all the students as well as varied play-based learning centres including a classroom library with selection of leveled books; a dramatic/imaginative play centre; sand play; water play; sorting/classifying and manipulatives; puzzles, games and blocks; as well as an art centre.⁵³ There was sufficient space for play-based activities as well as for snack time, and the furniture was size appropriate. A Smartboard and Smartable were also included in the classroom, although these were not used during the time of the observation.



Student Learning Behaviours: Table 10 outlines the student learning behaviours observed.

⁵³ Please note that while these centres were observed as part of the classroom, they were 'closed' during the time of the observation, so the observer did not observe the students active in all of these centres.



Table 10:
Observed Student Learning Behaviours

Curricular Strand	Competency	In Observance*	Comment
Ways of Working	Self-regulation: children are calm focused and alert.	Most	Children attend while seated on carpet during storytime
	Self-regulation: Children navigate challenges presented to them.	Some	Example: Child couldn't open snack. Teacher asked what child should do and suggested scissors. Child did this.
	Self-regulation: Children solve their own problems.	Some	Example: One child shows another how to sit cross-legged on the carpet. Teacher comments "That was really helpful. Thanks for showing him."
	Conversation and Communication: Children talk about their ideas and experiences.	Some	Some sharing of ideas during storytime
	Conversation and Communication: Children listen and respond appropriately.	Most	
	Conversation and Communication: Children communicate with each other to plan, solve problems, share findings.	N/A	No collaborative time between students during observation. Only teacher-directed activity and quiet independent activity.
	Collaboration and Teamwork: Children work and play well together.	N/A	No collaborative time between students during observation. Only teacher-directed activity and quiet independent activity.
	Collaboration and Teamwork: Children seek out peers for play or work.	N/A	No collaborative time between students during observation. Only teacher-directed activity and quiet independent activity.
Tools for Working	Collaboration and Teamwork: Children collaborate to achieve common goals.	N/A	No collaborative time between students during observation. Only teacher-directed activity and quiet independent activity.
	Reading & Writing: Children show interest in reading/ books.	Most	
	Reading & Writing: Children use emerging reading & writing skills (eg., retelling, letter recognition, print has meaning)	Some	Predicting during storytime
	Mathematics: Children show interest in math (eg., rote counting, sorting)	N/A	No collaborative time between students during observation. Only teacher-directed activity and quiet independent activity.
	Mathematics: Children use developing math skills (eg., recognizing groups, #s 1 to 10)	N/A	No collaborative time between students during observation. Only teacher-directed activity and quiet independent activity.

*Most = Observed among most students Some = Observed among some students Not = Not in evidence among students
N/A = Not Applicable



Other Comments and Observations: Students demonstrated understanding of classroom routines. For example students knew how to sit as a group on the carpet and attend during storytime. During snack time, students went to get their snacks and find a seat. They talked together and there was an atmosphere of happy purposefulness. As students finished their snack, they knew to go to the classroom library and take a book to read on their own.

A JK student was present in this classroom for whom it was his second day at school, as his family had just arrived in the community. It was observed this child did not know school-based routines. He did not know how to sit on the carpet 'criss cross' like the other children. Another student showed him this, and he sat on the carpet like the others. Although this student was quiet and not disturbing the others, he did not attend at storytime. He was distracted by playing with his shirt. He touched the dots on the cover that draped a 'closed' learning centre. The educational assistant quietly re-directed him to sit and listen as the other child had shown him.

It also appeared this child did not have some early literacy skills, particularly letter recognition. During quiet independent play this student chose an alphabet puzzle. At first, he placed the puzzle on the carpet upside down and did not know that it was not the right way up. The teacher observed this and quietly suggested that he turn it around, but the child appeared not to know what this meant. Another student came to help him turn it around. He then proceeded with putting the letters in place, using trial and error based on shapes, as it is clear he could not recognize letters (no letter recognition). He tried an A in the Y spot, saw it didn't fit, and successfully put it in the A spot. He mixed up the H and the N and did not realize this on his own. The other child helped him switch these, as he did not realize that they were in the wrong spot. Being able to observe this child among his peers who had attended JK since September provided insight into the skills and competencies other JK students had acquired over the course of the school year, particularly school socialized behaviours and early literacy competencies.

Classroom 2

A second site visit involved a combined JK/SK classroom. One JK student and three Kindergarten students were present the day of the observation, although information received from this school indicated four JK and six Kindergarten students were enrolled. The observation took place over an entire morning, during which students had Morning Meeting; centre time involving Daily 5, Writers Workshop, 'popcorn' words (word families); free play in centres; snack; and recess. Students also have a daily Aboriginal language class which students attend in a separate classroom. Interestingly, in this classroom both the teacher and educational assistant speak the local Aboriginal language and speak it between them, thus providing students with more language development through increased exposure.



Classroom Structure: This classroom had been constructed as a Kindergarten room with separate but dedicated cloakroom and bathroom facilities. The classroom included a carpeted meeting area large enough to accommodate all the students where students met for morning meeting. The classroom library and bins of 'just right books' for Daily 5, calendar, daily schedule, math problem of the day are also done in this area. There are a number of play-based learning centres, which include a dramatic/imaginative play centre; sand play; water play; sorting/classifying and manipulatives; puzzles, games and blocks; as well as an art centre.⁵⁴ There was sufficient space for play-based activities as well as for snack time, and the furniture was size appropriate. A computer and Smartboard were also included in the classroom, which a Kindergarten child used during free play time.



Student Learning Behaviours: Table 11 outlines the student learning behaviours observed.

Table 11: Observed Student Learning Behaviours			
Curricular Strand	Competency	In Observance*	Comment
Ways of Working	Self-regulation: children are calm focused and alert.	Most	Children attend while seated on carpet during morning meeting
	Self-regulation: Children navigate challenges presented to them.	Some	Some children lead and others follow
	Self-regulation: Children solve their own problems.	Most	
	Conversation and Communication: Children talk about their ideas and experiences.	Some	Lots of sharing and conversation during morning meeting. Morning meeting expectations are well established and understood. Students share experiences
	Conversation and Communication: Children listen and respond appropriately.	Most	Students understand listening behaviours and respond appropriately to questions
	Conversation and Communication: Children communicate with each other to plan, solve problems, share findings.	Most	Students know there are a maximum of 3 at the water table at 1 time. They know where to check to see who has been assigned to this centre, and move their marker when they leave the station to allow another child to come and play at this station

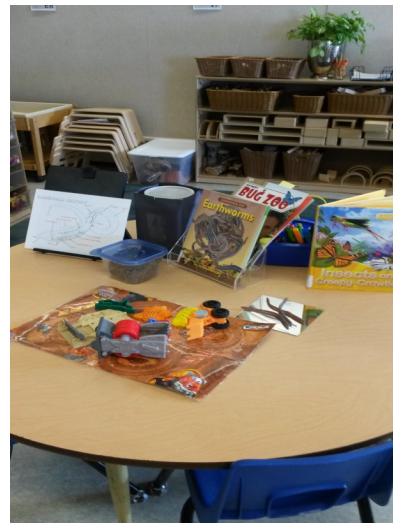
⁵⁴ Please note that while these centres were observed as part of the classroom, they were 'closed' during the time of the observation, so the observer did not observe the students active in all of these centres.



Curricular Strand	Competency	In Observance*	Comment
Ways of Working	Collaboration and Teamwork: Children work and play well together.	Most	
	Collaboration and Teamwork: Children seek out peers for play or work.	Some	A Kindergarten student asks if someone will come and help with the fish in the water play centre. Another Kindergarten child arrives to help.
	Collaboration and Teamwork: Children collaborate to achieve common goals.	Most	A Kindergarten student asks the other 2 in the water play centre if 'we can eat the puffer fish?' The 3 students decide that they cannot, so they take this fish out of the collection.
Tools for Working	Reading & Writing: Children show interest in reading/ books.	Most	JK student chooses a book during Daily 5 and EA reads to him. He attends well.
	Reading & Writing: Children use emerging reading & writing skills (eg., retelling, letter recognition, print has meaning)	Most	JK students predicts when being read to. JK child knows almost all letters during recognition activity at Morning Meeting and during game with EA.
	Mathematics: Children show interest in math (eg., rote counting, sorting)	Most	There is group rote counting during morning meeting.
	Mathematics: Children use developing math skills (eg., recognizing groups, #s 1 to 10)	Most.	Students do patterns during Morning Meeting math problem of the day. Number predicting and recognition during calendar.
*Most = Observed among most students Some = Observed among some students Not = Not in evidence among students N/A = Not Applicable			



Other Comments and Observations: Generally, the classroom was very calm and orderly. Students understood all routines for Morning Meeting, centre time, and self-directed play. The teacher reviewed the morning's activities, as well as what centres were open during free play and how each child chose a centre and placed/moved their marker for each centre. The pacing of activities was appropriate and there was a good balance between teacher-directed learning, student-directed learning in centres such as Daily 5 and Writers Workshop, and free play. Students had time to complete their tasks. It was clear during the observation that the educator was familiar with student-directed early childhood classroom practice and was able to adapt programming to accommodate JK with ease into a well-established Kindergarten program.



Adaptations were evident in the programming for the JK student. After Morning Meeting, students go to their mailboxes to pick up their 'popcorn' word (word families) booklets. The JK student's booklet was adapted from 'popcorn' words to 'popcorn' letters.



As this student writes in his booklet, his grip was inappropriate and the teacher corrected this. During Daily 5, the JK student works with a Kindergarten student to write a letter to another student. While the JK and Kindergarten student determine what to write, the JK student draws the picture. Finally, the JK student was integrated into the letter recognition centre by working with the EA. He was easily able to identify upper and lower case letters. While the Kindergarten students did this activity on their own, the JK student did it together with the EA.

During self-directed free play, all four students present during the observation played together in the dramatic/imaginative play centre. At the time of the observation, this centre was set up as an airplane and airport. Student could dress up as pilots or passengers, could check in at the desk, could fly the plane, sit in the seats or help with refueling and repairs. This centre came out of one student's interest/request and the day following the observation, the class was going on a trip to the airport. The students played cooperatively in roles, each taking a turn being the pilot. The teacher follows the students' interest and plays the role of the check-in agent. Collectively, they decide that there was an emergency! There is not enough gas and oil. Each takes a turn 'fixing' the plane and it landed safely. As one child describes: *"that was a close call for a crash landing."* The teacher later commented: *"There has been an emergency every day since I set up this centre!"*



Classroom 3

In this classroom at the time of observation there were four students; three JK and one Kindergarten. Three were males and one was female. The observation was undertaken in the morning from 9:00 a.m. to 10:20 a.m. The day always begins in the school with 'on time by 9:00' where students sign themselves in. The children have fruit and food as they do a table activity. Then there is calendar time and often some writing or circle time before recess.



Classroom Structure: This classroom had no dedicated washroom facility. The children used the nearby staff washroom. Neither was there coat/boot storage in the classroom area. However, the space was bright and large enough to accommodate a meeting area, work areas, general and specific student storage as well as a classroom library with leveled books. The door to the classroom had been replaced with a half door that was latched from the outside. This was for safety reasons as it prevented students



who were 'runners' from leaving the classroom unattended. The room appeared physically and culturally inclusive. Examples of local language were evident in the classroom and throughout the school. Student work was displayed. There was an area with a house and stove for dramatic/imaginative play, as well as puzzles, games, blocks, art materials and a sand table.



Student Learning Behaviours: Table 12 outlines the student learning behaviours observed.

Table 12: Observed Student Learning Behaviours			
Curricular Strand	Competency	In Observance*	Comment
Ways of Working	Self-regulation: children are calm focused and alert.	Some	One child in particular had difficulty focusing.
	Self-regulation: Children navigate challenges presented to them.	Some	The same child was easily frustrated and the teacher was not able to re-focus/re-direct him.
	Self-regulation: Children solve their own problems.	Some	
	Conversation and Communication: Children talk about their ideas and experiences.	Not in evidence	
	Conversation and Communication: Children listen and respond appropriately.	Some	
	Conversation and Communication: Children communicate with each other to plan, solve problems, share findings.	Some	
	Collaboration and Teamwork: Children work and play well together.	Some	Some children interacted, while others engaged in parallel play.
	Collaboration and Teamwork: Children seek out peers for play or work.	Some	
	Collaboration and Teamwork: Children collaborate to achieve common goals.	Some	
Tools for Working	Reading & Writing: Children show interest in reading/ books.	Some	
	Reading & Writing: Children use emerging reading & writing skills (eg., retelling, letter recognition, print has meaning)	Some	
	Mathematics: Children show interest in math (eg., rote counting, sorting)	N/A	
	Mathematics: Children use developing math skills (eg., recognizing groups, #s 1 to 10)	N/A	
*Most = Observed among most students Some = Observed among some students Not = Not in evidence among students N/A = Not Applicable			



Other Comments and Observations: The teacher led the morning meeting (date, day, weather, word recognition/matching). However, it took some time to get all the children settled and engaged. The teacher led the majority of the group activities and only for a small portion of the observation time did children direct their own activities. Within activities there was little differentiation to support students at different developmental levels.

There was a wide range of students in the class (eg., ability to self-regulate, pre-literacy skills). The teacher tended to focus on the more attentive students, while the EA (when in the class) worked with the students who were more challenging in terms of behaviour. The EA appeared to play the role of soothing and emotionally supporting these children.

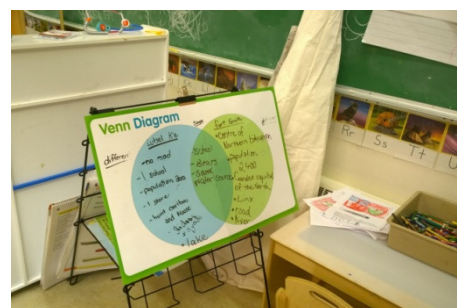
c. Combined JK to Grade 2/3 Classrooms

Classroom 1

In this classroom there were a total of 16 students registered of whom five were JK - three boys and two girls. At the time of the observation there were 13 students; three in JK (two boys and one girl).

There were one Kindergarten, five Grade 1 students and four Grade 2 students. The observation was undertaken in the morning in two segments, from 9:30 to 10:05 a.m. and from 10:30 to 11:45 a.m.

Classroom Structure: This classroom had toilet facilities, as well as meeting and work areas, general and child specific storage, and a classroom library. For one activity, the classroom was too small and the JK and K children went into the hallway for the activity with the EA (i.e., tracing their bodies and measuring with cubes). The Grade 1 and 2 students stayed in the classroom with the teacher. Children's work was displayed on the walls. The space was physically and culturally inclusive including children's paintings of Inukshuk. There were materials for dramatic/imaginative activities, water play, sorting and classifying materials, puzzles, games and blocks, as well as art materials.





Student Learning Behaviours: Table 13 outlines the student learning behaviours observed.

Table 13: Observed Student Learning Behaviours			
Curricular Strand	Competency	In Observance*	Comment
Ways of Working	Self-regulation: children are calm focused and alert.	Most	
	Self-regulation: Children navigate challenges presented to them.	Some	
	Self-regulation: Children solve their own problems.	Most	
	Conversation and Communication: Children talk about their ideas and experiences.	Most	
	Conversation and Communication: Children listen and respond appropriately.	Some	
	Conversation and Communication: Children communicate with each other to plan, solve problems, share findings.	Most	
	Collaboration and Teamwork: Children work and play well together.	Most	All worked together on blocks, quiet and showing each their work.
	Collaboration and Teamwork: Children seek out peers for play or work.	Most	
	Collaboration and Teamwork: Children collaborate to achieve common goals.	Most	
Tools for Working	Reading & Writing: Children show interest in reading/ books.	Some	
	Reading & Writing: Children use emerging reading & writing skills (eg., retelling, letter recognition, print has meaning)	Most	
	Mathematics: Children show interest in math (eg., rote counting, sorting)	Most	Children were focused on spreading cubes along the outline of their bodies.
	Mathematics: Children use developing math skills (eg., recognizing groups, #s 1 to 10)	Most	Cubes were broken into sets of 10 so students could practice their 10s.
*Most = Observed among most students Some = Observed among some students Not = Not in evidence among students N/A = Not Applicable			

Other Comments and Observations: The teacher used language centres to support student learning. She had students working at the activity centres in 15 minute time blocks. While the JK students required more attention, the older students generally



remained focused. The teacher commented that it is a challenge to focus on all students with the age range. The assistance of an experienced EA was deemed important as the JK students do require more guidance. (The regular EA was not there the day of the observation.) One of the JK children who appeared to be functioning at a higher grade level would interact with students in the higher grades. The teacher worked to differentiate activities to suit different levels, offering help when needed and congratulating students on jobs well done.

Classroom 2

In this classroom there were a total of 13 students registered of whom three were JK - one boy and two girls - two Kindergarten students, while there was one student in Grade 1, two in Grade 2 and five in Grade 3. At the time of the school visit there was one JK student. It was explained that the other two do not attend and this child's attendance was irregular. Given that there was only one JK student, in-class observation was not undertaken.

However, the teacher was interviewed and explained that when there happens to be a JK student in attendance she has them do what the Kindergarten students do. These activities include the "ABC's, printing, listening and repetitive activities." As well she has the students read out loud. The play-based activities are structured around "what kinds of things they need. If they need oral development we do a discussion based on the lessons." It was explained that the Junior Kindergarten student "cannot sit as long as the Kindergarten students." She differentiates the activities and has "different reasoning and writing expectations." While she will have one student put sentences together she will have the JK student draw a picture and explain what it is "because he can't put words and letters together."

Classroom Structure: The classroom has a meeting area as well as storage areas for students. Children's work is displayed on all the walls. The space is flexible with a wash up area. There are bins with manipulatives, art materials and a classroom library. It is a bright room with lots of natural light.



Other Comments and Observations: The teacher has the JK students do many of the things the Kindergarten students do, although she noted that JK students cannot sit as long as Kindergarten students. While she may do the same activity with all grade levels, the expectations are different.



F. Government Interviews

1. Introduction

ECE personnel identified individuals within GNWT who were perceived to be 'key' informants. This resulted in the consultant interviewing 10 individuals. All interviews were undertaken in-person except for one which was conducted by telephone. The following discussion provides the results from these interviews.

As well, four Regional Superintendents were interviewed.⁵⁵ They had been involved in, along with the Early Childhood Consultants, teleconference calls during the initial implementation of JK.

2. Regional Superintendents

a. Communication

Basic information was provided about JK in the form of posters and fact sheets. While the DEAs were responsible for communication with the schools, the Regional Superintendents could respond to inquiries - *"if parents wanted information we had it."* However, there were concerns expressed that the decision to roll-out JK was rushed and, as one Regional Superintendent noted *"we would have liked to know more about the effects on other good programs like AHS."*

b. Challenges/Concerns

The greatest concern regarding JK was the rush to implementation without consultation, collaboration and a solid and well resourced implementation plan. Consequently, the level of buy-in from parents was not viewed as being as high as it could have been, with one of the Regional Superintendents raising the need to work with parents to allay fears, particularly in the case of residential school survivors. Lack of community consultation, lack of collaboration with child care providers and the fact that surpluses were taken from some education authorities to fund the program spawned negative reactions. They suggested that this had led to the current challenge of overcoming negative reactions. There was a general

"When you have something new there may be push back because it was not implemented as a collaborative process Not one program is going to fit everyone's needs. There should have been a more collaborative approach that would have discovered what resources already exist in the community."

⁵⁵ Multiple attempts were made to set up an interview time with a fifth superintendent but were unsuccessful.



consensus that more time should have been taken for consultation and that an implementation plan - which might have looked different in different communities - should have been developed.

It was also raised by more than one Regional Superintendent that there are some benefits of not entering the school system at age four:

The community may perceive that you are implementing JK because families 'are not doing a good job.' With the legacy of residential schools, this looks like they want to take children at an earlier age and that families aren't capable of taking care of their kids.... But AHS has been in the community for a long time and they don't feel that this program is 'taking the kids away' because it is partnering with the community.

c. Benefits

The benefits cited included early intervention, socialization, and support for early literacy through a play-based setting. However, there was not a strong feeling this needed to be provided in a school. It was believed that programs, such as Montessori, AHS and other pre-schools and day cares, can provide these same benefits.

d. Qualifications

There was a general consensus that it was not necessary to have a B.Ed. to teach JK. It was deemed more important to have someone qualified and experienced in early childhood education within a developmentally appropriate environment. Understanding of the cultural aspects of the community/region was also cited as important.

e. Funding

Some of the Regional Superintendents felt they could not speak to this issue, while some others felt education authorities should indeed be using their surplus money to support early learning.

As noted by one individual, *"when it was implemented smaller schools were going to get extra funding and the larger boards were expected to use the surplus they were carrying. School boards need to be responsive to needs."* It was argued if there are large surpluses, they should be used to meet the educational needs of the larger community. Another argued that *"if there is a surplus it can give parents with limited options the opportunity to put their child in play-based child care. There is value to this."*



3. Government Key Informant Interviews

a. Communication and Consultation

According to a number of those interviewed, implementation of JK suffered because of the ineffectiveness of communication. As noted by one individual *“we thought it was clear given the EDI ... it came out that JK was free and optional. We thought everybody would be on board so our communication never made the argument why it was needed.”* This perception was supported by a number of individuals including another who believed there was a need for *“a much more comprehensive and strategic communications plan.”* As one individual stated, *“we were always trying to catch up. It was announced in the budget address and we could not talk about it before.”* There was a perception that while there was communication after implementation, there was a need for more communication prior to implementation. However, one individual believed that while all of her/his internal communication needs were met, the external communications were deficient.

It was agreed there was a need for a more comprehensive consultation process. A number of individuals mentioned the implementation of Junior Kindergarten should have taken place over a longer time period. As suggested by one interviewee, *“there needs to be more talking to parents, to the schools. People are nervous of it, it came too fast.”* It was also suggested that there is a need for *“more discussion with other early childhood programs. How can they collaborate and work together?”* This suggestion was reinforced by another individual who stated; JK should be *“rolled out differently in different communities rather than one size fits all. Take into account what is there and build on it ... have different models for different community settings.”* Another individual also agreed suggesting that in communities where *“existing programs were in operation it [JK] should have been implemented differently.”* This individual went on to say that going forward, there is a *“need to work with communities in a more engaged way.”* It was also suggested there should have been more discussions with Aboriginal Head Start. As well, there is a need for more discussion with existing early childhood providers on the potential impact of JK and options to address these concerns. Furthermore, if the implementation of JK is expanded time will be needed to ensure schools can be structurally prepared.

Another individual believed that *“we were on the right track ... the Auditor General’s report, all the research said change the system.”* However, all agreed that funding became the issue that dominated implementation.



b. Benefits of JK

In many of the smaller communities there were no early childhood supports/services. In these communities it was argued that JK was viewed as a positive development. As noted by one individual, *"there are no services in the small communities which are mostly Aboriginal but no one wants to talk about this."* The implementation of Junior Kindergarten was viewed as the *"beginning of universal, free child care."* The aspect that JK is 'free' was one of the positive reactions of parents. According to one individual, *"people were very excited about a one year break in not paying for child care."* This was reinforced by others during the interviews. Furthermore, it was reported that *"some schools were very excited to get children a little earlier in a safe environment."* Additionally, it was noted that the JK curriculum is *"play-based and developmentally appropriate for four and five year olds."* One individual mentioned having telephoned all principals and *"all the communication was positive and the principals were positive."*

There were many other examples provided when discussing the benefits of Junior Kindergarten and the impact on children's preparedness. The JK program is viewed as providing children with a safe rich language environment in which they can improve their social skills, fine and gross motor skills and participate in rich learning experiences. JK will enhance *"language development which is a big concern."* JK was also seen as helping to strengthen children's *"soft skills"* such as problem solving. Children are in an environment in which they *"communicate with friends, sit and listen, process a story and develop their attention skills through play."* Providing children with these opportunities was viewed as being crucial given *"all the evidence and the EDI, it was sobering, how ill prepared children are for school and the dismal graduation rates outside of Yellowknife. The evidence was clear, we had to do something."* There is an expectation that experience in Junior Kindergarten will result in children becoming more successful in school. Furthermore, being in school a year earlier allows assessment and supports to be into place a year earlier for the child, if needed. As noted by one individual, *"it is a great initiative especially in communities where children arrive with deficits. There is the option to provide remediation earlier."* In addition it provides parents in some communities access to supports for their child they otherwise did not have. In addition, *"it is free has a qualified teacher and is available to all parents. It is not discriminatory."* Another individual agreed saying, *"it is fair and equitable regardless of the size of community or income and it is voluntary. A third of the communities have no pre-school supports."*

c. Curriculum

There were several suggestions regarding the JK curriculum. There is a desire to provide more professional development opportunities to help with the implementation of the play-based curriculum. As noted by one individual, *"it is not about more and harder it is about doing things differently."* Another individual mentioned the importance of the



“principal and teacher to honor the culture of the students by having cultural strategies in place and have an understanding of trauma-based education.” S/he went on to say while JK will be a *“real advantage to kids we need to ensure that it is culture-based.”* It was also mentioned that some teachers in multi-age classrooms have expressed concerns in how to move from play-based curricula to the more traditional curricula. They would like to know how to integrate the two; again, speaking to the need for increased professional development.

d. Qualifications

Individuals were split as to whether JK teachers should be required to have a B. Ed. Those suggesting it should be required argued that it should be a minimum requirement as it *“brings a different level of education and professionalism.”* Another interviewee believes *“it ensures that individuals will understand the curriculum and how to apply it.”* As noted by one individual *“having a degree helps to inform your practice.”* However, this individual suggested that in addition to having a B.Ed. individuals *“need to be trained in early years pedagogy.”* In contrast, one individual argued *“work with what we have and increase the skills of people that have a passion for early childhood. Work with them to upgrade.”* This sentiment was supported by another individual who thought *“it would be nice to see local people get training.”* S/he went on to say that while a B.Ed. might be helpful it is not needed. Another believed that it is more important to be trained in early childhood education than to have a B.Ed.

e. Student/teacher Ratio

When asked about child-teacher ratios it was mentioned that this is *“a contentious point.”* Parents are concerned about the student/teacher ratio in JK classrooms. It is argued that the Child Care Regulations specify a student/teacher ratio for four year olds in mixed age grouping to be 8:1 which is preferable to the 16:1 being currently funded in schools. This has resulted in parent reactions which center on a concern that JK student/teacher ratios are not clearly specified in the Education Act. It was believed that *“the educational authorities will make the best decisions [regarding ratios] based on their own realities.”* This was reinforced by another individual who stated, *“every class is different and principal and superintendent have the say over it.”*

f. Impact on Existing Early Learning Programs

It was suggested that licensed early learning programs do not exist in 10 communities and as such, JK will have a positive impact in those communities. In other communities there is a concern that JK will *“take kids away from day cares and put them into the school system. The four year olds won’t be able to help the younger ones play.”* Also without four year olds, day cares should be able to take younger children however; there is a limit on the numbers they are allowed to take. It was suggested that early learning programs in Yellowknife will be *“most impacted. However, there currently are waiting*



lists for children aged zero to two years. There should be more spaces opened for children under four years of age.” It was mentioned that in some communities the day cares have shut down and “we missed our mark by not working with the licensed day cares/homes. It is about developing relationships” This was supported by another individual who stated, “there is a need out there. Aboriginal Head Start cannot meet all needs. But ECE could strengthen their program rather than compete [with it].”

g. Financial Impact of Territory-Wide Implementation

During the 2014-2015 school year four communities cancelled JK. The unspent funds were recovered from the four communities and were redistributed to the Education Authorities based on their initial cost share of the program. In addition, ECE is committed to providing additional funding to any community District Education Authority that has a pupil-teacher ratio in excess of 16:1 which resulted in YK1 receiving an additional \$225,000 (Table 14).

Table 14		
Actual and Projected Financial Impact of JK 2014-2015 and 2015-2016.		
Education Authorities	JK Financial Impact*	
	Actual 2014-15	Projected 2015-16
Beaufort-Delta Divisional Education Council	(\$132,700)	\$154,000
Commission scolaire francophone , TNO	(22,000)	(19,000)
Dettah Divisional Education Authority	369,000	97,000
Dehcho Divisional Education Council	15,000	18,000
Ndilo Divisional Education Authority	99,000	255,000
Sahtu Divisional Education Council	564,600	388,000
South Slave Divisional Education Council	(58,200)	(225,000)
Tłıchq Community Services Agency	(150,500)	(154,000)
Yellowknife Catholic Schools	(265,500)	(210,000)
Yellowknife District No. 1 Education Authority	(131,600)+	(304,000)
Total	\$288,000	\$0
* - Source: ECE 2011-12, 2012-13, 2013-14 Audited Financial Statements and 2014-15 budgets. + - This figure includes \$225,000 that was provided to YK1 to maintain the 16:1 pupil teacher ratio. If this figure were not included the cost would be (\$356,600).		

Furthermore, there is a projected \$443,000 reduction in the cost of JK in the 2015-2016 school year as a result of five communities opting out of the program. These communities include; Aklavik, Fort McPherson, Fort Providence, Fort Resolution and Hay River Reserve.



However, it was suggested that if JK were implemented throughout the Northwest Territories and the current funding model remains, decisions will have to be made regarding program reductions. It was mentioned that government has to adjust to cut-backs all the time and *“we were just asking the boards to re-distribute their surplus.”* According to ECE by June 2015 there will be an accumulated surplus of \$9.036 million (Table 15).

Table 15 Accumulated and Projected Surplus by Year [*]			
Education Authorities	June 30, 2013 Accumulated Surplus ⁺	June 30, 2014 Accumulated Surplus	June 30, 2015 Projected Surplus
Beaufort-Delta DEC	(\$869,000)	\$226,000	\$293,000
Commission scolaire francophone, TNO	(410,000)	504,000	389,000
Dehcho DEC ^{**}	(253,000)	(260,000)	(58,000)
Dettah DEA	611,000	633,000	327,000
Ndilo DEA ⁺⁺	1,235,000	1,229,000	1,226,000
Tłı̨ch̨ Community Services Agency	2,886,000	3,603,000	2,259,000
Sahtu DEC	952,000	469,000	633,000
South Slave DEC	1,466,000	2,467,000	1,274,000
Yellowknife Education District # 1	2,207,000	2,450,000	2,116,000
Yellowknife Catholic Schools	1,752,000	1,365,000	577,000
Total	\$9,577,000	\$12,686,000	\$9,036,000 ^{**}
[*] - Source: ECE 2011-12, 2013-13, 2013-14 Audited Financial Statements and 2014-15 Budgets. ⁺ - The accumulated surplus includes Operating Surplus, Decentralized Surplus and Capital Reserve ^{**} - The \$9.036 million projected surplus does not take into consideration any commitments made by the Education Authority which were not reflected in the audited financial statements or budgets. ⁺⁺ - The 2013-14 audited financial for Ndilo DEA was received in August 2015 and the updated numbers have been included in the calculation above.			

Another individual mentioned that the question becomes *“should we re-profile the existing money or add new money? If we re-profile we are adding 600 students and asking boards to use existing money which is bit of a hard bite.”* This person suggested one option might be to *“bring funding to legislated levels and use the new money to fund JK.”* There is a belief that education is a *“well funded system”* and there should be a way to find money to fund JK. Another individual said the challenge has been that the education authorities have had to implement Inclusive Education and now they are being asked to implement Junior Kindergarten. S/he suggested that *“schools will have to change programming or have larger class sizes ... in the long run they will run into*



deficits if they don't change the programming. It is like adding a new grade."

One interviewee said that *"the best approach would be new money but we are financially restrained, so this is the only way to offer JK."* S/he went on to state, *"I work in education and I do not know what to think."* Another individual suggested that Territory-wide implementation will mean *"making different choices, every educational authority will have to sit down and review their budgets ... are there inefficiencies, where can we save money?"*

h. Funding Model

In order to support their rationale regarding the JK funding model ECE released a number of 'Fact Sheets' which explain the sharing of implementation costs, funding scenarios as well as enrollment scenarios. One 'Fact Sheet', "The School Funding Framework" describes the formulas ECE uses to calculate the allocation of \$150 million of school contributions to NWT education authorities. "Currently, specific funding for Pupil-Teacher Ratio (PTR) and Inclusive Schooling (IS) are legislated, however for the past number of years, education authorities have been funded well above the legislated amounts.

This is in addition to other funding sources available to specific boards, such as:

- Taxation for Yellowknife Education District No.1 (YK1) and Yellowknife Catholic Schools (YCS)
- Federal Government funding for Commission scolaire francophone
- Grants and Contribution Agreements

It is important to note that the formula is used to divide and distribute funds to the regions equitably. It is not a budget that directs or enforces (with a few exceptions) where and how those resources must be spent⁵⁶. (*What is the School Funding Framework?*)

In addition, the Department has worked internally to estimate how the additional costs associated with the implementation of Junior Kindergarten could be realized without having a negative impact on the K-12 system. One such option was to look at staffing models and one that was developed 'The number of teaching staff reduced to fund JK' which shows that communities with fewer than 90 full-time equivalent (FTE) K-9 students and schools with fewer than 40 FTEs at the 10-12 level did not contribute to the cost of Junior Kindergarten.

For K-9 teachers the changes in staffing positions range from .15 of a teacher (schools with a K-9 population of 95 students) to .75 of a teacher (schools with a K-9 population

⁵⁶ Only YK1 and YCS have the ability to collect school taxes. In fact, they receive part of their funding, about 20%, through municipal taxes. Any municipal taxes YK1 and YCS would raise would not affect the level of funding they receive from the GNWT.



of 510 students). For 10-12 teachers the changes in staffing positions range from .26 of a teacher (schools with a 10-12 population of 45 students) to 1.56 of a teacher(s) (schools with a 10-12 population of 510 students). A number of other options were looked at including sharing services for specialized programming in Yellowknife.

Furthermore, ECE have provided a myriad of information sheets and bulletins relating to Junior Kindergarten and educational funding, such as the Funding Framework, 'Fact Sheet' and NWT School Funding 'Fact Sheet' which explains that while the schools have experienced declining enrollments (303 students or 3% over past four years) the GNWT has increased funding (\$7 million or 5%). The government literature goes on to mention how education has been and continues to be over funded vis-a-vis current legislation.

Overall there was a belief that this was a funding model that works *"the fiscal reality of the government is a challenge."* One person made the point that *"school boards make global envelope decisions on where to spend the money – what are the priorities. In the long term [JK should] diminish needs further on. It should decrease costs down the road."* As articulated by another individual:

This is the best approach. It would be good if there were new dollars but we are fiscally restrained. It is the only way to offer it in the NWT. It's a choice [for the government to say], yes to the program going forward and take the hits or not and wait for more funding. Maybe the government should look at itself. If the boards do have surpluses then truly the money should come from the boards.

Another individual supported this saying *"we are asking the boards to look to see if there are ways to do business more effectively and efficiently."* This individual went on to state that *"if we have to find new funding, where do we take it from? It's about priorities."* S/he indicated that *"I don't really think there is another way to fund this."*

i. Other Issues

When questioned about the negative reactions to JK, individuals most often mentioned feedback centred on the lack of dedicated program funding and the *"re-profiling of contribution agreements."* Also, it was suggested that there is a perception that the implementation of JK will have a negative impact on the student/teacher ratio at other grade levels. Furthermore, it was suggested that parents are concerned that JK teachers will not have early childhood training and therefore *"will not have teaching experience with young children."* It was mentioned that addressing some of the challenges relating to space such as removing walls and installing toilets space was a positive aspect of JK implementation. However, the need for increased space to house JK was seen as being a continuing challenge in some communities. It was also



suggested that while the \$15,000 for supplies and materials was appreciated, in smaller communities shipping not only takes longer but costs are higher which takes away from the \$15,000 stipend.

There were a number of additional comments:

JK is the beginning of dealing with some issues in our Aboriginal communities. It is a step in the right direction. We have to provide continuous quality training, culture responsive schooling and play-based education.

I still believe Junior Kindergarten is the right thing. I am ashamed we were not able to roll it out as originally planned.

I think this is a good initiative. I hope it moves forward but it has to be more flexible and not one size fits all.

If you can improve [student] outcomes by adding a year, we should do it and explain the societal benefits.

4. In Summary

According GNWT individuals interviewed there is recognition that there was a need for increased communications regarding Junior Kindergarten prior to implementation. It was also recognized that a more extensive consultation process should have been undertaken.

Junior Kindergarten is seen as providing many benefits to children and will help to foster later school success. For communities that do not have early childhood programming, Junior Kindergarten was a positive benefit. For those with existing early childhood programming consultations might have included how to support/enhance existing services.

There is no clear agreement on the need for a B.Ed. for individuals teaching Junior Kindergarten. Early childhood education is viewed as being an important attribute to anyone teaching Junior Kindergarten.

Funding for Junior Kindergarten has become the focal point of opposition. However, most believed the current funding model is appropriate. Concern was expressed that parents are concerned about the student/teacher ratios for children in Junior Kindergarten and hold the perception that student/teacher ratios will increase at the higher grade levels to fund Junior Kindergarten.



-- CHAPTER 6: SUBMISSIONS --

A. Introduction

Twenty-three submissions were received for inclusion in the review. Submissions were received from: seven School Boards/DEA/DECs, three educators in schools having Junior Kindergarten, six educators in the Kindergarten to Grade 12 system, two associations/councils, and five individuals. Ten of the submissions were from Yellowknife, followed by Fort Smith from which six were received. The major themes of the submissions are presented and, while they have not been quantified, the major themes were consistent across the submissions.

Furthermore, while this section presents the themes and recommendations that appear in the submissions themselves, these do not equate to the final recommendations which take into account the other Review components.

B. Results

1. Community Consultation – Determining Community Strengths

A number of submissions suggest the need for identifying the strengths in each community and building upon them. As cautioned in one submission:

Pre-schools should not be considered 'one size fits all' as some children benefit greatly from pre-school, while others benefit greatly from parental involvement. It is also imperative that the GNWT examine each community to see what types of programs already exist, their effectiveness and take into consideration the impact of implanting a Junior Kindergarten program in the community. In some cases, cooperating with existing programs might be in order. Giving a community time to make adjustments where needed is crucial. In the previous attempt at implementing the JK program, this examination was overlooked.

This notion was reinforced by other submissions which noted that many of the communities had existing early childhood programs. It was suggested that *"this should be a community driven grass roots decision that is not mandated by government. Some communities already have pre-school programs that are effective and that employ local people."* Again, it was emphasized that the community contexts and realities vary and need to be taken into consideration prior to implementation.



Many communities, including [community name], have very successful Aboriginal Head Start programs that are already providing excellent educational experiences to the children that would be taking Junior Kindergarten. The GNWT should have considered the unique needs of each individual community before conceptualizing a universal Junior Kindergarten program across the NWT. Many communities do not need a Junior Kindergarten program because they already have effective programs in place.

Another submission makes the point, “four year olds should be supported by our local Aboriginal Head Start Program. It has been operating very well for 15 years.”

It was stated in another submission that ECE implemented Junior Kindergarten in response to findings from the Early Development Instrument (EDI). However, this approach was questioned given that:

*The EDI is intended to improve community-based services, like early childhood or pre-natal nutrition programs, ideally to support children’s development **before** they enter the school system. ... Early learning programs for four year olds, while valuable, come too late as intervention programs. By four years old, many children are already disadvantaged and essentially not ‘ready’ even for a JK program.*

One of the suggestions this submission included was that “programs for four year olds need to; be developed in collaboration with communities to ensure they meet community needs and are not a top-down model, or perceived to be such.” Recommendations to ECE included:

- work with communities to assess their needs for early learning and child care programs and determine how best to address these needs.
- examine options for infrastructure support for early learning and child care programs (that may include schools).
- recognize and respect existing programs and the expertise of qualified early childhood staff.
- identify and mitigate potential negative impacts on these programs resulting from the introduction of any new program.
- work with existing programs to develop a comprehensive implementation plan so that program staff know what changes might occur and have the opportunity to plan ahead.



By not taking existing community strengths into account, a number of the submissions discussed how the implementation of Junior Kindergarten reflected the lack of respect the Department of Education, Culture and Employment as well as the Government of the Northwest Territories had for early childhood educators. Furthermore, as one submission outlined,

The Department failed to acknowledge that a number of effective early childhood programs have existed in NWT communities since the 1980s and operate under the guiding principle of providing environments that respond to young children's developmental needs. Existing early childhood programs were not included in the implementation plan.

This submission goes on to discuss the NWT Framework and Action Plan for Early Childhood Development: Right from the Start which was released in 2012 by the departments of Education, Culture and Employment and Health and Social Services. The submission identifies a number of 'key' factors relating to early childhood development in the Framework including:

- the importance of trained early childhood educators;
- the impacts of experiences and opportunities on brain development in the early years;
- how healthy brain development will impact a child in the future; and
- how positive early childhood development impacts a person's social determinates of health.

This submission then cites the Framework as identifying a number of actions *"to improve early childhood development including enhancing early learning and child care services. The development and implementation of Junior Kindergarten is not one of the actions."* This submission raises the question *"if the decision to implement Junior Kindergarten was founded in research and as part of a strategic initiative to improve early childhood development, one has to ask why it was not included and outlined in the 2012 Framework?"*

This submission makes a number of recommendations including:

- the Department of Education, Culture and Employment include programs for four year olds as part of a comprehensive early childhood system that supports the healthy development of children between birth and five years of age and their families; and



- the Department of Education, Culture and Employment recognize the role of existing early childhood programs through a commitment of support and by ensuring that new programs enhance and contribute to the development of a seamless early childhood system that supports children's transition to the formal school system.

Another submission makes the point that, *"the perception by many parents, community members and professionals in the field of early learning is that schools 'swallowed up' early learning programs for four year olds through implementation of JK into schools."* This submission also questions the appropriateness of the consultation process.

"The GNWT should have considered the unique needs of each individual community before conceptualizing a universal Junior Kindergarten program across the NWT. Many communities do not need a Junior Kindergarten program because they already have effective programs in place ... these types of decisions would be made more effectively when done proactively rather than in reaction to community response."

The Minister of Education, Culture and Employment (ECE) has argued repeatedly that the department introduced JK as an intervention to mitigate disadvantage, and because consultations on Aboriginal Student Achievement supported its development. Participants in those consultations (of which I was one) sought improvements in early learning and child care; they did not support Junior Kindergarten per se, nor did they necessarily support early learning in a school setting. The sudden introduction of JK seem to be reactive, and based on flawed reasoning.

2. Challenges/Limitations of Junior Kindergarten

Submissions also dealt with what one identified as the *"significant differences in philosophy and pedagogy between early learning and school-based K-12 education."* This submission went on to state that:

JK for four year olds is currently seen as an intervention that will help children to be more "school ready" when they enter Kindergarten. This ignores current research, which tells us that: i) Learning begins at birth; ii) 0 to 3 years of age is a critical time for brain development, as neural pathways are being built that will lay the foundation for lifelong learning and well-being; iii) The first ten months are a critical time for language acquisition. Babies learn language from face-to-face interactions with people speaking to them. The earlier, the better. The greater and more diverse the vocabulary, the better – before age 3; iv) Research has



demonstrated that vocabulary use and rate of vocabulary growth at age 3 are strongly associated with measures of language skills (in multiple tests) in grade 3. Studies have also shown that positive results of early intervention (pre-school) programs designed to increase children's language skills and vocabularies are temporary, and do not change the developmental trajectory. It's what is happening at home that makes the difference, in particular the number of words a child hears before age 3. What is happening at home is influenced by socio-economic status, parental education, parental stress, and a multitude of other factors.

Furthermore, according to this submission, if Junior Kindergarten becomes part of the Kindergarten to Grade 12 system, *"it is more likely that a focus on academic instruction and curriculum will 'creep' into the learning environment. It is also more likely that funding and other resources will be dispersed to other parts of the system, especially if they are perceived (by K-12 educators) to be more important, and especially if adequate funding is not provided for both early learning and K-12."*

Therefore, this submission recommends that:

- JK should only be one piece of a holistic, comprehensive system of early learning and child care that puts greater emphasis on programs for families, giving them the education and support they need to provide a safe, nurturing and stimulating environment for their children from birth to age 5;
- the best way to support early learning for four year olds is to provide support for parents of 0 to three year olds; and
- ECE is responsible for early learning as well as K-12 education. It is time for the department to take this responsibility as seriously as they have the renewal of K-12 education, which has resulted in a 10-year action plan based on widespread consultation and extensive research.

Another submission supported many of the points made in the previous submission in that it emphasizes the importance of early learning in the years from birth to three years of age. While the intent of Junior Kindergarten is to help ensure that four year olds are better prepared for school it suggests that *"many children in the NWT, however, are already seriously disadvantaged by age four. JK needs to be one component in a comprehensive early learning and child care continuum for children 0 to 5 years old."*

This submission also suggests that the philosophy and pedagogy of early childhood learning is quite different from that of the school system. *"The philosophy for early learning programs is based on child development theory, and is play-based, as opposed to curriculum-based. Four year olds are at different developmental stages – physically, emotionally and socially – from even 5 or 6 year olds."*



This submission recommends:

- that ECE fulfill its responsibility for developing and supporting a quality early learning and child care system for children aged 0 – 5 years and not just extend the school system downwards; and
- that early learning programs for four year olds be part of that continuum of learning and be based on a philosophy of learning rooted in child development theory and offered in age appropriate environments.

Similarly, a different submission reports that challenges with language must be addressed before the age of four. *“ALL of the research says those language delays MUST be addressed in the early years (birth to 3) – a 4 year old JK program is not going to shift those language delays for the most part. More needs to be done at an earlier age.”*

A different submission also suggests the need for ECE to take a *“more holistic view of early learning.”* Again, it is argued that stimulating experiences in early life helps to maximize outcomes for children. We are told that birth to three years of age is an important time in a child’s life *“when the brain is developing more rapidly than at any other time.”* For this reason, *“ECE needs to place greater emphasis on programs for families and children aged 0 – 3 years, so that fewer children are disadvantaged in reality ‘from the beginning’, that is from birth.”*

This submission suggests that programs for four year olds need to:

- be based on a philosophy and practices rooted in child development theory;
- be located in a safe, age-appropriate, nurturing environment;
- be play-based;
- be based on the language and culture of the community; and
- involve parents in their children’s learning.

Recommendations include:

- improve training for early childhood educators and make it more accessible to those already working in the system – usually women with family responsibilities; and
- Provide ongoing professional development opportunities for early childhood staff.

One submission identified a challenge related to infrastructure and how it impacted students in a non-positive way. The challenge being space as it relates to the delivery of the Aboriginal Language and Culture programming.



A different submission suggests that parents have less time to build relationships with their children and are frequently excluded from their child's learning environment. When discussing the impact the Junior Kindergarten program has on children, the submission goes on to suggest that impact is negative. This belief is based on a perception that the learning environments are not designed to be age appropriate, children are not supported by staff trained in child development and, the children have to live up to unrealistic expectations given their developmental level.

3. Qualifications/Credentials

Many of the submissions discussed the qualifications/credentials of Junior Kindergarten teachers and speak to the need for a focus in early childhood education. One submission supporting the inclusion of Junior Kindergarten into the Kindergarten to Grade 12 system, makes the point that while recognizing *"a person specialized in Early Childhood would be the best person suited to be the lead teacher"* it also recognizes the challenges in hiring individuals with that training. In those instances they believe, *"the pre-school teacher would then have to be willing to register in an Early Childhood training program. The hiring of qualified and competent teachers that understand the Early Year's curriculum is necessary in ensuring the success of the initiative."* This submission goes on to state that there are three key components to the early year's curriculum. These include:

- there must be a provision for different starting points from which children develop their learning, building on what they can already do;
- the content must be relevant and appropriate (making room for cultural and regional differences); and
- the activities must be planned and purposeful (providing opportunities for teaching and learning both indoors and outdoors).

This submission goes on to state a belief in a play-based multifaceted Junior Kindergarten program.

A different submission also supporting Junior Kindergarten in the school system saying that:

JK will better support the francization program by supporting young people whose families face difficulty with the French language. This will result in a more appropriate adaptation during transition into the school system and develop students' cultural identity and belonging to the Francophone community.

I also want to reinforce the fact that beginning basic education in the pre-Kindergarten will better provide for academic preparation for future years,



while at the same time, developing students' cultural identity and acquiring language basics in early childhood.

An additional submission speaks to the need for:

educated workers with diplomas or degrees in Early Childhood. If done properly, like my [child's] day home, children are prepared to go to school, they can dress their selves, wash their hands, line-up, use their words, brush their teeth, recognize shapes, colours, numbers, etc.

"Teachers in the K-12 system do not generally have the training and experience required to provide quality early learning and care."

Another submission states that early childhood education is not taught to individuals in a Bachelor of Education program. It argues that early childhood education is different having its own specialized knowledge and as such ECE is requested to *"ensure that the specialists who know children at that age and developmental level are teaching them, or at the very least, let certified Early Childhood Educators teach JK."*

A different submission discussed the costs associated with hiring certified teachers and *"believes that Junior Kindergarten would best be delivered by Early Childhood educators because they have the specific training and experience necessary for optimal program delivery. For every certified teacher, [the education authority] would hire 1.5 Early Childhood educators."*

Other submissions support the above perspective arguing that teachers lack training in early childhood development theory and practice. As stated in one submission:

Early childhood educators need training in the appropriate philosophy and pedagogy for that age group. The qualifications need to be clearly spelled out and the requisite training provided. That training must be accessible to staff in that system. Anyone working in a JK setting should be specifically trained to work in an early childhood setting.

Based on the belief in the need for early childhood training, this submission recommends:

- that ECE ensures that staff in JK programs are qualified early learning practitioners with training in child development theory and practices;
- that ECE acknowledges and respects the qualifications of existing early childhood educators; and



- that ECE ensures that appropriate and accessible training is available for people who want to work in the early learning system.

A different submission agreed with the need for individuals with training in early childhood education and its philosophy to work with four year olds; as such, it recommends:

- the Department of Education, Culture and Employment ensure that trained early childhood educators are employed to provide programs and services for children zero to five years of age;
- the Department of Education, Culture and Employment implement programs for four year olds that reflect the guiding principles outlined in the Framework including being child-centered and family-focused; and
- the Department of Education, Culture and Employment develop safe, supportive environments that reflect the needs and abilities of four year olds

Another submission references the NWT Child Day Care Act which governs qualifications for early childhood educators, who while qualified cannot work in the school system as 'teachers'. However, as noted in the submission, *"there is a difference between child development theory and the theory associated with teaching in a primary or elementary situation."* As such, it is suggested that programs implemented for four year olds, *"be staffed by people trained in child development theory and pedagogy."* One recommendation related to this suggestion is to:

- ensure that all staff working in programs for four year olds are qualified as early childhood educators, with a basis in child development theory and pedagogy.

4. The Education Act and the Child Day Care Regulations

The differences between the Child Day Care Regulations and the Education Act and the potential implications were mentioned in a number of submissions. These include student/teacher ratios, infrastructure costs, access to specialized services, and, the location of the Junior Kindergarten program.

One submission outlined a number of concerns that need to be addressed when looking at the possible continued implementation of the Junior Kindergarten program in larger communities. These include:

- presently the teacher-student ratio (PTR) outlined in the Early Childhood Programs Handbook is 6:1, under the Education Act, the ratio could go as high as 16:1 (as outlined in the June 2014, Fact Package), for the same age group;



- The increased PTR would impact students:
 - valuable one-on-one time for each student would be decreased
 - aside from classroom management issues, teachers would be unable to create and maintain the relationships that are necessary for student growth;
- impacts on infrastructure, including classrooms, materials, and playground equipment; and
- presently, students of this age are readily able to access early intervention services through Stanton Territorial Hospital (Speech/OT), whereas, services within the regular school system, they would be sharing services with the needs of an entire school/district population

Another submission reinforces concerns about access four year olds will have in the school system *“as currently there is limited para-professional support available to Kindergarten students with high needs entering the school system. This can have negative impacts on the classroom.”* The submission goes on to suggest, *“there will need to be increased supports for these four year olds with high needs to help them develop independence.”* Concerns regarding meeting the needs of four year also included examples such as:

- A child with Autism may not be identified until the age of three. If they enter school at four years of age, they have only had one year of more specialized rehab services; and may not be ready for a full-time classroom setting. How will JK meet these needs?
- With the advent of the ‘play-based curriculum’ and ‘self-regulated classrooms’; my understanding is that children will be in an environment that helps them to regulate and learn. Unfortunately; in many places, the children in our schools may have come from backgrounds that has significant trauma, poverty; and at times multiple placements. How will a JK program provide additional support to these students, as their capacity to self-regulate may well be less than a typical four year old?

One submission refers to the differences between space requirements for children in pre-school in contrast to having no regulations regarding square meter requirements in classrooms. This submission raises the question; *“why would it suddenly be sound practice to put 24 children into a room for JK, when that same room was used for a pre-school could only hold 12?”* This submission also suggests that not all schools have the space to offer *“a comprehensive, universal JK program.”* While some schools do have space, if ECE does not ensure that the schools have appropriate space, it suggests that some Boards are being penalized unfairly.

Other submissions raised the concern about student/teacher ratios and whether the Child Day Care Act or the Education Act is applicable.



One submission questioned *“will Day Cares and Pre-schools have to continue to meet the more stringent regulations while schools meet only the Education Act? It doesn’t make sense.”* The submission went on to question if the larger class sizes in the school setting will allow for the *“appropriate level of care and interaction for young children in a play program?”* This submission also raised the challenges to be faced in a multi-age classroom in the smaller communities. It was suggested that even though there may be a limited number of students in the classroom, *“the inclusion of four year olds in a play-based program make it extremely difficult to appropriately program for all students.”* It was also suggested, if a school only has one child in Junior Kindergarten and no children in Kindergarten, there will be challenges implementing a play-based curriculum. The challenge of multi-grade classrooms was also raised in another submission which talked about the difficulty of offering a developmentally appropriate in an age appropriate environment with older children in the room.

A different submission suggested that in some communities the school may be the best place to locate the Junior Kindergarten. However, it was noted that *“locating an early learning program in a school may be sensitive, given the trans-generational trauma from residential schooling and the notion that the school is ‘taking away’ children to ‘fix’ them.”* However, according to this submission, if located in the school, it will be important for the program *“to adhere to early learning principles and pedagogy.”* This submission goes on to outline some of the differences between the Child Day Care Act and the Education Act explaining that, *“there are a number of very legitimate reasons why the legislation for each system is different: staff to child ratios; safety requirements; and the creation of an age appropriate learning environment, for example. In the school system the staff to child ratio is higher than in early childhood programs.”* This submission recommends:

- that, early learning programs for four year olds continue to be governed by the NWT Child Day Care Act, given the very legitimate reasons why this Act exists.

The above sentiment was reinforced in another submission, that is, if JK is in the school, *“they should be seen not as part of the school system, but as part of an early learning and child care system whose location happens to be in the school.”* This submission goes on to express the desire for a comprehensive early learning and child care system implemented throughout the Northwest Territories programs in which there are programs for four year olds. Furthermore, wherever possible these programs would not be in the school but in a separate facility possible a *“family resource centre which would provide educational and support programs for parents and children 0-5 years of age.”* This submission also advocated for programs provided to four year olds to be governed by the Child Day Care Act which is viewed as being more age appropriate than the Education Act.



Another submission supports locating the Junior Kindergarten program in the school in those communities which lack infrastructure. However, as mentioned in the above submissions, there is a desire for them to remain part of the early learning child care system.

A different submission mentions the rapid implementation of Junior Kindergarten might have led parents and caregivers in some communities to seeing similarities between the enrollment of their four year old child in Junior Kindergarten and the residential school experience. The possible link in some communities between Junior Kindergarten and residential school was also mentioned in a third submission.

One submission made the point that *“in a one room school there aren’t enough staff or space to make that [JK] happen.”* It was noted that the benefits of a pre-school program are clear. The submission suggested that *“building capacity of parents and other community members is a viable alternative. If there is a building that can be used to develop play-based learning and Aboriginal languages can be incorporated into that model.”*

5. Impact on Existing Early Learning Programs

A few submissions spoke of the impact Junior Kindergarten has had on existing early learning programs. One submission talked about the reduction in the number of four year olds resulted in the closure of some programs and the loss of staff. The unexpected withdrawal of four year olds:

Left communities confused and programs scrambling. Many programs ended up with fewer children overall and less funding. Programs not only had to change the age group of children they served, but many lost staff and some were forced to close because they were no longer financially viable. Staff in programs, some of which had been operating for many years (since the 1980s), felt betrayed by ECE, the department that was supposed to support their work.

It was believed that the implementation of the Junior Kindergarten program damages an already *“underdeveloped, underfunded and under-supported early learning and child care system.”*

A third submission echoes many of the same concerns as noted above relating to the impact on other early learning programs. This submission suggests, that given the ineffective implementation of Junior Kindergarten, there a number of unintended outcomes including, the withdrawal of four year olds from existing programs, the lack of clarity and communication relating to the cost of their withdrawal, the loss of staff and closure of programs and, a feeling of disrespect among early childhood staff as they were left out of the consultations.



6. Benefits to Children

One submission cites the many perceived benefits of early childhood education. It notes that the parent or caregiver is a critical element in the first three years of the child's life. *"When day cares or pre-school programs are required or available, they offer great benefits such as improved social skills, enhanced attention spans, and readiness for learning."* This submission goes on to state that:

Another important benefit of a JK or pre-school program is the acquisition of language during the early developmental years. In a minority language setting such as is the case in the Northwest Territories, speech and oral language development in the early years is paramount. We believe that all children must have the opportunity to learn in their first language as early intervention strengthens oral language acquisition. This essential component would greatly assist other language groups as well.

Another submission mentions being *"very pleased with our Junior Kindergarten Program."* It states that the classroom teacher has seen growth in the students' numeracy and literacy. *"Students love to read with their teacher, older students in the school, with peers and by themselves. Most recognize their alphabet letters and the coordinating sounds. They also love to count and find patterns both within the school and in our playground."* This submission goes on to report that the largest effect has been in the *"development of healthy social skills and self-regulation techniques."* It was mentioned how students now act in an appropriate manner when dealing with disagreements or disappointments. Students are described as being collaborative and productive. The submission concludes with a note of appreciation, *"we are very excited to continue with our Junior Kindergarten Program and appreciate the opportunity to provide this program within our school."*

One submission supports the continuation of Junior Kindergarten in the Kindergarten to Grade 12 system given *"so many children come to Grade one with little or no understanding of the purpose of education, recognition of letters/words and/or numbers."* This submission goes on to express a desire for funded and managed pre-school programs in all communities for two and three year olds. These programs are viewed as better preparing children for later school and future success.

Another submission concludes that that Junior Kindergarten has had *"a positive learning impact on learning and families during the 2014-15 school year."* Examples of benefits realized through the implementation of Junior Kindergarten included:



- regular on-site access to speech services, which were needed by 80% of students in the program;
- stronger relationships being formed between staff and parents at an earlier age allowing for more support for families;
- children in the program gaining access to early learning experiences related to all curricular areas, including four time weekly instruction in the Willideh Language;
- social and emotional skill development being focused on in the classroom and within the wider school community;
- the school staff bridging relationships between parents and other service providers, including public health and other members of the medical community;
- all eligible (by age) students enrolled in the program; and
- the children having regular access to daily physical activity, a library, gymnastics, swimming, family literacy activities, and culture-based learning.

One submission identifies the benefits to parents as having a *“free service whereas many other early childhood programs are fee for service.”*

Another submission indicates that both teachers and staff agree that students benefit from being enrolled in pre-school. They are better prepared when they enter Kindergarten for the following reasons:

- daily routines and structures are established;
- social skills are developed in a safe environment;
- early literacy and numeracy skills are supported in a play-based environment;
- transition from home to a more formalized learning environment; and
- welcomed into the school community.

7. Junior Kindergarten Funding

A number of the submissions, while supporting the introduction of Junior Kindergarten, identified funding as being problematic. As noted in one submission, if Junior Kindergarten is introduced as planned, it will represent an increase;

from 13 grades of students to 14 grades of students ... if the GNWT continues with the introduction of Junior Kindergarten, as originally proposed in 2013/14, it will result in funding of 14 grades of students with the funds previously allocated for 13 grades of students.



The submission supports the *“addition of Junior Kindergarten to the education in the NWT; however, it must be undertaken with new rather than existing school funding.”* Given the additional grade level and the projected enrollment in Junior Kindergarten and the lack of dedicated funding from the GNWT it would appear that Junior Kindergarten is compromising the original intent of the GNWT’s Educational Renewal Initiative. *“Without new education funding, the result will simply be a watering down of the entire education process, and therefore a decrease in the quality of education for all students in the NWT.”*

One submission posits that the ineffective implementation has helped to undermine early childhood programs inside and outside the school system. By not providing funding to education authorities to fund Junior Kindergarten, there has been a need to use funds from existing budgets which has been *“at a cost for students enrolled in the K – 12 system.”* This submission goes on to state, *“Junior Kindergarten may well be one of the early childhood education opportunities for young children, however it must be considered as an integral part of an early childhood system.”*

Another submission, while being positive regarding the academic and social benefits to children in Junior Kindergarten and supports the implementation of Junior Kindergarten, states that their support of JK is contingent upon ECE providing sufficient funding.

Junior Kindergarten is both academically and socially advantageous to young learners and therefore supports the implementation of Junior Kindergarten provided sufficient funding is available in the NWT to support these programs. [Name] continues to request ECE identify new funding to support the implementation of Junior Kindergarten instead of reducing funding to the district.

This submission goes on to argue that while there is support for the Junior Kindergarten program, *“we believe sufficient funding for Junior Kindergarten programs is essential for the success of our students.”*

Another submission, while in support of Junior Kindergarten being incorporated into the Kindergarten to Grade 12 system, speaks to the frustration and financial burden experienced by the larger school districts. While some education authorities subsidized the implementation process because no new money was made available by ECE, they were not part of the implementation and had to wait until year three for any potential benefits. The lack of clarity regarding funding as well as *“the financial burden on the larger school districts caused an enormous amount of frustration ... there must be transparency in all aspects of implementation.”*

One submission suggests that the approach to Junior Kindergarten is *“viewing early learning programs for four year olds through [a] very narrow lens.”* There is a belief that ECE should consider early learning and child care programs in a more comprehensive



and holistic frame. As such, programming for four year olds should:

- provide equal, affordable access to everyone. Thus, if JK is offered as a free program because it is an important intervention, all early learning programs for four year olds should be free and supported by ECE funding.

“Conceptually Junior Kindergarten is a great idea, but not if the education of four year olds is accomplished only at the cost of reducing educational opportunities for all other ages of students.”

As part of this submission the following recommendations were included:

- continue to fund wage enhancement for qualified staff to ensure they are adequately compensated and encouraged to remain in the early learning and child care system; and
- make all programs for four year olds free, if JK continues to be free, so as to give parents real choices.

Another submission argues for dedicated funding from ECE to support the Junior Kindergarten program. It was stated that the lack of funding and the re-direction of funding *“is having a devastating impact on the Boards from which the funds were re-directed.”* The impact was described in terms of layoffs and term contracts that were not renewed. If a new program is implemented and it is a priority of government then the belief is ECE should dedicate money to it. Again, it was suggested that *“lowering K-12 funding ... is not a good way to approach this.”* A number of submissions support this sentiment. As stated by one, *“the government’s attempt to justify the removal of funds from school boards because the boards ‘are being funded above legislated levels’ is specious.”* Another suggests that Junior Kindergarten was implemented in *“a haphazard manner”* and failed to explain:

How existing schools were going to absorb the staffing and infrastructure costs associated with this. I am concerned that if this is implemented; and is not done well; it could have very negative impacts on a school’s relationships with their local community; and the associated developmental/educational outcomes.

Again, a number of submissions discuss how the funding model *“involves taking money from schools rather than finding an additional source of funding.”* Submissions argue that Junior Kindergarten increases the potential for lay-offs, at the cost of reducing educational opportunities for other students. Another suggests that as a result from the implementation *“class sizes are increased and quality programming cut. What to do with our pre-school is everyone’s issue not just education.”* A different submission mentioned



the need for funding to provide “a 1:10 ratio. Implementation would not negatively affect other school programming.” It was noted that “this would require additional money.”

One submission suggests that Junior Kindergarten should be “funded separately under early childhood where four year olds are currently covered. The GNWT should not take funding from the K-12 inclusive schooling area.”

While supportive of Junior Kindergarten one submission was “opposed to the addition of JK with reduced overall school funding as currently being proposed by the Department of Education, Culture and Employment (ECE).” The submission speaks to additional reductions scheduled for the 2015-2016 and 2016-2017 school years in order to support implementation in other communities. These reductions are anticipated to have a negative effect on schools and “we respectfully request this matter be addressed in the upcoming 2015/16 budget.”

This submission states the lost funding equaled

1.17 teachers or a reduction of approximately \$160,000 in allocations from ECE in 2014/15. The projected funding for 2016/17 shows things will become much worse. Under the current funding proposal for JK, [school name], a grade 4-7 facility, will lose 0.85 of a teacher position and [school name], grade 8 to 12, will lose 2.54 teachers. Together this represents a total projected loss of 3.39 teachers or \$470,000 less funding for these two schools annually.

The submission states that one can anticipate the difficulties in providing the same quality and breadth of programming given these reductions. Furthermore, given the anticipated enrollments in Junior Kindergarten and the current funding formula, the student/teacher ratio will be much higher than one can expect in day homes and Head Start programs.

In addition, it is argued that Junior Kindergarten is being implemented without “additional educational assistants, aids or supports which will provide an exceedingly challenging work environment for all staff.” The submission goes on to state that while schools will be gaining pupils, they will be losing staff due to the lack of new money which will “result in a reduction in core programming or to support services such as busing which is crucial in larger centres.” As stated in the submission. “Reductions of this nature ultimately degrade the quality of education we provide ... the [school district] and our schools are committed to working to provide an excellent JK program, just as we do for K-12 now, but we cannot succeed without adequate funding.”



-- CHAPTER 7: CURRICULUM OVERVIEW --

A. Introduction and Methodology

The curriculum overview is provided as a 'value-added' component of the JK Review. Two documents are available to educators to support the implementation of Junior Kindergarten, including *Northwest Territories Integrated Kindergarten Curriculum* (2014) and *Integrated Kindergarten Curriculum: Draft Implementation Guide* (2014). This second document is currently in draft form on the ECE web site. In addition to the ECE curricular documents, the *Aboriginal Head Start: Making a Difference in the Northwest Territories* (2012) and Winnipeg School Division's *Start With the Child: A Guide to Best Practices in Nursery Programs* were also reviewed. This was undertaken to shed light on how some curricula/implementation documents address meeting the needs of four year old learners.

This overview was undertaken by a Proactive team member who has had a long career as a public school educator and administrator, specializing in Early Years education and with experience in curriculum development and implementation. A review of all documents revealed a number of important cross-cutting themes which were then explored in more detail. The purpose of this comparison was not to privilege certain documents over others, but simply to shed light on how these themes were elaborated and developed. It is important to note, however, that the *Integrated Kindergarten Curriculum* and the *Draft Implementation Guide* are intended to complement one another and be used in tandem.

This chapter begins with a description of all documents followed by a discussion on the importance of play in JK programming, a discussion of how literacy learning is structured, and finally by looking at how parental involvement is elaborated.

B. Document Descriptions

1. Northwest Territories Integrated Kindergarten Curriculum

The introduction to this curriculum clarifies that it is intended for Kindergarten classrooms:

This curriculum, which was developed in the NWT and enriched by perspectives from our eleven official language groups, strives to support and validate the young identities of all 4 and 5 year old children as they grow and develop in an ever changing world. (p.1)



It is structured around seven beliefs and includes key competencies in the areas: Living in the World, Ways of Working, Ways of Thinking, and Tools for Thinking. It also stresses: “Kindergarten children’s lives are characterized by their need for *Being*, *Belonging*, and *Becoming* (Australia, 2010) and they are reflected within each of the 11 Kindergarten Key Competencies.” (p. 13) Within each Key Competency, as many as 25 specific outcomes are listed, although each is not discussed in detail and no indicators are provided.

2. Integrated Kindergarten Curriculum: Draft Implementation Guide

A review of the *Draft Implementation Guide* reveals it is a well researched document with wide ranging sources: from *Dene Kede* (Northwest Territories Department of Education)⁵⁷ to curriculum and implementation documents from other Canadian jurisdictions and abroad, and McCain and Mustard’s groundbreaking 1999 *Early Years Study*. As previously mentioned, the *Draft Implementation Guide* is intended to be used in conjunction with the *Integrated Kindergarten Curriculum*, therefore there are areas in each document that do not appear in the other. The *Draft Implementation Guide* includes a detailed look at beliefs, the learning environment, child self-regulation, assessment and evaluation.

Like the *Integrated Kindergarten Curriculum* it is tied to 11 key competencies, although outcomes are not outlined in this document as they are in the *Curriculum*. Within the section *Tools for Teachers*, there are detailed descriptions of 15 learning centres appropriate for the Kindergarten classroom, as well as an extensive list of age appropriate materials. In addition, there is extensive and in-depth discussion of the goals of traditional Dene and Inuit learning which highlights the role of parents, grandparents, and other adults in Aboriginal learning. Furthermore, a section on culturally competent teaching provides further discussion regarding integrating Aboriginal perspectives and ways of knowing into the teaching/learning environment.

3. Aboriginal Head Start: Making a Difference in the Northwest Territories

This document begins with a definition of the Aboriginal Head Start program as an “...early intervention program for Aboriginal children and their families who live in urban and northern communities.” (p. xi) Program components, including: culture and language; education and school readiness; health promotion; nutrition; social support; and parental and family involvement are elaborated. However, this document is not intended as a “pre-version of a Kindergarten/Grade1 curriculum.” (p. 16) Learning objectives are also part of this document:

⁵⁷ This source also informs the Integrated Kindergarten Curriculum.



The curriculum was divided into 50 objectives to highlight competencies that have been found to be the best predictors of child development and school readiness. The objectives provide a roadmap for quality early childhood content and the activities are strategies for the classroom... The Activities provide examples of how to integrate the objectives into a quality early childhood program. (pp. 22-23).

In addition, this document states the program is designed for three to five year olds. (p.21)

4. Start with the Child: A Guide to Best Practices in Nursery Programs

Because Nursery or Junior Kindergarten is not provided across Manitoba, no provincial curriculum for three/four year olds exists. However, Winnipeg School Division has a long history of offering Nursery programming in all of their schools, so the Division created this curriculum/implementation document to guide this program.⁵⁸

This document is divided into five parts, including: Foundation; Facilitating Learning, The Teacher's Role; The Classroom Environment; Assessment and Evaluation; and a final part which explores working with adults, as well as supports, resources and advocating. Within each of these parts, chapters further explore: developmentally appropriate practice; language learning and learning through play; mathematics; the arts; the organization of people, time, space, and materials; as well as observation, assessment and reporting. Of particular interest is Chapter 12, which addresses the combined Nursery/Kindergarten program and provides a roadmap on how to integrate these two levels in one classroom.

Specific learning outcomes are not provided, rather discussion surrounds teacher practice and behaviour, as well as outlining activities and providing information on different learning centres. Within the appendices, skills and competencies for assessment are outlined, as well as a sampling of appropriate activities.

C. Play

All documents contain discussion about the importance of play in learning for students of this age. WSD's document and the Draft Implementation Guide have more developed discussion on the importance of play. WSD devotes an entire chapter to what is called "The Hidden Curriculum" (play in early learning). It traces the roots of play in the education of young children from John Dewey to Montessori to Vygotsky and Piaget. Furthermore, it outlines three stages of cognitive play and five stages of social play: "children move back and forth between the various types of play." (p. 63) The Draft

⁵⁸ For more information about the Nursery program in WSD, please see the Jurisdictional Scan.



Implementation Guide has a discussion of the 12 key types of play, as well as suggestions for intentional teaching for play and inquiry-based learning. Table 16 shows how play is discussed across documents.

Table 16:
Discussion of Play by Curriculum Document*

<i>NWT Integrated Kindergarten Curriculum</i>	<i>Integrated Kindergarten Curriculum: Draft Implementation Guide</i>	<i>Aboriginal Head Start: Making a Difference in the NWT</i>	<i>Start with the Child: A Guide to Best Practices in Nursery Programs</i>
<p>We believe that play supports all areas of development, early learning and well-being. (p.7)</p> <p>During play, children use all their senses, communicate their thoughts and emotions, explore their environment, and connect what they already know with new knowledge, skills and attitudes.</p>	<p>Intentionally designed play experiences, embedded in all Kindergarten activities, are highly effective in supporting the development of self-regulation. (p. 9)</p>	<p>“Children learn through play” is the general guide for early childhood educators and curriculum development that is referred to as child-centered learning. Furthermore, “children learn through play” has been found to be the basis of how young children learn best around the world, and in diverse cultures, communities and settings. (Shipley, 1998). (p.16)</p>	<p>The Nursery age child learns best through play. Therefore, every aspect of the Nursery program should be based on opportunities for play. Children are at their most receptive in a play environment. Through their play, children become immersed in activities through which they learn about themselves and their world. It is important for teachers to develop an understanding of how children learn through play in order to maximize the benefits. (p. 16)</p>
<p>They are motivated and empowered to take ownership and responsibility for their own learning as the desire to explore comes from a developing sense of identity. Identity is grounded in the Dene and Inuit cultures. (p. 7)</p>	<p>Play is vitally important for the healthy development of young children. (p. 10)</p>	<p>[Play is the] Main activity through which young children learn, experience and engage with others; essential for young children’s healthy development...(p. x)</p>	<p>Stages of Cognitive Play</p> <ul style="list-style-type: none"> • Exploratory play • Constructive play • Dramatic play (p. 62)
<p>Play is a crucial developmental part of the Dene child’s development, and is essential to the acquisition of language...play is considered an important process for a child in need of healing. (p. 7, from Dene Kede, p. 196)</p>	<p>Understanding the complexity of play and how it reflects, reinforces and results in children’s development, assists teachers in supporting learning. (p. 10)</p>	<p>Language and literacy based early childhood settings are active, noisy and full of engaging talk and conversations... (page number not available)</p>	<p>Stages of Social Play</p> <ul style="list-style-type: none"> • Onlooker behaviour • Solitary play • Parallel play • Associative play • Cooperative play (p. 63)
<p>*These quotations are not presented in priority order.</p>			



D. Literacy Learning

All documents frame literacy learning through play. However, only *NWT Integrated Kindergarten Curriculum* and AHS have specific learning outcomes that address literacy and language development. However, WSD and AHS outline activities and centres that foster literacy, while the *Draft Implementation Guide* outlines centres in which literacy learning is fostered, such as listening and writing centres. While there are no specific literacy learning outcomes in WSD, there is a chapter devoted to the young child and literacy which does discuss 15 different age appropriate literacy strategies. In addition, the *Draft Implementation Guide* adopts a multi-lingual approach to literacy through fostering Aboriginal languages. Table 17 shows how literacy is discussed across documents.

Table 17:
Discussion of Literacy Learning by Curriculum Document*

<i>NWT Integrated Kindergarten Curriculum</i>	<i>Integrated Kindergarten Curriculum: Draft Implementation Guide</i>	<i>Aboriginal Head Start: Making a Difference in the NWT</i>	<i>Start with the Child: A Guide to Best Practices in Nursery Programs</i>
Literacy is naturally integrated into all areas of learning, as children become engaged through real-life contexts. Through this process, children make the connection between the concrete and abstract components of learning to read and write. (p. 40)	Four and five year old children... <ul style="list-style-type: none"> • Like to talk and learning to listen to others (p. 5) • Are capable of learning concepts and understanding symbols (p. 6) • Are interested in books, stories, poems, rhythm and rhyme (p.6) 	The Research Says: <ul style="list-style-type: none"> • Children learn the meaning of words through everyday experiences and when they are engaged in play. (page number not available) 	Literacy in the Nursery program is NOT the same as literacy in the primary grades. It is a thing of exploration, experimentation, and the joy of learning. (p. 73)
Literacy practices, in the natural context of language development, include: <ul style="list-style-type: none"> • facilitation of conversations, • connections between literacy and play, • interactions with environmental print, • opportunities to explore correspondence between letters and sounds, and recognition of letters. (p. 40) 	Children enter school with varied cultural, social and linguistic identities that have organized their thinking processes. (p. 7)	Encouraged (Best Practice): <ul style="list-style-type: none"> • Reading one to one with a child. • Use of questioning where the child is allowed the time needed to create and answer. • Use of full sentences with varied vocabulary. • Changing the classroom environment and equipment will enhance language use. (page number not available) 	It is essential that teachers of three- and four-year-old children ensure that literacy activities and instruction are centred in play. (p. 74)
The 23 specific learning outcomes for literacy, reading and writing are included on pages 41 and 42.		Be sure to have conversations with all children in a given day and program setting. Join in the “play” with the activity with lively and engaging conversations. (page number not available)	Reading and writing begin with oral language. (p. 74)
			Make time for conversations with every child every day. (p. 75)

*These quotations are not presented in priority order.



E. Parental Involvement

All documents affirm the importance of parental involvement in early learning programs. However, WSD and AHS provide more specifics regarding how parental involvement fits within the classroom. WSD suggests that parents and families may serve as consultants and resources, learners, supporters and advocates, as well as volunteers and participants. Aboriginal Head Start elaborates concrete examples of parental involvement in community, Aboriginal language, land and outdoor experiences, and community teachings of the land. For example: encouraging parents/guardians and/or families to walk through the community with the child; visiting a grandparent that speaks the Aboriginal language; encouraging parents/guardians to explore the land in their community, if possible; and having children's stories and books on building relationships to take home. The *Draft Implementation Guide* makes limited reference to parental involvement. However, this document's discussion of traditional Aboriginal learning touches on connections to Elders and family. Table 18 shows how parental involvement is discussed across documents.

Table 18:
Discussion of Parental Involvement by Curriculum Document*

<i>NWT Integrated Kindergarten Curriculum</i>	<i>Integrated Kindergarten Curriculum: Draft Implementation Guide</i>	<i>Aboriginal Head Start: Making a Difference in the NWT</i>	<i>Start with the Child: A Guide to Best Practices in Nursery Programs</i>
We believe parents and families are children's first and most influential teachers and role models. (p. 4)	It is very important that adults and teachers in a child's life are playful. This may require the adult to re-learn the art of playfulness in partnership with the child. (p. 8)	Parental and family involvement - to support and encourage parents'/guardians' and families role as children's primary teachers and not making a child's registration and participation dependent on one or both parents' participation. (p. xi)	Parents are the first teachers of young children. Parents and families must be part of Nursery programs as they are a vital and dynamic part of the programs. (p.3)
The whole community participated in the education of the child...The elders, the grandparents, the extended family, people with special gift or specialty training, all helped the parents in educating the child. (p. 4, from Dene Kede, p. xxvii)	We believe that parents and families are children's first and most influential teachers and role models. (p. 8)		Some of the programs parents may be actively involved in are the parent/child Mother Goose program, home reading, classroom reading, field trips. (p. 6)
Effective school-parent partnerships make the transition from home to school comfortable and positive when schools support and respect the dignity of each family, acknowledge and reflect the cultures of the children and connect with children's realities. (p.4)	(Elements of the ideal learning environment) Parents and family members always feel comfortable to join in. (p. 22)		The more that parents are involved as volunteers or participants the more opportunities they have to observe their own child's participation. (p. 6)

*These quotations are not presented in priority order.



F. Summary

Comparing these curriculum documents reveals a number of broader differences. Generally, the *Integrated Kindergarten Curriculum* is a 'high level' document that spells out philosophies, beliefs, and outcomes appropriate to the Kindergarten child. In contrast, the *Draft Implementation Guide*, AHS, and WSD documents are more applied in their approach and scope. While these documents outline philosophies, beliefs, and approaches, they also include extensive explanations and examples of activities that are developmentally appropriate. In particular, AHS links activities and strategies to each of its 50 outcomes. WSD has an entire part (which includes three chapters) focusing on the classroom environment. As previously mentioned, this includes a chapter on the combined Nursery/Kindergarten program. The *Draft Implementation Guide* outlines 15 learning centres which provide concrete examples as to how these can operate in a Kindergarten classroom.

Importantly, the *Integrated Kindergarten Curriculum* and the *Draft Implementation Guide* clearly discuss the characteristics and needs of programming for four and five year olds (i.e., Kindergarten age), while there is no reference to how this would be different for the four year old child who is in Junior Kindergarten. In contrast, Aboriginal Head Start is designed for three to five year olds. WSD lists the physical, social/emotional, intellectual/cognitive, and language characteristics of the three and four year old child, as well as the impact these have in the classroom environment (pp. 11-14). If the *Integrated Kindergarten Curriculum* and *Draft Implementation Guide* are intended for use over two years of children's school career (both the Junior Kindergarten and Kindergarten years), supplementary information with different indicators, achievement rubrics, and/or learning continuums would help educators better understand different expectations of the four year old child and the five year old child. Furthermore, these documents would benefit from a discussion of the difference in the pacing, flow, and number of learning activities that are best suited to the Junior Kindergarten learner, and how these differ from the older Kindergarten learner.

Finally, this curriculum review demonstrates that other documents and resources are available that reflect the learning needs and outcomes of four year old learners. While this review does not privilege one document over others, these other documents could be consulted in order to provide NWT JK educators with supplementary resources to support the *Integrated Kindergarten Curriculum* and *Draft Implementation Guide* and the implementation of JK. Furthermore, the *Draft Implementation Guide* is a valuable complement to the *Integrated Kindergarten Curriculum* and would benefit from a final revision and distribution as a final document.

Appendix A

Jurisdictional Scan



-- Jurisdictional Scan: Bibliography --

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Appendix B

Educator Survey

Junior Kindergarten - Educator Survey - Overall by Position

Statistics

id

N	Valid	280
	Missing	0

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
2. Which of the following BEST describes the grades levels for which you are responsible?	JK/K to Grade 4	Count	66	56	2	7	0	0	1
		Column N %	24%	37%	5%	30%	0%	0%	11%
	JK/K to Grade 6	Count	32	10	12	5	1	4	0
		Column N %	12%	7%	27%	22%	6%	11%	0%
	Grades 5 to 8	Count	19	17	1	0	0	1	0
		Column N %	7%	11%	2%	0%	0%	3%	0%
	High School 9-12	Count	48	34	4	3	2	4	1
		Column N %	17%	23%	9%	13%	13%	11%	11%
	JK/K to Grades 8/9	Count	25	8	6	5	0	6	0
		Column N %	9%	5%	14%	22%	0%	17%	0%
	Grades 5 to 12	Count	28	20	5	1	0	2	0
		Column N %	10%	13%	11%	4%	0%	6%	0%
	All grade levels	Count	35	4	11	2	3	14	1
		Column N %	13%	3%	25%	9%	19%	39%	11%
	Division-wide responsibilities/ No specific grades	Count	24	1	3	0	10	5	5
		Column N %	9%	1%	7%	0%	63%	14%	56%
	Other - Please Specify:	Count	1	0	0	0	0	0	1
		Column N %	0%	0%	0%	0%	0%	0%	11%
	Total	Count	278 ^a	150	44	23	16	36	9
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Two hundred (and) seventy-eight individuals had valid responses to this question.

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
		Teacher		Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
3. Which ONE of the following BEST describes your position?	Regular Classroom Teacher	Count	133	133	0	0	0	0	0
		Column N %	48%	89%	0%	0%	0%	0%	0%
	Specialist Teacher (Phys. ED Music Art Vocational Human Ecology)	Count	17	17	0	0	0	0	0
		Column N %	6%	11%	0%	0%	0%	0%	0%
	EAL, Special Education/ Needs or Early Intervention/ Literacy Intervention/ Reading Recovery/ Literacy Strategy Teacher	Count	8	0	8	0	0	0	0
		Column N %	3%	0%	18%	0%	0%	0%	0%
	Program Support Teacher	Count	23	0	23	0	0	0	0
		Column N %	8%	0%	51%	0%	0%	0%	0%
	Aboriginal Language/ Culture Teacher	Count	9	0	9	0	0	0	0
		Column N %	3%	0%	20%	0%	0%	0%	0%
	School Counsellor	Count	2	0	2	0	0	0	0
		Column N %	1%	0%	4%	0%	0%	0%	0%
	School Librarian	Count	3	0	3	0	0	0	0
		Column N %	1%	0%	7%	0%	0%	0%	0%
	Educational/ Classroom Assistant/ Special Needs Assistant	Count	23	0	0	23	0	0	0
		Column N %	8%	0%	0%	100%	0%	0%	0%
	Consultant/ Coordinator/ Clinician	Count	16	0	0	0	16	0	0
		Column N %	6%	0%	0%	0%	100%	0%	0%
	Secretary	Count	4	0	0	0	0	0	4
		Column N %	1%	0%	0%	0%	0%	0%	40%
	Full-time Principal/Vice-Principal	Count	12	0	0	0	0	12	0
		Column N %	4%	0%	0%	0%	0%	33%	0%
	Teaching Principal/Vice-Principal	Count	19	0	0	0	0	19	0
		Column N %	7%	0%	0%	0%	0%	53%	0%
	Superintendent/ Assistant Superintendent	Count	5	0	0	0	0	5	0
		Column N %	2%	0%	0%	0%	0%	14%	0%
	Other: Specify	Count	3	0	0	0	0	0	3
		Column N %	1%	0%	0%	0%	0%	0%	30%
	Information Technology/ Computer Technician	Count	3	0	0	0	0	0	3
		Column N %	1%	0%	0%	0%	0%	0%	30%

Junior Kindergarten - Educator Survey - Overall by Position

			Position						
			Total Responses	Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/Super	Other
3. Which ONE of the following BEST describes your position?	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%

			Position						
			Total Responses	Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/Super	Other
4. Has your school ever offered Junior Kindergarten?	Yes our school is currently offering Junior Kindergarten	Count	99 ^a	51	16	5	7	19	1
		Column N %	35%	34%	36%	22%	44%	53%	10%
	Yes our school did offer Junior Kindergarten but does not any longer	Count	13 ^a	8	3	1	0	1	0
		Column N %	5%	5%	7%	4%	0%	3%	0%
	No	Count	168	91	26	17	9	16	9
		Column N %	60%	61%	58%	74%	56%	44%	90%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. One hundred (and) twelve individuals indicated JK is currently operating or had operated in their community. However, twenty-five individuals indicated having JK in communities where it had not been implemented therefore eighty-seven individuals were identified as having JK in their communities.

Junior Kindergarten - Educator Survey - Overall by Position

5. Please indicate to what extent you agree or disagree with each of the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
5a. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of why it was being implemented.	Strongly Agree	Count	10	6	2	1	0	1	0
		Column N %	11%	14%	13%	25%	0%	6%	0%
	Agree	Count	39	17	8	0	3	10	1
		Column N %	45%	40%	50%	0%	60%	56%	100%
	AGREEMENT	Count	49	23	10	1	3	11	1
		Column N %	56%	53%	63%	25%	60%	61%	100%
	Disagree	Count	22	12	2	2	2	4	0
		Column N %	25%	28%	13%	50%	40%	22%	0%
	Strongly Disagree	Count	14	7	3	1	0	3	0
		Column N %	16%	16%	19%	25%	0%	17%	0%
	DISAGREEMENT	Count	36	19	5	3	2	7	0
		Column N %	41%	44%	31%	75%	40%	39%	0%
	Don't Know	Count	2	1	1	0	0	0	0
		Column N %	2%	2%	6%	0%	0%	0%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
5b. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of the program itself.	Strongly Agree	Count	10	5	3	1	0	1	0
		Column N %	11%	12%	19%	25%	0%	6%	0%
	Agree	Count	30	14	5	0	3	8	0
		Column N %	34%	33%	31%	0%	60%	44%	0%
	AGREEMENT	Count	40	19	8	1	3	9	0
		Column N %	46%	44%	50%	25%	60%	50%	0%
	Disagree	Count	26	13	4	2	1	5	1
		Column N %	30%	30%	25%	50%	20%	28%	100%
	Strongly Disagree	Count	18	9	3	1	1	4	0
		Column N %	21%	21%	19%	25%	20%	22%	0%
	DISAGREEMENT	Count	44	22	7	3	2	9	1
		Column N %	51%	51%	44%	75%	40%	50%	100%
	Don't Know	Count	3	2	1	0	0	0	0
		Column N %	3%	5%	6%	0%	0%	0%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

5. Please indicate to what extent you agree or disagree with each of the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
5c. Having an extra year of Kindergarten will better prepare children for Grade 1.	Strongly Agree	Count	40	21	8	1	2	8	0
		Column N %	46%	49%	50%	25%	40%	44%	0%
	Agree	Count	26	12	4	1	0	8	1
		Column N %	30%	28%	25%	25%	0%	44%	100%
	AGREEMENT	Count	66	33	12	2	2	16	1
		Column N %	76%	77%	75%	50%	40%	89%	100%
	Disagree	Count	8	4	2	0	2	0	0
		Column N %	9%	9%	13%	0%	40%	0%	0%
	Strongly Disagree	Count	6	3	1	2	0	0	0
		Column N %	7%	7%	6%	50%	0%	0%	0%
	DISAGREEMENT	Count	14	7	3	2	2	0	0
		Column N %	16%	16%	19%	50%	40%	0%	0%
	Don't Know	Count	7	3	1	0	1	2	0
		Column N %	8%	7%	6%	0%	20%	11%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
6. Was your community consulted prior to implementation of Junior Kindergarten?	Yes	Count	39	19	7	1	2	9	1
		Column N %	45%	44%	44%	25%	40%	50%	100%
	No	Count	18	5	5	0	1	7	0
		Column N %	21%	12%	31%	0%	20%	39%	0%
	Don't Know	Count	30	19	4	3	2	2	0
		Column N %	34%	44%	25%	75%	40%	11%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
7. Do you believe the consultation process prior to the implementation of Junior Kindergarten was effective?	Yes	Count	12	5	2	0	0	5	0
		Column N %	14%	12%	13%	0%	0%	28%	0%
	No	Count	40	14	8	2	5	10	1
		Column N %	46%	33%	50%	50%	100%	56%	100%
	Don't Know	Count	35	24	6	2	0	3	0
		Column N %	40%	56%	38%	50%	0%	17%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
8a. Having Junior Kindergarten in our school provides an important resource/ support to our community.	Strongly Agree	Count	40	24	6	1	1	8	0
		Column N %	46%	56%	38%	25%	20%	44%	0%
	Agree	Count	26	11	5	1	1	7	1
		Column N %	30%	26%	31%	25%	20%	39%	100%
	AGREEMENT	Count	66	35	11	2	2	15	1
		Column N %	76%	81%	69%	50%	40%	83%	100%
	Disagree	Count	14	5	3	0	3	3	0
		Column N %	16%	12%	19%	0%	60%	17%	0%
	Strongly Disagree	Count	4	1	1	2	0	0	0
		Column N %	5%	2%	6%	50%	0%	0%	0%
	DISAGREEMENT	Count	18	6	4	2	3	3	0
		Column N %	21%	14%	25%	50%	60%	17%	0%
	Don't Know	Count	3	2	1	0	0	0	0
		Column N %	3%	5%	6%	0%	0%	0%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
8b. Our school was structurally (toilets, space) ready to implement Junior Kindergarten.	Strongly Agree	Count	17	13	3	0	0	1	0
		Column N %	20%	30%	19%	0%	0%	6%	0%
	Agree	Count	29	10	3	3	2	11	0
		Column N %	33%	23%	19%	75%	40%	61%	0%
	AGREEMENT	Count	46	23	6	3	2	12	0
		Column N %	53%	53%	38%	75%	40%	67%	0%
	Disagree	Count	21	10	6	0	2	2	1
		Column N %	24%	23%	38%	0%	40%	11%	100%
	Strongly Disagree	Count	17	9	2	1	1	4	0
		Column N %	20%	21%	13%	25%	20%	22%	0%
	DISAGREEMENT	Count	38	19	8	1	3	6	1
		Column N %	44%	44%	50%	25%	60%	33%	100%
	Don't Know	Count	3	1	2	0	0	0	0
		Column N %	3%	2%	13%	0%	0%	0%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
8c. We had all the materials we needed to implement Junior Kindergarten.	Strongly Agree	Count	12	9	2	0	0	1	0
		Column N %	14%	21%	13%	0%	0%	6%	0%
	Agree	Count	23	9	5	2	0	6	1
		Column N %	26%	21%	31%	50%	0%	33%	100%
	AGREEMENT	Count	35	18	7	2	0	7	1
		Column N %	40%	42%	44%	50%	0%	39%	100%
	Disagree	Count	28	12	4	1	3	8	0
		Column N %	32%	28%	25%	25%	60%	44%	0%
	Strongly Disagree	Count	15	8	2	1	1	3	0
		Column N %	17%	19%	13%	25%	20%	17%	0%
	DISAGREEMENT	Count	43	20	6	2	4	11	0
		Column N %	49%	47%	38%	50%	80%	61%	0%
	Don't Know	Count	9	5	3	0	1	0	0
		Column N %	10%	12%	19%	0%	20%	0%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
8d. The materials needed to implement Junior Kindergarten arrived in a timely manner.	Strongly Agree	Count	8	5	3	0	0	0	0
		Column N %	9%	12%	19%	0%	0%	0%	0%
	Agree	Count	27	13	2	3	0	8	1
		Column N %	31%	30%	13%	75%	0%	44%	100%
	AGREEMENT	Count	35	18	5	3	0	8	1
		Column N %	40%	42%	31%	75%	0%	44%	100%
	Disagree	Count	26	8	7	0	3	8	0
		Column N %	30%	19%	44%	0%	60%	44%	0%
	Strongly Disagree	Count	13	8	1	1	1	2	0
		Column N %	15%	19%	6%	25%	20%	11%	0%
	DISAGREEMENT	Count	39	16	8	1	4	10	0
		Column N %	45%	37%	50%	25%	80%	56%	0%
	Don't Know	Count	13	9	3	0	1	0	0
		Column N %	15%	21%	19%	0%	20%	0%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
8e. Parent/Caregiver feedback regarding Junior Kindergarten has been positive.	Strongly Agree	Count	20	8	6	0	1	5	0
		Column N %	23%	19%	38%	0%	20%	28%	0%
	Agree	Count	30	16	3	1	1	9	0
		Column N %	34%	37%	19%	25%	20%	50%	0%
	AGREEMENT	Count	50	24	9	1	2	14	0
		Column N %	57%	56%	56%	25%	40%	78%	0%
	Disagree	Count	9	2	1	1	1	4	0
		Column N %	10%	5%	6%	25%	20%	22%	0%
	Strongly Disagree	Count	2	2	0	0	0	0	0
		Column N %	2%	5%	0%	0%	0%	0%	0%
	DISAGREEMENT	Count	11	4	1	1	1	4	0
		Column N %	13%	9%	6%	25%	20%	22%	0%
	Don't Know	Count	26	15	6	2	2	0	1
		Column N %	30%	35%	38%	50%	40%	0%	100%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
8f. Having Junior Kindergarten in the school has had a positive effect on the older students.	Strongly Agree	Count	14	8	2	0	1	3	0
		Column N %	16%	19%	13%	0%	20%	17%	0%
	Agree	Count	24	12	6	1	1	4	0
		Column N %	28%	28%	38%	25%	20%	22%	0%
	AGREEMENT	Count	38	20	8	1	2	7	0
		Column N %	44%	47%	50%	25%	40%	39%	0%
	Disagree	Count	12	4	2	1	2	2	1
		Column N %	14%	9%	13%	25%	40%	11%	100%
	Strongly Disagree	Count	8	3	1	1	0	3	0
		Column N %	9%	7%	6%	25%	0%	17%	0%
	DISAGREEMENT	Count	20	7	3	2	2	5	1
		Column N %	23%	16%	19%	50%	40%	28%	100%
	Don't Know	Count	29	16	5	1	1	6	0
		Column N %	33%	37%	31%	25%	20%	33%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
9. Should Individuals teaching Junior Kindergarten:	Be required to have a B. Ed.	Count	10	5	2	0	0	3	0
		Column N %	11%	12%	13%	0%	0%	17%	0%
	Be required to have a B.Ed. with specialized training in early childhood education	Count	56	31	8	1	4	12	0
		Column N %	64%	72%	50%	25%	80%	67%	0%
	Have training in early childhood education – a B. Ed. isn't required if the classroom is only Junior Kindergarten	Count	20	7	5	3	1	3	1
		Column N %	23%	16%	31%	75%	20%	17%	100%
	Other: Please specify:	Count	1	0	1	0	0	0	0
		Column N %	1%	0%	6%	0%	0%	0%	0%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a.Only the eighty-seven individuals who had or have JK in their communities answered this question.

		OVERALL ^a		
		10a. Classrooms that have only Junior Kindergarten should have a teacher for no more than this number of students:	10b. Classrooms that have both Junior Kindergarten and Kindergarten should have a teacher for no more than this number of students:	10c. Classrooms that have Junior Kindergarten, Kindergarten and other grades should have a teacher for no more than this number of students:
N	Valid	82	81	79
	Missing	198	199	201
Mean		10.12	11.70	10.94
Median		10.00	12.00	12.00
Mode		10	12	12
Range		13	15	17
Minimum		5	5	3
Maximum		18	20	20

a.Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
11a. Do you currently have other early childhood programs in your community?	Yes	Count	56	29	10	2	4	11	0
		Column N %	64%	67%	63%	50%	80%	61%	0%
	No	Count	31	14	6	2	1	7	1
		Column N %	36%	33%	38%	50%	20%	39%	100%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a.Only the eighty-seven individuals who had or have JK in their communities answered this question.

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	To a Great Extent In what ways:	Count	16	8	5	0	1	2	0
		Column N %	29%	28%	50%	0%	25%	18%	0%
	To Some Extent In what ways:	Count	13	4	1	1	0	7	0
		Column N %	23%	14%	10%	50%	0%	64%	0%
	No	Count	7	1	2	1	2	1	0
		Column N %	13%	3%	20%	50%	50%	9%	0%
	Don't Know	Count	20	16	2	0	1	1	0
		Column N %	36%	55%	20%	0%	25%	9%	0%
	Total	Count	56 ^a	29	10	2	4	11	0
		Column N %	100%	100%	100%	100%	100%	100%	0%

a.Only the fifty-six individuals indicating currently having other early childhood programs in their community answered this question. (See Question 11a.)

Junior Kindergarten - Educator Survey - Overall by Position

			To a Great Extent In what ways: ^a						
			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	Jeopardizes/ existing day cares/ day homes/ preschools (job loss)/ reduction of children	Count	6	3	2	0	0	1	0
		Column N %	43%	50%	40%	0%	0%	50%	0%
	Better prepared children for school	Count	3	1	2	0	0	0	0
		Column N %	21%	17%	40%	0%	0%	0%	0%
	Other positive	Count	1	1	0	0	0	0	0
		Column N %	7%	17%	0%	0%	0%	0%	0%
	Change of target groups	Count	1	0	0	0	0	1	0
		Column N %	7%	0%	0%	0%	0%	50%	0%
	Other	Count	3	1	1	0	1	0	0
		Column N %	21%	17%	20%	0%	100%	0%	0%
	Total	Count	14	6	5	0	1	2	0
		Column N %	100%	100%	100%	0%	100%	100%	0%

a. Only the sixteen individuals indicating "Yes, a great extent" in question 11b answered this question. (See question 11b.)

Junior Kindergarten - Educator Survey - Overall by Position

			To Some Extent In what ways: ^a						
			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	Jeopardizes/ existing day cares/ day homes/ preschools (job loss)/ reduction of children	Count	7	3	0	0	0	4	0
		Column N %	54%	75%	0%	0%	0%	57%	0%
	Better prepared children for school	Count	1	0	1	0	0	0	0
		Column N %	8%	0%	100%	0%	0%	0%	0%
	Other positive	Count	2	0	0	0	0	2	0
		Column N %	15%	0%	0%	0%	0%	29%	0%
	Other negative	Count	1	0	0	0	0	1	0
		Column N %	8%	0%	0%	0%	0%	14%	0%
	Change of target groups	Count	1	1	0	0	0	0	0
		Column N %	8%	25%	0%	0%	0%	0%	0%
	Other	Count	1	0	0	1	0	0	0
		Column N %	8%	0%	0%	100%	0%	0%	0%
	Total	Count	13	4	1	1	0	7	0
		Column N %	100%	100%	100%	100%	0%	100%	0%

a.Only the thirteen individuals indicating "Yes, to some extent" in question 11b answered this question. (See question 11b.)

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
12. Please indicate which of the following BEST REFLECTS your experiences with Junior Kindergarten.	I am teaching or have taught Junior Kindergarten in NWT	Count	13	11	0	1	0	1	0
		Column N %	15%	26%	0%	25%	0%	6%	0%
	I am working with or have worked with Junior Kindergarten students in NWT	Count	18	8	7	2	1	0	0
		Column N %	21%	19%	44%	50%	20%	0%	0%
	I am a Principle/Vice-Principle in a school that is offering or has offered Junior Kindergarten in NWT	Count	14	0	0	0	0	14	0
		Column N %	16%	0%	0%	0%	0%	78%	0%
	None of the above	Count	42	24	9	1	4	3	1
		Column N %	48%	56%	56%	25%	80%	17%	100%
	Total	Count	87 ^a	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
13a. Our school was consulted prior to implementation of Junior Kindergarten.	Yes	Count	22	9	3	1	0	9	0
		Column N %	49%	47%	43%	33%	0%	60%	0%
	No	Count	8	2	1	0	0	5	0
		Column N %	18%	11%	14%	0%	0%	33%	0%
	Don't Know	Count	15	8	3	2	1	1	0
		Column N %	33%	42%	43%	67%	100%	7%	0%
	Total	Count	45 ^a	19	7	3	1	15	0
		Column N %	100%	100%	100%	100%	100%	100%	0%

a. Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
13b. I feel that our input regarding Junior Kindergarten was listened to.	Strongly Agree	Count	5	3	1	0	0	1	0
		Column N %	23%	33%	33%	0%	0%	11%	0%
	Agree	Count	7	0	1	0	0	6	0
		Column N %	32%	0%	33%	0%	0%	67%	0%
	AGREEMENT	Count	12	3	2	0	0	7	0
		Column N %	55%	33%	67%	0%	0%	78%	0%
	Disagree	Count	4	3	0	0	0	1	0
		Column N %	18%	33%	0%	0%	0%	11%	0%
	Strongly Disagree	Count	3	2	0	1	0	0	0
		Column N %	14%	22%	0%	100%	0%	0%	0%
	DISAGREEMENT	Count	7	5	0	1	0	1	0
		Column N %	32%	56%	0%	100%	0%	11%	0%
	Don't Know	Count	3	1	1	0	0	1	0
		Column N %	14%	11%	33%	0%	0%	11%	0%
	Total	Count	22 ^a	9	3	1	0	9	0
		Column N %	100%	100%	100%	100%	0%	100%	0%

a. Only the twenty-two individuals indicating their school was consulted prior to implementation of JK answered this question. (See Question 13a.)

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
14. Do you believe there is a need for more training/PD to effectively implement the Junior Kindergarten curriculum?	Yes - What training/PD would be most helpful?	Count	36	16	4	3	1	12	0
		Column N %	80%	84%	57%	100%	100%	80%	0%
	No	Count	9	3	3	0	0	3	0
		Column N %	20%	16%	43%	0%	0%	20%	0%
	Total	Count	45 ^a	19	7	3	1	15	0
		Column N %	100%	100%	100%	100%	100%	100%	0%

a.Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Total
q14_o ^a	Early childhood education training for teachers	Count	5	2	2	0	3	12
		% within q3_r	41.7%	50.0%	100.0%	.0%	42.9%	
		% of Total	19.2%	7.7%	7.7%	.0%	11.5%	46.2%
	Visiting successful classroom/ job shadowing	Count	2	0	0	0	2	4
		% within q3_r	16.7%	.0%	.0%	.0%	28.6%	
		% of Total	7.7%	.0%	.0%	.0%	7.7%	15.4%
	P.D workshops focused on early childhood issues (e.g. play based, self-regulation, assessment, multi-grade)	Count	6	1	0	1	2	10
		% within q3_r	50.0%	25.0%	.0%	100.0%	28.6%	
		% of Total	23.1%	3.8%	.0%	3.8%	7.7%	38.5%
	Different learning expectations (outcomes for JK and K)	Count	0	1	0	0	1	2
		% within q3_r	.0%	25.0%	.0%	.0%	14.3%	
		% of Total	.0%	3.8%	.0%	.0%	3.8%	7.7%
	Additional supports in the classroom (e.g. EA)	Count	1	0	1	0	0	2
		% within q3_r	8.3%	.0%	50.0%	.0%	.0%	
		% of Total	3.8%	.0%	3.8%	.0%	.0%	7.7%
	Time/ support for teachers to meet/ share on a regular bases	Count	1	0	0	0	1	2
		% within q3_r	8.3%	.0%	.0%	.0%	14.3%	
		% of Total	3.8%	.0%	.0%	.0%	3.8%	7.7%
	Total	Count	12	4	2	1	7	26
		% of Total	46.2%	15.4%	7.7%	3.8%	26.9%	100.0%

Percentages and totals are based on respondents.

a.Only the thirty-six individuals indicated more training/PD would be helpful answered this question. (See Question 14.)

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
15. To what extent do you believe the Junior Kindergarten curriculum is being implemented as intended?	To a Great Extent	Count	9	5	2	0	0	2	0
		Column N %	20%	26%	29%	0%	0%	13%	0%
	To a Moderate Extent	Count	11	3	1	1	0	6	0
		Column N %	24%	16%	14%	33%	0%	40%	0%
	To Some Extent	Count	13	7	3	0	0	3	0
		Column N %	29%	37%	43%	0%	0%	20%	0%
	To a Minimal Extent	Count	10	3	1	1	1	4	0
		Column N %	22%	16%	14%	33%	100%	27%	0%
	Not At All	Count	1	0	0	1	0	0	0
		Column N %	2%	0%	0%	33%	0%	0%	0%
	Don't Know	Count	1	1	0	0	0	0	0
		Column N %	2%	5%	0%	0%	0%	0%	0%
	Total	Count	45 ^a	19	7	3	1	15	0
		Column N %	100%	100%	100%	100%	100%	100%	0%

a. Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

Junior Kindergarten - Educator Survey - Overall by Position

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
16a. Provides opportunity for earlier assessment	Yes	Count	227	120	37	20	11	31	8
		Column N %	81%	80%	82%	87%	69%	86%	80%
	No	Count	36	20	5	3	3	4	1
		Column N %	13%	13%	11%	13%	19%	11%	10%
	Don't Know	Count	17	10	3	0	2	1	1
		Column N %	6%	7%	7%	0%	13%	3%	10%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%
16b. Provides opportunity for earlier intervention	Yes	Count	232	123	36	19	13	32	9
		Column N %	83%	82%	80%	83%	81%	89%	90%
	No	Count	31	17	6	3	2	2	1
		Column N %	11%	11%	13%	13%	13%	6%	10%
	Don't Know	Count	17	10	3	1	1	2	0
		Column N %	6%	7%	7%	4%	6%	6%	0%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%
16c. Supports development of language skills	Yes	Count	251	132	40	21	15	34	9
		Column N %	90%	88%	89%	91%	94%	94%	90%
	No	Count	16	10	3	1	0	1	1
		Column N %	6%	7%	7%	4%	0%	3%	10%
	Don't Know	Count	13	8	2	1	1	1	0
		Column N %	5%	5%	4%	4%	6%	3%	0%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%
16d. Supports development of numeracy skills	Yes	Count	241	128	38	19	14	33	9
		Column N %	86%	85%	84%	83%	88%	92%	90%
	No	Count	23	14	4	2	1	1	1
		Column N %	8%	9%	9%	9%	6%	3%	10%
	Don't Know	Count	16	8	3	2	1	2	0
		Column N %	6%	5%	7%	9%	6%	6%	0%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
16e. Supports social/ emotional development	Yes	Count	235	124	40	16	13	35	7
		Column N %	84%	83%	89%	70%	81%	97%	70%
	No	Count	29	19	2	5	1	0	2
		Column N %	10%	13%	4%	22%	6%	0%	20%
	Don't Know	Count	16	7	3	2	2	1	1
		Column N %	6%	5%	7%	9%	13%	3%	10%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%
16f. Creates comfort with school environment and routines	Yes	Count	234	125	40	16	13	33	7
		Column N %	84%	83%	89%	70%	81%	92%	70%
	No	Count	26	16	3	5	1	0	1
		Column N %	9%	11%	7%	22%	6%	0%	10%
	Don't Know	Count	20	9	2	2	2	3	2
		Column N %	7%	6%	4%	9%	13%	8%	20%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%
16g. Creates a sense of belonging to the school community	Yes	Count	210	109	36	18	10	30	7
		Column N %	75%	73%	80%	78%	63%	83%	70%
	No	Count	34	22	4	2	5	0	1
		Column N %	12%	15%	9%	9%	31%	0%	10%
	Don't Know	Count	36	19	5	3	1	6	2
		Column N %	13%	13%	11%	13%	6%	17%	20%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%
16h. Promotes an easier transition to Grade 1	Yes	Count	156	82	27	12	8	24	3
		Column N %	56%	55%	60%	52%	50%	67%	30%
	No	Count	62	35	9	8	3	4	3
		Column N %	22%	23%	20%	35%	19%	11%	30%
	Don't Know	Count	62	33	9	3	5	8	4
		Column N %	22%	22%	20%	13%	31%	22%	40%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
16i. Reduces behaviour issues in later grades	Yes	Count	95	45	19	7	3	18	3
		Column N %	34%	30%	42%	30%	19%	50%	30%
	No	Count	84	51	10	8	6	6	3
		Column N %	30%	34%	22%	35%	38%	17%	30%
	Don't Know	Count	101	54	16	8	7	12	4
		Column N %	36%	36%	36%	35%	44%	33%	40%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%
16j. Creates and earlier connection between school and families	Yes	Count	223	124	33	19	11	29	7
		Column N %	80%	83%	73%	83%	69%	81%	70%
	No	Count	29	16	4	2	3	2	2
		Column N %	10%	11%	9%	9%	19%	6%	20%
	Don't Know	Count	28	10	8	2	2	5	1
		Column N %	10%	7%	18%	9%	13%	14%	10%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position

			16k. Other (Please Specify:)					
			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Total
q16k ^a	Provides support/ day care for families	Count	1	1	0	1	0	3
		% within q3_r	10.0%	16.7%	.0%	50.0%	.0%	
		% of Total	5.0%	5.0%	.0%	5.0%	.0%	15.0%
	Stable home is the best support	Count	1	1	0	0	1	3
		% within q3_r	10.0%	16.7%	.0%	.0%	100.0%	
		% of Total	5.0%	5.0%	.0%	.0%	5.0%	15.0%
	Other programs offer same support (e.g. Day care, Kinderstart, Head Start)	Count	1	1	0	0	1	3
		% within q3_r	10.0%	16.7%	.0%	.0%	100.0%	
		% of Total	5.0%	5.0%	.0%	.0%	5.0%	15.0%
	Should be mandatory (promotes attendance)	Count	2	0	0	1	0	3
		% within q3_r	20.0%	.0%	.0%	50.0%	.0%	
		% of Total	10.0%	.0%	.0%	5.0%	.0%	15.0%
	Should not be with Kindergarten should be separate	Count	1	0	0	0	0	1
		% within q3_r	10.0%	.0%	.0%	.0%	.0%	
		% of Total	5.0%	.0%	.0%	.0%	.0%	5.0%
	Should be play based	Count	1	1	0	0	0	2
		% within q3_r	10.0%	16.7%	.0%	.0%	.0%	
		% of Total	5.0%	5.0%	.0%	.0%	.0%	10.0%
	Other negative (e.g. too young, more strain system)	Count	3	0	1	0	0	4
		% within q3_r	30.0%	.0%	100.0%	.0%	.0%	
		% of Total	15.0%	.0%	5.0%	.0%	.0%	20.0%
	Other (e.g. Alleviates day care issues, studies not conclusive regarding benefits)	Count	1	1	0	0	0	2
		% within q3_r	10.0%	16.7%	.0%	.0%	.0%	
		% of Total	5.0%	5.0%	.0%	.0%	.0%	10.0%
	Introduces second language learning	Count	0	1	0	0	0	1
		% within q3_r	.0%	16.7%	.0%	.0%	.0%	
		% of Total	.0%	5.0%	.0%	.0%	.0%	5.0%
Total	Count	10	6	1	2	1	20	
	% of Total	50.0%	30.0%	5.0%	10.0%	5.0%	100.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
17. Do you believe there would be a financial impact on the Kindergarten to Grade 12 system if Junior Kindergarten were implemented in all NWT schools?	Yes to a Great Extent ... What would the impact be?	Count	159	87	24	12	10	21	5
		Column N %	57%	58%	53%	52%	63%	58%	50%
	Yes to Some Extent ... What would the impact be?	Count	47	22	10	2	2	8	3
		Column N %	17%	15%	22%	9%	13%	22%	30%
	No	Count	15	9	1	3	0	1	1
		Column N %	5%	6%	2%	13%	0%	3%	10%
	Don't Know	Count	59	32	10	6	4	6	1
		Column N %	21%	21%	22%	26%	25%	17%	10%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%

			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
q17_o_1 ^a	Funding would cut resources/ reduce programming/ support to students	Count	29	8	7	4	8	2
		% within q3_r	36.3%	36.4%	70.0%	40.0%	47.1%	40.0%
		% of Total	20.1%	5.6%	4.9%	2.8%	5.6%	1.4%
	Longer class sizes/ would raise pupil teacher ratios	Count	14	2	1	1	3	1
		% within q3_r	17.5%	9.1%	10.0%	10.0%	17.6%	20.0%
		% of Total	9.7%	1.4%	.7%	.7%	2.1%	.7%
	Loss of jobs at higher grades/ specialized positions	Count	11	4	0	0	3	0
		% within q3_r	13.8%	18.2%	.0%	.0%	17.6%	.0%
		% of Total	7.6%	2.8%	.0%	.0%	2.1%	.0%
	Student-teacher ratio in JK needs to be same as child care act	Count	4	0	0	2	1	1
		% within q3_r	5.0%	.0%	.0%	20.0%	5.9%	20.0%
		% of Total	2.8%	.0%	.0%	1.4%	.7%	.7%
	Cost of new materials/ specialized space to support JK infrastructure	Count	14	3	1	1	2	0
		% within q3_r	17.5%	13.6%	10.0%	10.0%	11.8%	.0%
		% of Total	9.7%	2.1%	.7%	.7%	1.4%	.0%
	Need for new/ additional funding	Count	20	7	2	3	4	2
		% within q3_r	25.0%	31.8%	20.0%	30.0%	23.5%	40.0%

Percentages and totals are based on respondents.

a. Only the One hundred (and) fifty-nine individuals indicating "Yes, a great extent" in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Position

			Yes to a Great Extent ... What would the impact be?						
			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q17_o_1 ^a	Need for new/ additional funding	% of Total	13.9%	4.9%	1.4%	2.1%	2.8%	1.4%	26.4%
	More multi-grade/ more grades in a classroom	Count	0	1	1	0	0	0	2
		% within q3 r	.0%	4.5%	10.0%	.0%	.0%	.0%	
		% of Total	.0%	.7%	.7%	.0%	.0%	.0%	1.4%
	Need for EA's/ extra support in JK classrooms	Count	5	4	0	0	0	0	9
		% within q3 r	6.3%	18.2%	.0%	.0%	.0%	.0%	
		% of Total	3.5%	2.8%	.0%	.0%	.0%	.0%	6.3%
	Other negative	Count	3	0	1	0	1	0	5
		% within q3 r	3.8%	.0%	10.0%	.0%	5.9%	.0%	
		% of Total	2.1%	.0%	.7%	.0%	.7%	.0%	3.5%
	Other positive	Count	2	0	0	0	0	0	2
		% within q3 r	2.5%	.0%	.0%	.0%	.0%	.0%	
		% of Total	1.4%	.0%	.0%	.0%	.0%	.0%	1.4%
	Other	Count	1	0	0	1	0	0	2
		% within q3 r	1.3%	.0%	.0%	10.0%	.0%	.0%	
% of Total		.7%	.0%	.0%	.7%	.0%	.0%	1.4%	
Total	Count	80	22	10	10	17	5	144	
	% of Total	55.6%	15.3%	6.9%	6.9%	11.8%	3.5%	100.0%	

Junior Kindergarten - Educator Survey - Overall by Position

			Yes to Some Extent ... What would the impact be?						
			Position						
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	Total
q17_o_2 ^a	Funding would cut resources/ reduce programming/ support to students	Count	6	1	0	1	0	0	8
		% within q3_r	33.3%	14.3%	.0%	50.0%	.0%	.0%	
		% of Total	17.1%	2.9%	.0%	2.9%	.0%	.0%	22.9%
	Longer class sizes/ would raise pupil teacher ratios	Count	1	0	1	0	1	0	3
		% within q3_r	5.6%	.0%	50.0%	.0%	25.0%	.0%	
		% of Total	2.9%	.0%	2.9%	.0%	2.9%	.0%	8.6%
	Loss of jobs at higher grades/ specialized positions	Count	1	0	1	0	0	0	2
		% within q3_r	5.6%	.0%	50.0%	.0%	.0%	.0%	
		% of Total	2.9%	.0%	2.9%	.0%	.0%	.0%	5.7%
	Cost of new materials/ specialized space to support JK infrastructure	Count	5	1	0	0	1	1	8
		% within q3_r	27.8%	14.3%	.0%	.0%	25.0%	50.0%	
		% of Total	14.3%	2.9%	.0%	.0%	2.9%	2.9%	22.9%
	Need for new/ additional funding	Count	3	2	0	0	0	0	5
		% within q3_r	16.7%	28.6%	.0%	.0%	.0%	.0%	
		% of Total	8.6%	5.7%	.0%	.0%	.0%	.0%	14.3%
	Need for EA's/ extra support in JK classrooms	Count	1	1	1	0	0	0	3
		% within q3_r	5.6%	14.3%	50.0%	.0%	.0%	.0%	
		% of Total	2.9%	2.9%	2.9%	.0%	.0%	.0%	8.6%
	Other negative	Count	0	0	0	1	0	1	2
		% within q3_r	.0%	.0%	.0%	50.0%	.0%	50.0%	
		% of Total	.0%	.0%	.0%	2.9%	.0%	2.9%	5.7%
	Other positive	Count	1	2	0	0	1	0	4
		% within q3_r	5.6%	28.6%	.0%	.0%	25.0%	.0%	
		% of Total	2.9%	5.7%	.0%	.0%	2.9%	.0%	11.4%
	Other	Count	2	0	0	0	1	1	4
		% within q3_r	11.1%	.0%	.0%	.0%	25.0%	50.0%	
		% of Total	5.7%	.0%	.0%	.0%	2.9%	2.9%	11.4%
Total		Count	18	7	2	2	4	2	35
		% of Total	51.4%	20.0%	5.7%	5.7%	11.4%	5.7%	100.0%

Percentages and totals are based on respondents.

a.Only the forty-seven individuals indicating "Yes, to Some Extent" in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Position

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
18. How do you believe Junior Kindergarten should be funded?	As it is currently funded	Count	26	16	4	2	0	4	0
		Column N %	9%	11%	9%	9%	0%	11%	0%
	Different than it is currently funded - In what ways please explain	Count	145	73	20	9	13	24	6
		Column N %	52%	49%	44%	39%	81%	67%	60%
	Don't Know	Count	109	61	21	12	3	8	4
		Column N %	39%	41%	47%	52%	19%	22%	40%
	Total	Count	280	150	45	23	16	36	10
		Column N %	100%	100%	100%	100%	100%	100%	100%

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q18_o ^a	New funds from territory/ department specific to JK	Count	44	9	2	2	13	2	72
		% within q3_r	66.7%	47.4%	25.0%	20.0%	61.9%	33.3%	
		% of Total	33.8%	6.9%	1.5%	1.5%	10.0%	1.5%	55.4%
	Funding based on lower PTR for JK/ separate budget from K-12	Count	6	6	2	6	6	2	28
		% within q3_r	9.1%	31.6%	25.0%	60.0%	28.6%	33.3%	
		% of Total	4.6%	4.6%	1.5%	4.6%	4.6%	1.5%	21.5%
	Funding based on community needs/ context	Count	2	0	0	2	0	0	4
		% within q3_r	3.0%	.0%	.0%	20.0%	.0%	.0%	
		% of Total	1.5%	.0%	.0%	1.5%	.0%	.0%	3.1%
	Funding from multiple/ other departments	Count	2	0	0	1	0	0	3
		% within q3_r	3.0%	.0%	.0%	10.0%	.0%	.0%	
		% of Total	1.5%	.0%	.0%	.8%	.0%	.0%	2.3%
	Parents pay part of the cost	Count	3	0	0	0	0	1	4
		% within q3_r	4.5%	.0%	.0%	.0%	.0%	16.7%	
		% of Total	2.3%	.0%	.0%	.0%	.0%	.8%	3.1%
	In collaboration with AHS/ early childhood funding/ early literacy	Count	2	5	1	1	2	1	12
		% within q3_r	3.0%	26.3%	12.5%	10.0%	9.5%	16.7%	
		% of Total	1.5%	3.8%	.8%	.8%	1.5%	.8%	9.2%
	Other	Count	11	1	4	0	1	0	17
		% within q3_r	16.7%	5.3%	50.0%	.0%	4.8%	.0%	

Percentages and totals are based on respondents.

a.Only the One hundred (and) forty-five individuals answering differently than it is currently funded answer this question. (See question 18.)

Junior Kindergarten - Educator Survey - Overall by Position

Different than it is currently funded - In what ways please explain

			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
q18_o ^a	Other	% of Total	8.5%	.8%	3.1%	.0%	.8%	.0%
Total	Count		66	19	8	10	21	6
	% of Total		50.8%	14.6%	6.2%	7.7%	16.2%	4.6%

Percentages and totals are based on respondents.

a.Only the One hundred (and) forty-five individuals answering differently than it is currently funded answer this question. (See question 18.)

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
q19 ^a	Lack of trained/ experienced teachers/ need early childhood training	Count	12	3	0	3	1	1
		% within q3_r	9.4%	7.5%	.0%	21.4%	2.9%	12.5%
		% of Total	4.9%	1.2%	.0%	1.2%	.4%	.4%
	Lack of funding/ need more money	Count	35	11	2	7	16	2
		% within q3_r	27.6%	27.5%	9.5%	50.0%	47.1%	25.0%
		% of Total	14.3%	4.5%	.8%	2.9%	6.6%	.8%
	Cost	Count	4	0	0	0	1	0
		% within q3_r	3.1%	.0%	.0%	.0%	2.9%	.0%
		% of Total	1.6%	.0%	.0%	.0%	.4%	.0%
	Too young to go to school/ institutionalization of young children/ residential schools	Count	12	5	7	1	3	2
		% within q3_r	9.4%	12.5%	33.3%	7.1%	8.8%	25.0%
		% of Total	4.9%	2.0%	2.9%	.4%	1.2%	.8%
	Does not validate/ take into account/ negative impact on existing early childhood programs (eg. AHS)	Count	21	4	2	5	3	2
		% within q3_r	16.5%	10.0%	9.5%	35.7%	8.8%	25.0%
		% of Total	8.6%	1.6%	.8%	2.0%	1.2%	.8%
	Concern of PTR/ large class size	Count	13	4	1	2	0	1
		% within q3_r	10.2%	10.0%	4.8%	14.3%	.0%	12.5%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q19 ^a	Concern of PTR/ large class size	% of Total	5.3%	1.6%	.4%	.8%	.0%	.4%	8.6%
	Lack of community/ parent input/ curriculum	Count	4	1	0	0	1	0	6
		% within q3_r	3.1%	2.5%	.0%	.0%	2.9%	.0%	
		% of Total	1.6%	.4%	.0%	.0%	.4%	.0%	2.5%
	JK curriculum is same as K curriculum	Count	3	1	0	0	0	1	5
		% within q3_r	2.4%	2.5%	.0%	.0%	.0%	12.5%	
		% of Total	1.2%	.4%	.0%	.0%	.0%	.4%	2.0%
	Full day too long for young children	Count	2	1	1	0	2	0	6
		% within q3_r	1.6%	2.5%	4.8%	.0%	5.9%	.0%	
		% of Total	.8%	.4%	.4%	.0%	.8%	.0%	2.5%
	Negative impact on other grades/ programs	Count	30	4	2	2	5	1	44
		% within q3_r	23.6%	10.0%	9.5%	14.3%	14.7%	12.5%	
		% of Total	12.3%	1.6%	.8%	.8%	2.0%	.4%	18.0%
	Not enough space/ inappropriate space for JK	Count	7	0	0	0	0	0	7
		% within q3_r	5.5%	.0%	.0%	.0%	.0%	.0%	
		% of Total	2.9%	.0%	.0%	.0%	.0%	.0%	2.9%
	Multi-grade classrooms that include higher grades	Count	7	3	1	0	3	0	14
		% within q3_r	5.5%	7.5%	4.8%	.0%	8.8%	.0%	
		% of Total	2.9%	1.2%	.4%	.0%	1.2%	.0%	5.7%
	Different needs of 3/4 year olds (e.g. toilet training, behavior/ language)	Count	6	3	3	1	3	1	17
		% within q3_r	4.7%	7.5%	14.3%	7.1%	8.8%	12.5%	
		% of Total	2.5%	1.2%	1.2%	.4%	1.2%	.4%	7.0%
	Badly implemented	Count	4	3	0	0	0	0	7
		% within q3_r	3.1%	7.5%	.0%	.0%	.0%	.0%	
		% of Total	1.6%	1.2%	.0%	.0%	.0%	.0%	2.9%
	Concerns over safety	Count	5	1	0	0	1	0	7
		% within q3_r	3.9%	2.5%	.0%	.0%	2.9%	.0%	

Junior Kindergarten - Educator Survey - Overall by Position

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q19 ^a	Concerns over safety	% of Total	2.0%	.4%	.0%	.0%	.4%	.0%	2.9%
	Lack of parental involvement	Count	2	0	0	0	0	0	2
		% within q3 r	1.6%	.0%	.0%	.0%	.0%	.0%	
		% of Total	.8%	.0%	.0%	.0%	.0%	.0%	.8%
	Lack of specialist support(e.g. Speech, OT)	Count	1	2	0	0	1	0	4
		% within q3 r	.8%	5.0%	.0%	.0%	2.9%	.0%	
		% of Total	.4%	.8%	.0%	.0%	.4%	.0%	1.6%
	Needs for EA's in JK classrooms	Count	2	1	0	0	0	0	3
		% within q3 r	1.6%	2.5%	.0%	.0%	.0%	.0%	
		% of Total	.8%	.4%	.0%	.0%	.0%	.0%	1.2%
	Need full day, JK	Count	1	0	0	0	0	0	1
		% within q3 r	.8%	.0%	.0%	.0%	.0%	.0%	
		% of Total	.4%	.0%	.0%	.0%	.0%	.0%	.4%
	Target JK for high needs students	Count	1	0	2	0	0	0	3
		% within q3 r	.8%	.0%	9.5%	.0%	.0%	.0%	
		% of Total	.4%	.0%	.8%	.0%	.0%	.0%	1.2%
	Lack of attendance	Count	2	0	0	0	0	0	2
		% within q3 r	1.6%	.0%	.0%	.0%	.0%	.0%	
		% of Total	.8%	.0%	.0%	.0%	.0%	.0%	.8%
	None/ positive about JK	Count	5	2	2	0	3	0	12
		% within q3 r	3.9%	5.0%	9.5%	.0%	8.8%	.0%	
		% of Total	2.0%	.8%	.8%	.0%	1.2%	.0%	4.9%
	Other	Count	5	3	2	0	1	0	11
		% within q3 r	3.9%	7.5%	9.5%	.0%	2.9%	.0%	
		% of Total	2.0%	1.2%	.8%	.0%	.4%	.0%	4.5%
Total	Count		127	40	21	14	34	8	244
	% of Total		52.0%	16.4%	8.6%	5.7%	13.9%	3.3%	100.0%

Junior Kindergarten - Educator Survey - Overall by Position

20. What is the greatest strength of Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q20 ^a	Early intervention/ gives child a head start/ closing the gap	Count	39	6	5	3	14	3	70
		% within q3_r	31.5%	17.1%	27.8%	23.1%	42.4%	42.9%	
		% of Total	17.0%	2.6%	2.2%	1.3%	6.1%	1.3%	30.4%
	Skill development (e.g. social, language numeracy)	Count	39	9	5	4	7	2	66
		% within q3_r	31.5%	25.7%	27.8%	30.8%	21.2%	28.6%	
		% of Total	17.0%	3.9%	2.2%	1.7%	3.0%	.9%	28.7%
	Free/ parents don't have to pay for early childhood/ universal access	Count	11	2	1	0	1	1	16
		% within q3_r	8.9%	5.7%	5.6%	.0%	3.0%	14.3%	
		% of Total	4.8%	.9%	.4%	.0%	.4%	.4%	7.0%
	Preparation for schooling/ better transition to schooling assimilation (e.g. get used to routine, school setting)	Count	32	11	4	2	11	3	63
		% within q3_r	25.8%	31.4%	22.2%	15.4%	33.3%	42.9%	
		% of Total	13.9%	4.8%	1.7%	.9%	4.8%	1.3%	27.4%
	Opportunity for early assessment	Count	6	4	0	0	1	0	11
		% within q3_r	4.8%	11.4%	.0%	.0%	3.0%	.0%	
		% of Total	2.6%	1.7%	.0%	.0%	.4%	.0%	4.8%
	Provides support/ early childhood programming where none exists	Count	5	1	0	2	0	0	8
		% within q3_r	4.0%	2.9%	.0%	15.4%	.0%	.0%	
		% of Total	2.2%	.4%	.0%	.9%	.0%	.0%	3.5%
	Safe environment	Count	1	1	1	1	1	0	5
		% within q3_r	.8%	2.9%	5.6%	7.7%	3.0%	.0%	
		% of Total	.4%	.4%	.4%	.4%	.4%	.0%	2.2%
	More stimulating than home environment	Count	7	1	5	0	0	0	13
		% within q3_r	5.6%	2.9%	27.8%	.0%	.0%	.0%	
		% of Total	3.0%	.4%	2.2%	.0%	.0%	.0%	5.7%
	Introduces children to culture and language	Count	0	0	0	0	1	0	1
		% within q3_r	.0%	.0%	.0%	.0%	3.0%	.0%	
		% of Total	.0%	.0%	.0%	.0%	.4%	.0%	.4%
	Establishes connection between home and school	Count	2	2	0	2	1	0	7
		% within q3_r	1.6%	5.7%	.0%	15.4%	3.0%	.0%	
		% of Total	.9%	.9%	.0%	.9%	.4%	.0%	3.0%
Access to qualified teachers	Count	1	0	0	1	0	0	2	
	% within q3_r	.8%	.0%	.0%	7.7%	.0%	.0%		
	% of Total	.4%	.0%	.0%	.4%	.0%	.0%	.9%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position

20. What is the greatest strength of Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q20 ^a	No/ don't know benefits	Count	8	0	1	0	1	0	10
		% within q3_r	6.5%	.0%	5.6%	.0%	3.0%	.0%	
		% of Total	3.5%	.0%	.4%	.0%	.4%	.0%	4.3%
	Generally beneficial	Count	1	3	1	0	1	0	6
		% within q3_r	.8%	8.6%	5.6%	.0%	3.0%	.0%	
		% of Total	.4%	1.3%	.4%	.0%	.4%	.0%	2.6%
	Other	Count	6	3	1	0	1	0	11
		% within q3_r	4.8%	8.6%	5.6%	.0%	3.0%	.0%	
		% of Total	2.6%	1.3%	.4%	.0%	.4%	.0%	4.8%
Total	Count	124	35	18	13	33	7	230	
	% of Total	53.9%	15.2%	7.8%	5.7%	14.3%	3.0%	100.0%	

Percentages and totals are based on respondents.

a. Group

Other Comments regarding the Junior Kindergarten Program?

			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
AddComm ^a	Funding needs to be addressed	Count	10	1	2	0	1	0
		% within q3_r	17.5%	5.9%	18.2%	.0%	8.3%	.0%
		% of Total	9.1%	.9%	1.8%	.0%	.9%	.0%
	P.D/ training for teachers in early childhood/ cultural is needed	Count	1	1	0	1	1	0
		% within q3_r	1.8%	5.9%	.0%	10.0%	8.3%	.0%
		% of Total	.9%	.9%	.0%	.9%	.9%	.0%
	PTR needs to be smaller/ same as day care	Count	3	2	0	1	0	0
		% within q3_r	5.3%	11.8%	.0%	10.0%	.0%	.0%
		% of Total	2.7%	1.8%	.0%	.9%	.0%	.0%
	Potential negative impact on other early childhood programs (e.g. AHS)	Count	2	2	0	1	1	0
		% within q3_r	3.5%	11.8%	.0%	10.0%	8.3%	.0%
		% of Total	1.8%	1.8%	.0%	.9%	.9%	.0%
	Badly implemented	Count	2	1	0	0	1	0
		% within q3_r	3.5%	5.9%	.0%	.0%	8.3%	.0%
		% of Total	1.8%	.9%	.0%	.0%	.9%	.0%
	Lack of community/ parent/ educator consultation	Count	3	1	0	0	0	0
		% within q3_r	5.3%	5.9%	.0%	.0%	.0%	.0%
		% of Total	2.7%	.9%	.0%	.0%	.0%	.0%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position

			Other Comments regarding the Junior Kindergarten Program?						Total
			Position						
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
AddComm ^a	Work with existing supports/ programs/ community agency	Count	3	2	0	4	3	0	12
		% within q3_r	5.3%	11.8%	.0%	40.0%	25.0%	.0%	
		% of Total	2.7%	1.8%	.0%	3.6%	2.7%	.0%	10.9%
	Need for EA's/ additional supports in JK classroom	Count	3	0	1	1	1	0	6
		% within q3_r	5.3%	.0%	9.1%	10.0%	8.3%	.0%	
		% of Total	2.7%	.0%	.9%	.9%	.9%	.0%	5.5%
	Issue for JK/ multi-grade classes	Count	2	0	0	0	2	0	4
		% within q3_r	3.5%	.0%	.0%	.0%	16.7%	.0%	
		% of Total	1.8%	.0%	.0%	.0%	1.8%	.0%	3.6%
	Importance of JK/ early intervention/ great program	Count	15	2	3	1	5	0	26
		% within q3_r	26.3%	11.8%	27.3%	10.0%	41.7%	.0%	
		% of Total	13.6%	1.8%	2.7%	.9%	4.5%	.0%	23.6%
	Would like JK in my community	Count	1	0	0	0	0	0	1
		% within q3_r	1.8%	.0%	.0%	.0%	.0%	.0%	
		% of Total	.9%	.0%	.0%	.0%	.0%	.0%	.9%
	4 year olds too young for school/ institutionalization/ residential schools	Count	6	1	4	1	0	0	12
		% within q3_r	10.5%	5.9%	36.4%	10.0%	.0%	.0%	
		% of Total	5.5%	.9%	3.6%	.9%	.0%	.0%	10.9%
	JK negatively effects other school programming/ supports	Count	2	2	2	0	0	0	6
		% within q3_r	3.5%	11.8%	18.2%	.0%	.0%	.0%	
		% of Total	1.8%	1.8%	1.8%	.0%	.0%	.0%	5.5%
	Free/ cheaper alternative for parents for young children	Count	1	0	0	1	0	2	4
		% within q3_r	1.8%	.0%	.0%	10.0%	.0%	66.7%	
		% of Total	.9%	.0%	.0%	.9%	.0%	1.8%	3.6%
	Need appropriate physical space for JK	Count	3	2	0	0	0	0	5
		% within q3_r	5.3%	11.8%	.0%	.0%	.0%	.0%	
		% of Total	2.7%	1.8%	.0%	.0%	.0%	.0%	4.5%
	Poor communication over JK	Count	1	0	0	0	1	0	2
		% within q3_r	1.8%	.0%	.0%	.0%	8.3%	.0%	
		% of Total	.9%	.0%	.0%	.0%	.9%	.0%	1.8%
	Good program for communities without alternatives	Count	1	0	0	0	0	0	1
		% within q3_r	1.8%	.0%	.0%	.0%	.0%	.0%	
		% of Total	.9%	.0%	.0%	.0%	.0%	.0%	.9%
	Not full day/ should be 1/2 day	Count	1	1	0	0	0	0	2
		% within q3_r	1.8%	5.9%	.0%	.0%	.0%	.0%	
		% of Total	.9%	.9%	.0%	.0%	.0%	.0%	1.8%

Junior Kindergarten - Educator Survey - Overall by Position

Other Comments regarding the Junior Kindergarten Program?									
			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
AddComm ^a	Need to take into account community context/ different models needed	Count	1	0	0	0	0	0	1
		% within q3_r	1.8%	.0%	.0%	.0%	.0%	.0%	
		% of Total	.9%	.0%	.0%	.0%	.0%	.0%	.9%
	JK supports school readiness	Count	3	0	0	0	0	1	4
		% within q3_r	5.3%	.0%	.0%	.0%	.0%	33.3%	
		% of Total	2.7%	.0%	.0%	.0%	.0%	.9%	3.6%
	Target JK for children who need it most	Count	2	0	0	0	2	0	4
		% within q3_r	3.5%	.0%	.0%	.0%	16.7%	.0%	
		% of Total	1.8%	.0%	.0%	.0%	1.8%	.0%	3.6%
	Negative	Count	3	0	0	0	0	0	3
		% within q3_r	5.3%	.0%	.0%	.0%	.0%	.0%	
		% of Total	2.7%	.0%	.0%	.0%	.0%	.0%	2.7%
	Other	Count	8	4	1	3	0	0	16
		% within q3_r	14.0%	23.5%	9.1%	30.0%	.0%	.0%	
		% of Total	7.3%	3.6%	.9%	2.7%	.0%	.0%	14.5%
Total		Count	57	17	11	10	12	3	110
		% of Total	51.8%	15.5%	10.0%	9.1%	10.9%	2.7%	100.0%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Statistics		
id		
N	Valid	280
	Missing	0

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
2. Which of the following BEST describes the grades levels for which you are responsible?	JK/K to Grade 4	Count	66	17	49
		Column N %	24%	20%	26%
	JK/K to Grade 6	Count	32	9	23
		Column N %	12%	10%	12%
	Grades 5 to 8	Count	19	6	13
		Column N %	7%	7%	7%
	High School 9-12	Count	48	9	39
		Column N %	17%	10%	20%
	JK/K to Grades 8/9	Count	25	9	16
		Column N %	9%	10%	8%
	Grades 5 to 12	Count	28	10	18
		Column N %	10%	12%	9%
	All grade levels	Count	35	17	18
		Column N %	13%	20%	9%
	Division-wide responsibilities/ No specific grades	Count	24	9	15
		Column N %	9%	10%	8%
	Other - Please Specify:	Count	1	0	1
		Column N %	0%	0%	1%
	Total	Count	278 ^a	86	192
		Column N %	100%	100%	100%

a. Two hundred (and) seventy-eight individuals had valid responses to this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
3. Which ONE of the following BEST describes your position?	Regular Classroom Teacher	Count	133	39	94
		Column N %	48%	45%	49%
	Specialist Teacher (Phys. ED Music Art Vocational Human Ecology)	Count	17	4	13
		Column N %	6%	5%	7%
	EAL, Special Education/ Needs or Early Intervention/ Literacy Intervention/ Reading Recovery/ Literacy Strategy Teacher	Count	8	1	7
		Column N %	3%	1%	4%
	Program Support Teacher	Count	23	10	13
		Column N %	8%	11%	7%
	Aboriginal Language/ Culture Teacher	Count	9	3	6
		Column N %	3%	3%	3%
	School Counsellor	Count	2	1	1
		Column N %	1%	1%	1%
	School Librarian	Count	3	1	2
		Column N %	1%	1%	1%
	Educational/ Classroom Assistant/ Special Needs Assistant	Count	23	4	19
		Column N %	8%	5%	10%
	Consultant/ Coordinator/ Clinician	Count	16	5	11
		Column N %	6%	6%	6%
	Secretary	Count	4	0	4
		Column N %	1%	0%	2%

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
3. Which ONE of the following BEST describes your position?	Full-time Principal/Vice-Principal	Count	12	5	7
		Column N %	4%	6%	4%
	Teaching Principal/Vice-Principal	Count	19	10	9
		Column N %	7%	11%	5%
	Superintendent/Assistant Superintendent	Count	5	3	2
		Column N %	2%	3%	1%
	Other: Specify	Count	3	0	3
		Column N %	1%	0%	2%
	Information Technology/Computer Technician	Count	3	1	2
		Column N %	1%	1%	1%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
4. Has your school ever offered Junior Kindergarten?	Yes our school is currently offering Junior Kindergarten	Count	99 ^a	75	24
		Column N %	35%	86%	12%
	Yes our school did offer Junior Kindergarten but does not any longer	Count	13 ^a	12	1
		Column N %	5%	14%	1%
	No	Count	168	0	168
		Column N %	60%	0%	87%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

a. One hundred (and) twelve individuals indicated JK is currently operating or had operated in their community. However, twenty-five individuals indicated having JK in communities where it had not been implemented therefore eighty-seven individuals were identified as having JK in their communities.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

5. Please indicate to what extent you agree or disagree with each of the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
5a. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of why it was being implemented.	Strongly Agree	Count	10	10	0
		Column N %	11%	11%	0%
	Agree	Count	39	39	0
		Column N %	45%	45%	0%
	AGREEMENT	Count	49	49	0
		Column N %	56%	56%	0%
	Disagree	Count	22	22	0
		Column N %	25%	25%	0%
	Strongly Disagree	Count	14	14	0
		Column N %	16%	16%	0%
	DISAGREEMENT	Count	36	36	0
		Column N %	41%	41%	0%
	Dont Know	Count	2	2	0
		Column N %	2%	2%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

5. Please indicate to what extent you agree or disagree with each of the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
5b. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of the program itself.	Strongly Agree	Count	10	10	0
		Column N %	11%	11%	0%
	Agree	Count	30	30	0
		Column N %	34%	34%	0%
	AGREEMENT	Count	40	40	0
		Column N %	46%	46%	0%
	Disagree	Count	26	26	0
		Column N %	30%	30%	0%
	Strongly Disagree	Count	18	18	0
		Column N %	21%	21%	0%
	DISAGREEMENT	Count	44	44	0
		Column N %	51%	51%	0%
	Dont Know	Count	3	3	0
		Column N %	3%	3%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

5. Please indicate to what extent you agree or disagree with each of the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
5c. Having an extra year of Kindergarten will better prepare children for Grade 1	Strongly Agree	Count	40	40	0
		Column N %	46%	46%	0%
	Agree	Count	26	26	0
		Column N %	30%	30%	0%
	AGREEMENT	Count	66	66	0
		Column N %	76%	76%	0%
	Disagree	Count	8	8	0
		Column N %	9%	9%	0%
	Strongly Disagree	Count	6	6	0
		Column N %	7%	7%	0%
	DISAGREEMENT	Count	14	14	0
		Column N %	16%	16%	0%
	Dont Know	Count	7	7	0
		Column N %	8%	8%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
6. Was your community consulted prior to implementation of Junior Kindergarten?	Yes	Count	39	39	0
		Column N %	45%	45%	0%
	No	Count	18	18	0
		Column N %	21%	21%	0%
	Dont Know	Count	30	30	0
		Column N %	34%	34%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a.Only the eighty-seven individuals who had or have JK in their communities answered this question.

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
7. Do you believe the consultation process prior to the implementation of Junior Kindergarten was effective?	Yes	Count	12	12	0
		Column N %	14%	14%	0%
	No	Count	40	40	0
		Column N %	46%	46%	0%
	Dont Know	Count	35	35	0
		Column N %	40%	40%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a.Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
8a. Having Junior Kindergarten in our school provides an important resource/ support to our community.	Strongly Agree	Count	40	40	0
		Column N %	46%	46%	0%
	Agree	Count	26	26	0
		Column N %	30%	30%	0%
	AGREEMENT	Count	66	66	0
		Column N %	76%	76%	0%
	Disagree	Count	14	14	0
		Column N %	16%	16%	0%
	Strongly Disagree	Count	4	4	0
		Column N %	5%	5%	0%
	DISAGREEMENT	Count	18	18	0
		Column N %	21%	21%	0%
	Dont Know	Count	3	3	0
		Column N %	3%	3%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
8b. Our school was structurally (toilets, space) ready to implement Junior Kindergarten	Strongly Agree	Count	17	17	0
		Column N %	20%	20%	0%
	Agree	Count	29	29	0
		Column N %	33%	33%	0%
	AGREEMENT	Count	46	46	0
		Column N %	53%	53%	0%
	Disagree	Count	21	21	0
		Column N %	24%	24%	0%
	Strongly Disagree	Count	17	17	0
		Column N %	20%	20%	0%
	DISAGREEMENT	Count	38	38	0
		Column N %	44%	44%	0%
	Dont Know	Count	3	3	0
		Column N %	3%	3%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
8c. We had all the materials we needed to implement Junior Kindergarten	Strongly Agree	Count	12	12	0
		Column N %	14%	14%	0%
	Agree	Count	23	23	0
		Column N %	26%	26%	0%
	AGREEMENT	Count	35	35	0
		Column N %	40%	40%	0%
	Disagree	Count	28	28	0
		Column N %	32%	32%	0%
	Strongly Disagree	Count	15	15	0
		Column N %	17%	17%	0%
	DISAGREEMENT	Count	43	43	0
		Column N %	49%	49%	0%
	Dont Know	Count	9	9	0
		Column N %	10%	10%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
8d. The materials needed to implement Junior Kindergarten arrived in a timely manner	Strongly Agree	Count	8	8	0
		Column N %	9%	9%	0%
	Agree	Count	27	27	0
		Column N %	31%	31%	0%
	AGREEMENT	Count	35	35	0
		Column N %	40%	40%	0%
	Disagree	Count	26	26	0
		Column N %	30%	30%	0%
	Strongly Disagree	Count	13	13	0
		Column N %	15%	15%	0%
	DISAGREEMENT	Count	39	39	0
		Column N %	45%	45%	0%
	Dont Know	Count	13	13	0
		Column N %	15%	15%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
8e. Parent/Caregiver feedback regarding Junior Kindergarten has been positive	Strongly Agree	Count	20	20	0
		Column N %	23%	23%	0%
	Agree	Count	30	30	0
		Column N %	34%	34%	0%
	AGREEMENT	Count	50	50	0
		Column N %	57%	57%	0%
	Disagree	Count	9	9	0
		Column N %	10%	10%	0%
	Strongly Disagree	Count	2	2	0
		Column N %	2%	2%	0%
	DISAGREEMENT	Count	11	11	0
		Column N %	13%	13%	0%
	Dont Know	Count	26	26	0
		Column N %	30%	30%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
8f. Having Junior Kindergarten in the school has had a positive effect on the older students	Strongly Agree	Count	14	14	0
		Column N %	16%	16%	0%
	Agree	Count	24	24	0
		Column N %	28%	28%	0%
	AGREEMENT	Count	38	38	0
		Column N %	44%	44%	0%
	Disagree	Count	12	12	0
		Column N %	14%	14%	0%
	Strongly Disagree	Count	8	8	0
		Column N %	9%	9%	0%
	DISAGREEMENT	Count	20	20	0
		Column N %	23%	23%	0%
	Dont Know	Count	29	29	0
		Column N %	33%	33%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
9. Should Individuals teaching Junior Kindergarten:	Be required to have a B. Ed.	Count	10	10	0
		Column N %	11%	11%	0%
	Be required to have a B.Ed. with specialized training in early childhood education	Count	56	56	0
		Column N %	64%	64%	0%
	Have training in early childhood education – a B. Ed. isn't required if the classroom is only Junior Kindergarten	Count	20	20	0
		Column N %	23%	23%	0%
	Other: Please specify:	Count	1	1	0
		Column N %	1%	1%	0%
Total	Count	87 ^a	87	0	
	Column N %	100%	100%	0%	

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

		OVERALL ^a		
		10a. Classrooms that have only Junior Kindergarten should have a teacher for no more than this number of students:	10b. Classrooms that have both Junior Kindergarten and Kindergarten should have a teacher for no more than this number of students:	10c. Classrooms that have Junior Kindergarten, Kindergarten and other grades should have a teacher for no more than this number of students:
N	Valid	82	81	79
	Missing	198	199	201
Mean		10.12	11.70	10.94
Median		10.00	12.00	12.00
Mode		10	12	12
Range		13	15	17
Minimum		5	5	3
Maximum		18	20	20

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

			4. Has your school ever offered Junior Kindergarten?		
			Total Responses	Yes	No
11a. Do you currently have other early childhood programs in your community?	Yes	Count	56	56	0
		Column N %	64%	64%	0%
	No	Count	31	31	0
		Column N %	36%	36%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	To a Great Extent In what ways:	Count	16	16	0
		Column N %	29%	29%	0%
	To Some Extent In what ways:	Count	13	13	0
		Column N %	23%	23%	0%
	No	Count	7	7	0
		Column N %	13%	13%	0%
	Dont Know	Count	20	20	0
		Column N %	36%	36%	0%
	Total	Count	56 ^a	56	0
		Column N %	100%	100%	0%

a.Only the fifty-six individuals indicating currently having other early childhood programs in their community answered this question. (See Question 11a.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

To a Great Extent In what ways: ^a

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	Jeopardizes/ existing day cares/ day homes/ preschools (job loss)/ reduction of children	Count	6	6	0
		Column N %	43%	43%	0%
	Better prepared children for school	Count	3	3	0
		Column N %	21%	21%	0%
	Other positive	Count	1	1	0
		Column N %	7%	7%	0%
	Change of target groups	Count	1	1	0
		Column N %	7%	7%	0%
	Other	Count	3	3	0
		Column N %	21%	21%	0%
	Total	Count	14	14	0
		Column N %	100%	100%	0%

a.Only the sixteen individuals indicating "Yes, a great extent" in question 11b answered this question. (See question 11b.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

To Some Extent In what ways: ^a

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	Jeopardizes/ existing day cares/ day homes/ preschools (job loss)/ reduction of children	Count	7	7	0
		Column N %	54%	54%	0%
	Better prepared children for school	Count	1	1	0
		Column N %	8%	8%	0%
	Other positive	Count	2	2	0
		Column N %	15%	15%	0%
	Other negative	Count	1	1	0
		Column N %	8%	8%	0%
	Change of target groups	Count	1	1	0
		Column N %	8%	8%	0%
	Other	Count	1	1	0
		Column N %	8%	8%	0%
	Total	Count	13	13	0
		Column N %	100%	100%	0%

a. Only the thirteen individuals indicating "Yes, to some extent" in question 11b answered this question. (See question 11b.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
12. Please indicate which of the following BEST REFLECTS your experiences with Junior Kindergarten.	I am teaching or have taught Junior Kindergarten in NWT	Count	13	13	0
		Column N %	15%	15%	0%
	I am working with or have worked with Junior Kindergarten students in NWT	Count	18	18	0
		Column N %	21%	21%	0%
	I am a Principle/Vice-Principle in a school that is offering or has offered Junior Kindergarten in NWT	Count	14	14	0
		Column N %	16%	16%	0%
	None of the above	Count	42	42	0
		Column N %	48%	48%	0%
	Total	Count	87 ^a	87	0
		Column N %	100%	100%	0%

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
13a. Our school was consulted prior to implementation of Junior Kindergarten	Yes	Count	22	22	0
		Column N %	49%	49%	0%
	No	Count	8	8	0
		Column N %	18%	18%	0%
	Don't Know	Count	15	15	0
		Column N %	33%	33%	0%
	Total	Count	45 ^a	45	0
		Column N %	100%	100%	0%

a. Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
13b. I feel that our input regarding Junior Kindergarten was listened to	Strongly Agree	Count	5	5	0
		Column N %	23%	23%	0%
	Agree	Count	7	7	0
		Column N %	32%	32%	0%
	AGREEMENT	Count	12	12	0
		Column N %	55%	55%	0%
	Disagree	Count	4	4	0
		Column N %	18%	18%	0%
	Strongly Disagree	Count	3	3	0
		Column N %	14%	14%	0%
	DISAGREEMENT	Count	7	7	0
		Column N %	32%	32%	0%

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
13b. I feel that our input regarding Junior Kindergarten was listened to	Dont Know	Count	3	3	0
		Column N %	14%	14%	0%
	Total	Count	22 ^a	22	0
		Column N %	100%	100%	0%

a.Only the twenty-two individuals indicating their school was consulted prior to implementation of JK answered this question. (See Question 13a.)

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
14. Do you believe there is a need for more training/PD to effectively implement the Junior Kindergarten curriculum?	Yes - What training/PD would be most helpful?	Count	36	36	0
		Column N %	80%	80%	0%
	No	Count	9	9	0
		Column N %	20%	20%	0%
	Total	Count	45 ^a	45	0
		Column N %	100%	100%	0%

a.Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

14. Yes - What training/PD would be most helpful?

			4. Has your school ever offered Junior Kindergarten?	
			Yes	Total
q14_o ^a	Early childhood education training for teachers	Count	12	12
		% within q4_r	46.2%	
		% of Total	46.2%	46.2%
	Visiting successful classroom/ job shadowing	Count	4	4
		% within q4_r	15.4%	
		% of Total	15.4%	15.4%
	P.D workshops focused on early childhood issues (e.g. play based, self-regulation, assessment, multi-grade)	Count	10	10
		% within q4_r	38.5%	
		% of Total	38.5%	38.5%
	Different learning expectations (outcomes for JK and K)	Count	2	2
		% within q4_r	7.7%	
		% of Total	7.7%	7.7%
	Additional supports in the classroom (e.g. EA)	Count	2	2
		% within q4_r	7.7%	
		% of Total	7.7%	7.7%
	Time/ support for teachers to meet/ share on a regular bases	Count	2	2
		% within q4_r	7.7%	
		% of Total	7.7%	7.7%
Total	Count	26	26	
	% of Total	100.0%	100.0%	

Percentages and totals are based on respondents.

a.Only the thirty-six individuals indicated more training/PD would be helpful answered this question. (See Question 14.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
15. To what extent do you believe the Junior Kindergarten curriculum is being implemented as intended?	To a Great Extent	Count	9	9	0
		Column N %	20%	20%	0%
	To a Moderate Extent	Count	11	11	0
		Column N %	24%	24%	0%
	To Some Extent	Count	13	13	0
		Column N %	29%	29%	0%
	To a Minimal Extent	Count	10	10	0
		Column N %	22%	22%	0%
	Not At All	Count	1	1	0
		Column N %	2%	2%	0%
	Don't Know	Count	1	1	0
		Column N %	2%	2%	0%
	Total	Count	45 ^a	45	0
		Column N %	100%	100%	0%

a. Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
16a. Provides opportunity for earlier assessment	Yes	Count	227	76	151
		Column N %	81%	87%	78%
	No	Count	36	7	29
		Column N %	13%	8%	15%
	Don't Know	Count	17	4	13
		Column N %	6%	5%	7%
	Total	Count	280	87	193
		Column N %	100%	100%	100%
16b. Provides opportunity for earlier intervention	Yes	Count	232	78	154
		Column N %	83%	90%	80%
	No	Count	31	8	23
		Column N %	11%	9%	12%
	Don't Know	Count	17	1	16
		Column N %	6%	1%	8%
	Total	Count	280	87	193
		Column N %	100%	100%	100%
16c. Supports development of language skills	Yes	Count	251	84	167
		Column N %	90%	97%	87%
	No	Count	16	3	13
		Column N %	6%	3%	7%
	Don't Know	Count	13	0	13
		Column N %	5%	0%	7%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
16d. Supports development of numeracy skills	Yes	Count	241	83	158
		Column N %	86%	95%	82%
	No	Count	23	4	19
		Column N %	8%	5%	10%
	Don't Know	Count	16	0	16
		Column N %	6%	0%	8%
	Total	Count	280	87	193
		Column N %	100%	100%	100%
16e. Supports social/emotional development	Yes	Count	235	82	153
		Column N %	84%	94%	79%
	No	Count	29	4	25
		Column N %	10%	5%	13%
	Don't Know	Count	16	1	15
		Column N %	6%	1%	8%
	Total	Count	280	87	193
		Column N %	100%	100%	100%
16f. Creates comfort with school environment and routines	Yes	Count	234	81	153
		Column N %	84%	93%	79%
	No	Count	26	4	22
		Column N %	9%	5%	11%
	Don't Know	Count	20	2	18
		Column N %	7%	2%	9%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
16g. Creates a sense of belonging to the school community	Yes	Count	210	77	133
		Column N %	75%	89%	69%
	No	Count	34	5	29
		Column N %	12%	6%	15%
	Don't Know	Count	36	5	31
		Column N %	13%	6%	16%
	Total	Count	280	87	193
		Column N %	100%	100%	100%
16h. Promotes an easier transition to Grade 1	Yes	Count	156	67	89
		Column N %	56%	77%	46%
	No	Count	62	9	53
		Column N %	22%	10%	27%
	Don't Know	Count	62	11	51
		Column N %	22%	13%	26%
	Total	Count	280	87	193
		Column N %	100%	100%	100%
16i. Reduces behaviour issues in later grades	Yes	Count	95	46	49
		Column N %	34%	53%	25%
	No	Count	84	15	69
		Column N %	30%	17%	36%
	Don't Know	Count	101	26	75
		Column N %	36%	30%	39%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
16j. Creates and earlier connection between school and families	Yes	Count	223	77	146
		Column N %	80%	89%	76%
	No	Count	29	6	23
		Column N %	10%	7%	12%
	Don't Know	Count	28	4	24
		Column N %	10%	5%	12%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

16k. Other (Please Specify:)

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q16k ^a	Provides support/ day care for families	Count	0	3	3
		% within q4_r	.0%	21.4%	
		% of Total	.0%	15.0%	15.0%
	Stable home is the best support	Count	1	2	3
		% within q4_r	16.7%	14.3%	
		% of Total	5.0%	10.0%	15.0%
	Other programs offer same support (e.g. Day care, Kinderstart, Head Start)	Count	2	1	3
		% within q4_r	33.3%	7.1%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

16k. Other (Please Specify:)

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q16k ^a	Other programs offer same support (e.g. Day care, Kinderstart, Head Start)	% of Total	10.0%	5.0%	15.0%
	Should be mandatory (promotes attendance)	Count	1	2	3
		% within q4_r	16.7%	14.3%	
		% of Total	5.0%	10.0%	15.0%
	Should not be with Kindergarten should be separate	Count	1	0	1
		% within q4_r	16.7%	.0%	
		% of Total	5.0%	.0%	5.0%
	Should be play based	Count	1	1	2
		% within q4_r	16.7%	7.1%	
		% of Total	5.0%	5.0%	10.0%
	Other negative (e.g. too young, more strain system)	Count	1	3	4
		% within q4_r	16.7%	21.4%	
		% of Total	5.0%	15.0%	20.0%
	Other (e.g. Alleviates day care issues, studies not conclusive regarding benefits)	Count	1	1	2
		% within q4_r	16.7%	7.1%	
		% of Total	5.0%	5.0%	10.0%
	Introduces second language learning	Count	0	1	1
		% within q4_r	.0%	7.1%	
		% of Total	.0%	5.0%	5.0%
Total	Count	6	14	20	
	% of Total	30.0%	70.0%	100.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
17. Do you believe there would be a financial impact on the Kindergarten to Grade 12 system if Junior Kindergarten were implemented in all NWT schools?	Yes to a Great Extent ... What would the impact be?	Count	159	38	121
		Column N %	57%	44%	63%
	Yes to Some Extent ... What would the impact be?	Count	47	17	30
		Column N %	17%	20%	16%
	No	Count	15	5	10
		Column N %	5%	6%	5%
	Dont Know	Count	59	27	32
		Column N %	21%	31%	17%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Yes to a Great Extent ... What would the impact be?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q17_o_1 ^a	Funding would cut resources/ reduce programming/ support to students	Count	9	49	58
		% within q4_r	28.1%	43.8%	
		% of Total	6.3%	34.0%	40.3%
	Longer class sizes/ would raise pupil teacher ratios	Count	2	20	22
		% within q4_r	6.3%	17.9%	
		% of Total	1.4%	13.9%	15.3%
	Loss of jobs at higher grades/ specialized positions	Count	4	14	18
		% within q4_r	12.5%	12.5%	
		% of Total	2.8%	9.7%	12.5%
	Student-teacher ratio in JK needs to be same as child care act	Count	3	5	8
		% within q4_r	9.4%	4.5%	
		% of Total	2.1%	3.5%	5.6%
	Cost of new materials/ specialized space to support JK infrastructure	Count	6	15	21
		% within q4_r	18.8%	13.4%	
		% of Total	4.2%	10.4%	14.6%
	Need for new/ additional funding	Count	6	32	38
		% within q4_r	18.8%	28.6%	
		% of Total	4.2%	22.2%	26.4%
	More multi-grade/ more grades in a classroom	Count	2	0	2
		% within q4_r	6.3%	.0%	

Percentages and totals are based on respondents.

a. Only the One hundred (and) fifty-nine individuals indicating “Yes, a great extent” in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Yes to a Great Extent ... What would the impact be?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q17_o_1 ^a	More multi-grade/ more grades in a classroom	% of Total	1.4%	.0%	1.4%
		Need for EA's/ extra support in JK classrooms	Count	4	5
		% within q4_r	12.5%	4.5%	
		% of Total	2.8%	3.5%	6.3%
	Other negative	Count	1	4	5
		% within q4_r	3.1%	3.6%	
		% of Total	.7%	2.8%	3.5%
	Other positive	Count	1	1	2
		% within q4_r	3.1%	.9%	
		% of Total	.7%	.7%	1.4%
	Other	Count	1	1	2
		% within q4_r	3.1%	.9%	
		% of Total	.7%	.7%	1.4%
	Total	Count	32	112	144
% of Total		22.2%	77.8%	100.0%	

Percentages and totals are based on respondents.

a. Only the One hundred (and) fifty-nine individuals indicating "Yes, a great extent" in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Yes to Some Extent ... What would the impact be?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q17_o_2 ^a	Funding would cut resources/ reduce programming/ support to students	Count	1	7	8
		% within q4_r	9.1%	29.2%	
		% of Total	2.9%	20.0%	22.9%
	Longer class sizes/ would raise pupil teacher ratios	Count	1	2	3
		% within q4_r	9.1%	8.3%	
		% of Total	2.9%	5.7%	8.6%
	Loss of jobs at higher grades/ specialized positions	Count	0	2	2
		% within q4_r	.0%	8.3%	
		% of Total	.0%	5.7%	5.7%
	Cost of new materials/ specialized space to support JK infrastructure	Count	3	5	8
		% within q4_r	27.3%	20.8%	
		% of Total	8.6%	14.3%	22.9%
	Need for new/ additional funding	Count	3	2	5
		% within q4_r	27.3%	8.3%	
		% of Total	8.6%	5.7%	14.3%
	Need for EA's/ extra support in JK classrooms	Count	1	2	3
		% within q4_r	9.1%	8.3%	
		% of Total	2.9%	5.7%	8.6%
	Other negative	Count	0	2	2
		% within q4_r	.0%	8.3%	

Percentages and totals are based on respondents.

a. Only the forty-seven individuals indicating "Yes, to Some Extent" in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Yes to Some Extent ... What would the impact be?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q17_o_2 ^a	Other negative	% of Total	.0%	5.7%	5.7%
		Count	0	4	4
	Other positive	% within q4_r	.0%	16.7%	
		% of Total	.0%	11.4%	11.4%
		Count	2	2	4
	Other	% within q4_r	18.2%	8.3%	
		% of Total	5.7%	5.7%	11.4%
		Count	11	24	35
	Total	% of Total	31.4%	68.6%	100.0%

Percentages and totals are based on respondents.

a. Only the forty-seven individuals indicating "Yes, to Some Extent" in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	4. Has your school ever offered Junior Kindergarten?	
				Yes	No
18. How do you believe Junior Kindergarten should be funded?	As it is currently funded	Count	26	14	12
		Column N %	9%	16%	6%
	Different than it is currently funded - In what ways please explain	Count	145	36	109
		Column N %	52%	41%	56%
	Don't Know	Count	109	37	72
		Column N %	39%	43%	37%
	Total	Count	280	87	193
		Column N %	100%	100%	100%

Different than it is currently funded - In what ways please

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q18_o ^a	New funds from territory/ department specific to JK	Count	15	57	72
		% within q4_r	45.5%	58.8%	
		% of Total	11.5%	43.8%	55.4%
	Funding based on lower PTR for JK/ separate budget from K-12	Count	9	19	28
		% within q4_r	27.3%	19.6%	
		% of Total	6.9%	14.6%	21.5%
	Funding based on community needs/ context	Count	2	2	4
		% within q4_r	6.1%	2.1%	

Percentages and totals are based on respondents.

a. Only the One hundred (and) forty-five individuals answering differently than it is currently funded answer this question. (See question 18.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Different than it is currently funded - In what ways please

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q18_o ^a	Funding based on community needs/ context	% of Total	1.5%	1.5%	3.1%
	Funding from multiple/ other departments	Count	0	3	3
		% within q4_r	.0%	3.1%	
		% of Total	.0%	2.3%	2.3%
	Parents pay part of the cost	Count	0	4	4
		% within q4_r	.0%	4.1%	
		% of Total	.0%	3.1%	3.1%
	In collaboration with AHS/ early childhood funding/ early literacy	Count	6	6	12
		% within q4_r	18.2%	6.2%	
		% of Total	4.6%	4.6%	9.2%
	Other	Count	5	12	17
		% within q4_r	15.2%	12.4%	
		% of Total	3.8%	9.2%	13.1%
	Total	Count	33	97	130
% of Total		25.4%	74.6%	100.0%	

Percentages and totals are based on respondents.

a.Only the One hundred (and) forty-five individuals answering differently than it is currently funded answer this question. (See question 18.)

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q19 ^a	Lack of trained/ experienced teachers/ need early childhood training	Count	6	14	20
		% within q4_r	8.3%	8.1%	
		% of Total	2.5%	5.7%	8.2%
	Lack of funding/ need more money	Count	13	60	73
		% within q4_r	18.1%	34.9%	
		% of Total	5.3%	24.6%	29.9%
	Cost	Count	0	5	5
		% within q4_r	.0%	2.9%	
		% of Total	.0%	2.0%	2.0%
	Too young to go to school/ institutionalization of young children/ residential schools	Count	4	26	30
		% within q4_r	5.6%	15.1%	
		% of Total	1.6%	10.7%	12.3%
	Does not validate/ take into account/ negative impact on existing early childhood programs (eg. AHS)	Count	5	32	37
		% within q4_r	6.9%	18.6%	
		% of Total	2.0%	13.1%	15.2%
	Concern of PTR/ large class size	Count	8	13	21
		% within q4_r	11.1%	7.6%	
		% of Total	3.3%	5.3%	8.6%
	Lack of community/ parent input/ curriculum	Count	2	4	6
		% within q4_r	2.8%	2.3%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q19 ^a	Lack of community/ parent input/ curriculum	% of Total	.8%	1.6%	2.5%
	JK curriculum is same as K curriculum	Count	1	4	5
		% within q4_r	1.4%	2.3%	
		% of Total	.4%	1.6%	2.0%
	Full day too long for young children	Count	4	2	6
		% within q4_r	5.6%	1.2%	
		% of Total	1.6%	.8%	2.5%
	Negative impact on other grades/ programs	Count	6	38	44
		% within q4_r	8.3%	22.1%	
		% of Total	2.5%	15.6%	18.0%
	Not enough space/ inappropriate space for JK	Count	1	6	7
		% within q4_r	1.4%	3.5%	
		% of Total	.4%	2.5%	2.9%
	Multi-grade classrooms that include higher grades	Count	8	6	14
		% within q4_r	11.1%	3.5%	
		% of Total	3.3%	2.5%	5.7%
	Different needs of 3/4 year olds (e.g. toilet training, behavior/ language)	Count	11	6	17
		% within q4_r	15.3%	3.5%	
		% of Total	4.5%	2.5%	7.0%
	Badly implemented	Count	4	3	7
		% within q4_r	5.6%	1.7%	
		% of Total	1.6%	1.2%	2.9%
	Concerns over safety	Count	5	2	7
		% within q4_r	6.9%	1.2%	
		% of Total	2.0%	.8%	2.9%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q19 ^a	Lack of parental involvement	Count	2	0	2
		% within q4_r	2.8%	.0%	
		% of Total	.8%	.0%	.8%
	Lack of specialist support(e.g. Speech, OT)	Count	1	3	4
		% within q4_r	1.4%	1.7%	
		% of Total	.4%	1.2%	1.6%
	Needs for EA's in JK classrooms	Count	2	1	3
		% within q4_r	2.8%	.6%	
		% of Total	.8%	.4%	1.2%
	Need full day, JK	Count	1	0	1
		% within q4_r	1.4%	.0%	
		% of Total	.4%	.0%	.4%
	Target JK for high needs students	Count	0	3	3
		% within q4_r	.0%	1.7%	
		% of Total	.0%	1.2%	1.2%
	Lack of attendance	Count	1	1	2
		% within q4_r	1.4%	.6%	
		% of Total	.4%	.4%	.8%
	None/ positive about JK	Count	5	7	12
		% within q4_r	6.9%	4.1%	
		% of Total	2.0%	2.9%	4.9%
	Other	Count	4	7	11
		% within q4_r	5.6%	4.1%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q19 ^a	Other	% of Total	1.6%	2.9%	4.5%
Total		Count	72	172	244
		% of Total	29.5%	70.5%	100.0%

Percentages and totals are based on respondents.

a. Group

20. What is the greatest strength of Junior Kindergarten? Please explain.

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q20 ^a	Early intervention/ gives child a head start/ closing the gap	Count	14	56	70
		% within q4_r	19.4%	35.4%	
		% of Total	6.1%	24.3%	30.4%
	Skill development (e.g. social, language numeracy)	Count	26	40	66
		% within q4_r	36.1%	25.3%	
		% of Total	11.3%	17.4%	28.7%
	Free/ parents don't have to pay for early childhood/ universal access	Count	0	16	16
		% within q4_r	.0%	10.1%	
		% of Total	.0%	7.0%	7.0%
	Preparation for schooling/ better transition to schooling assimilation (e.g. get used to routine, school setting)	Count	33	30	63
		% within q4_r	45.8%	19.0%	
		% of Total	14.3%	13.0%	27.4%
	Opportunity for early assessment	Count	1	10	11
		% within q4_r	1.4%	6.3%	
		% of Total	.4%	4.3%	4.8%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

20. What is the greatest strength of Junior Kindergarten? Please explain.

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q20 ^a	Provides support/ early childhood programming where none exists	Count	3	5	8
		% within q4_r	4.2%	3.2%	
		% of Total	1.3%	2.2%	3.5%
	Safe environment	Count	1	4	5
		% within q4_r	1.4%	2.5%	
		% of Total	.4%	1.7%	2.2%
	More stimulating than home environment	Count	3	10	13
		% within q4_r	4.2%	6.3%	
		% of Total	1.3%	4.3%	5.7%
	Introduces children to culture and language	Count	0	1	1
		% within q4_r	.0%	.6%	
		% of Total	.0%	.4%	.4%
	Establishes connection between home and school	Count	2	5	7
		% within q4_r	2.8%	3.2%	
		% of Total	.9%	2.2%	3.0%
	Access to qualified teachers	Count	1	1	2
		% within q4_r	1.4%	.6%	
		% of Total	.4%	.4%	.9%
	No/ don't know benefits	Count	1	9	10
		% within q4_r	1.4%	5.7%	
		% of Total	.4%	3.9%	4.3%
	Generally beneficial	Count	1	5	6
		% within q4_r	1.4%	3.2%	
		% of Total	.4%	2.2%	2.6%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

20. What is the greatest strength of Junior Kindergarten? Please explain.

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
q20 ^a	Other	Count	4	7	11
		% within q4_r	5.6%	4.4%	
		% of Total	1.7%	3.0%	4.8%
Total		Count	72	158	230
		% of Total	31.3%	68.7%	100.0%

Percentages and totals are based on respondents.

a. Group

Other Comments regarding the Junior Kindergarten Program?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
AddComm ^a	Funding needs to be addressed	Count	5	9	14
		% within q4_r	13.9%	12.2%	
		% of Total	4.5%	8.2%	12.7%
	P.D/ training for teachers in early childhood/ cultural is needed	Count	2	2	4
		% within q4_r	5.6%	2.7%	
		% of Total	1.8%	1.8%	3.6%
	PTR needs to be smaller/ same as day care	Count	2	4	6
		% within q4_r	5.6%	5.4%	
		% of Total	1.8%	3.6%	5.5%
	Potential negative impact on other early childhood programs (e.g. AHS)	Count	1	5	6
		% within q4_r	2.8%	6.8%	
		% of Total	.9%	4.5%	5.5%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Other Comments regarding the Junior Kindergarten Program?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
AddComm ^a	Badly implemented	Count	3	1	4
		% within q4_r	8.3%	1.4%	
		% of Total	2.7%	.9%	3.6%
	Lack of community/parent/educator consultation	Count	1	3	4
		% within q4_r	2.8%	4.1%	
		% of Total	.9%	2.7%	3.6%
	Work with existing supports/programs/community agency	Count	5	7	12
		% within q4_r	13.9%	9.5%	
		% of Total	4.5%	6.4%	10.9%
	Need for EA's/ additional supports in JK classroom	Count	2	4	6
		% within q4_r	5.6%	5.4%	
		% of Total	1.8%	3.6%	5.5%
	Issue for JK/ multi-grade classes	Count	4	0	4
		% within q4_r	11.1%	.0%	
		% of Total	3.6%	.0%	3.6%
	Importance of JK/ early intervention/ great program	Count	12	14	26
		% within q4_r	33.3%	18.9%	
		% of Total	10.9%	12.7%	23.6%
	Would like JK in my community	Count	0	1	1
		% within q4_r	.0%	1.4%	
		% of Total	.0%	.9%	.9%
	4 year olds too young for school/ institutionalization/ residential schools	Count	1	11	12
		% within q4_r	2.8%	14.9%	
		% of Total	.9%	10.0%	10.9%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Other Comments regarding the Junior Kindergarten Program?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
AddComm ^a	JK negatively effects other school programming/ supports	Count	1	5	6
		% within q4 r	2.8%	6.8%	
		% of Total	.9%	4.5%	5.5%
	Free/ cheaper alternative for parents for young children	Count	0	4	4
		% within q4 r	.0%	5.4%	
		% of Total	.0%	3.6%	3.6%
	Need appropriate physical space for JK	Count	1	4	5
		% within q4 r	2.8%	5.4%	
		% of Total	.9%	3.6%	4.5%
	Poor communication over JK	Count	1	1	2
		% within q4 r	2.8%	1.4%	
		% of Total	.9%	.9%	1.8%
	Good program for communities without alternatives	Count	1	0	1
		% within q4 r	2.8%	.0%	
		% of Total	.9%	.0%	.9%
	Not full day/ should be 1/2 day	Count	0	2	2
		% within q4 r	.0%	2.7%	
		% of Total	.0%	1.8%	1.8%
	Need to take into account community context/ different models needed	Count	1	0	1
		% within q4 r	2.8%	.0%	
		% of Total	.9%	.0%	.9%
	JK supports school readiness	Count	3	1	4
		% within q4 r	8.3%	1.4%	
		% of Total	2.7%	.9%	3.6%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Junior Kindergarten Offered

Other Comments regarding the Junior Kindergarten Program?

			4. Has your school ever offered Junior Kindergarten?		Total
			Yes	No	
AddComm ^a	Target JK for children who need it most	Count	1	3	4
		% within q4 r	2.8%	4.1%	
		% of Total	.9%	2.7%	3.6%
	Negative	Count	0	3	3
		% within q4 r	.0%	4.1%	
		% of Total	.0%	2.7%	2.7%
	Other	Count	3	13	16
		% within q4 r	8.3%	17.6%	
		% of Total	2.7%	11.8%	14.5%
Total	Count	36	74	110	
	% of Total	32.7%	67.3%	100.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

Statistics

id

N	Valid	87
	Missing	0

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
2. Which of the following BEST describes the grades levels for which you are responsible?	JK/K to Grade 4	Count	17	17	0	0	0	0	0
		Column N %	20%	40%	0%	0%	0%	0%	0%
	JK/K to Grade 6	Count	9	3	4	1	1	0	0
		Column N %	10%	7%	27%	25%	20%	0%	0%
	Grades 5 to 8	Count	6	4	1	0	0	1	0
		Column N %	7%	9%	7%	0%	0%	6%	0%
	High School 9-12	Count	9	5	2	0	0	2	0
		Column N %	10%	12%	13%	0%	0%	11%	0%
	JK/K to Grades 8/9	Count	9	3	1	1	0	4	0
		Column N %	10%	7%	7%	25%	0%	22%	0%
	Grades 5 to 12	Count	10	8	1	0	0	1	0
		Column N %	12%	19%	7%	0%	0%	6%	0%
	All grade levels	Count	17	3	5	2	0	7	0
		Column N %	20%	7%	33%	50%	0%	39%	0%
	Division-wide responsibilities/ No specific grades	Count	9	0	1	0	4	3	1
		Column N %	10%	0%	7%	0%	80%	17%	100%
	Total	Count	86 ^a	43	15	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

a. Eighty-six individuals had valid responses to this question.

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
3. Which ONE of the following BEST describes your position?	Regular Classroom Teacher	Count	39	39	0	0	0	0	0
		Column N %	45%	91%	0%	0%	0%	0%	0%
	Specialist Teacher (Phys. ED Music Art Vocational Human Ecology)	Count	4	4	0	0	0	0	0
		Column N %	5%	9%	0%	0%	0%	0%	0%
	EAL, Special Education/ Needs or Early Intervention/ Literacy Intervention/ Reading Recovery/ Literacy Strategy Teacher	Count	1	0	1	0	0	0	0
		Column N %	1%	0%	6%	0%	0%	0%	0%
	Program Support Teacher	Count	10	0	10	0	0	0	0
		Column N %	11%	0%	63%	0%	0%	0%	0%
	Aboriginal Language/ Culture Teacher	Count	3	0	3	0	0	0	0
		Column N %	3%	0%	19%	0%	0%	0%	0%
	School Counsellor	Count	1	0	1	0	0	0	0
		Column N %	1%	0%	6%	0%	0%	0%	0%
	School Librarian	Count	1	0	1	0	0	0	0
		Column N %	1%	0%	6%	0%	0%	0%	0%
	Educational/ Classroom Assistant/ Special Needs Assistant	Count	4	0	0	4	0	0	0
		Column N %	5%	0%	0%	100%	0%	0%	0%
	Consultant/ Coordinator/ Clinician	Count	5	0	0	0	5	0	0
		Column N %	6%	0%	0%	0%	100%	0%	0%
	Full-time Principal/Vice-Principal	Count	5	0	0	0	0	5	0
		Column N %	6%	0%	0%	0%	0%	28%	0%
	Teaching Principal/Vice-Principal	Count	10	0	0	0	0	10	0
		Column N %	11%	0%	0%	0%	0%	56%	0%
	Superintendent/ Assistant Superintendent	Count	3	0	0	0	0	3	0
		Column N %	3%	0%	0%	0%	0%	17%	0%
	Information Technology/ Computer Technician	Count	1	0	0	0	0	0	1
		Column N %	1%	0%	0%	0%	0%	0%	100%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
4. Has your school ever offered Junior Kindergarten?	Yes our school is currently offering Junior Kindergarten	Count	75	36	13	3	5	17	1
		Column N %	86%	84%	81%	75%	100%	94%	100%
	Yes our school did offer Junior Kindergarten but does not any longer	Count	12	7	3	1	0	1	0
		Column N %	14%	16%	19%	25%	0%	6%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

5. Please indicate to what extent you agree or disagree with each of the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
5a. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of why it was being implemented.	Strongly Agree	Count	10	6	2	1	0	1	0
		Column N %	11%	14%	13%	25%	0%	6%	0%
	Agree	Count	39	17	8	0	3	10	1
		Column N %	45%	40%	50%	0%	60%	56%	100%
	AGREEMENT	Count	49	23	10	1	3	11	1
		Column N %	56%	53%	63%	25%	60%	61%	100%
	Disagree	Count	22	12	2	2	2	4	0
		Column N %	25%	28%	13%	50%	40%	22%	0%
	Strongly Disagree	Count	14	7	3	1	0	3	0
		Column N %	16%	16%	19%	25%	0%	17%	0%
	DISAGREEMENT	Count	36	19	5	3	2	7	0
		Column N %	41%	44%	31%	75%	40%	39%	0%
	Don't Know	Count	2	1	1	0	0	0	0
		Column N %	2%	2%	6%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

5. Please indicate to what extent you agree or disagree with each of the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
5b. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of the program itself.	Strongly Agree	Count	10	5	3	1	0	1	0
		Column N %	11%	12%	19%	25%	0%	6%	0%
	Agree	Count	30	14	5	0	3	8	0
		Column N %	34%	33%	31%	0%	60%	44%	0%
	AGREEMENT	Count	40	19	8	1	3	9	0
		Column N %	46%	44%	50%	25%	60%	50%	0%
	Disagree	Count	26	13	4	2	1	5	1
		Column N %	30%	30%	25%	50%	20%	28%	100%
	Strongly Disagree	Count	18	9	3	1	1	4	0
		Column N %	21%	21%	19%	25%	20%	22%	0%
	DISAGREEMENT	Count	44	22	7	3	2	9	1
		Column N %	51%	51%	44%	75%	40%	50%	100%
	Don't Know	Count	3	2	1	0	0	0	0
		Column N %	3%	5%	6%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
5c. Having an extra year of Kindergarten will better prepare children for Grade 1	Strongly Agree	Count	40	21	8	1	2	8	0
		Column N %	46%	49%	50%	25%	40%	44%	0%
	Agree	Count	26	12	4	1	0	8	1
		Column N %	30%	28%	25%	25%	0%	44%	100%
	AGREEMENT	Count	66	33	12	2	2	16	1
		Column N %	76%	77%	75%	50%	40%	89%	100%
	Disagree	Count	8	4	2	0	2	0	0
		Column N %	9%	9%	13%	0%	40%	0%	0%
	Strongly Disagree	Count	6	3	1	2	0	0	0
		Column N %	7%	7%	6%	50%	0%	0%	0%
	DISAGREEMENT	Count	14	7	3	2	2	0	0
		Column N %	16%	16%	19%	50%	40%	0%	0%
	Don't Know	Count	7	3	1	0	1	2	0
		Column N %	8%	7%	6%	0%	20%	11%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
6. Was your community consulted prior to implementation of Junior Kindergarten?	Yes	Count	39	19	7	1	2	9	1
		Column N %	45%	44%	44%	25%	40%	50%	100%
	No	Count	18	5	5	0	1	7	0
		Column N %	21%	12%	31%	0%	20%	39%	0%
	Don't Know	Count	30	19	4	3	2	2	0
		Column N %	34%	44%	25%	75%	40%	11%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
7. Do you believe the consultation process prior to the implementation of Junior Kindergarten was effective?	Yes	Count	12	5	2	0	0	5	0
		Column N %	14%	12%	13%	0%	0%	28%	0%
	No	Count	40	14	8	2	5	10	1
		Column N %	46%	33%	50%	50%	100%	56%	100%
	Don't Know	Count	35	24	6	2	0	3	0
		Column N %	40%	56%	38%	50%	0%	17%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
8a. Having Junior Kindergarten in our school provides an important resource/ support to our community.	Strongly Agree	Count	40	24	6	1	1	8	0
		Column N %	46%	56%	38%	25%	20%	44%	0%
	Agree	Count	26	11	5	1	1	7	1
		Column N %	30%	26%	31%	25%	20%	39%	100%
	AGREEMENT	Count	66	35	11	2	2	15	1
		Column N %	76%	81%	69%	50%	40%	83%	100%
	Disagree	Count	14	5	3	0	3	3	0
		Column N %	16%	12%	19%	0%	60%	17%	0%
	Strongly Disagree	Count	4	1	1	2	0	0	0
		Column N %	5%	2%	6%	50%	0%	0%	0%
	DISAGREEMENT	Count	18	6	4	2	3	3	0
		Column N %	21%	14%	25%	50%	60%	17%	0%
	Don't Know	Count	3	2	1	0	0	0	0
		Column N %	3%	5%	6%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
8b. Our school was structurally (toilets, space) ready to implement Junior Kindergarten.	Strongly Agree	Count	17	13	3	0	0	1	0
		Column N %	20%	30%	19%	0%	0%	6%	0%
	Agree	Count	29	10	3	3	2	11	0
		Column N %	33%	23%	19%	75%	40%	61%	0%
	AGREEMENT	Count	46	23	6	3	2	12	0
		Column N %	53%	53%	38%	75%	40%	67%	0%
	Disagree	Count	21	10	6	0	2	2	1
		Column N %	24%	23%	38%	0%	40%	11%	100%
	Strongly Disagree	Count	17	9	2	1	1	4	0
		Column N %	20%	21%	13%	25%	20%	22%	0%
	DISAGREEMENT	Count	38	19	8	1	3	6	1
		Column N %	44%	44%	50%	25%	60%	33%	100%
	Don't Know	Count	3	1	2	0	0	0	0
		Column N %	3%	2%	13%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
8c. We had all the materials we needed to implement Junior Kindergarten.	Strongly Agree	Count	12	9	2	0	0	1	0
		Column N %	14%	21%	13%	0%	0%	6%	0%
	Agree	Count	23	9	5	2	0	6	1
		Column N %	26%	21%	31%	50%	0%	33%	100%
	AGREEMENT	Count	35	18	7	2	0	7	1
		Column N %	40%	42%	44%	50%	0%	39%	100%
	Disagree	Count	28	12	4	1	3	8	0
		Column N %	32%	28%	25%	25%	60%	44%	0%
	Strongly Disagree	Count	15	8	2	1	1	3	0
		Column N %	17%	19%	13%	25%	20%	17%	0%
	DISAGREEMENT	Count	43	20	6	2	4	11	0
		Column N %	49%	47%	38%	50%	80%	61%	0%
	Don't Know	Count	9	5	3	0	1	0	0
		Column N %	10%	12%	19%	0%	20%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
8d. The materials needed to implement Junior Kindergarten arrived in a timely manner.	Strongly Agree	Count	8	5	3	0	0	0	0
		Column N %	9%	12%	19%	0%	0%	0%	0%
	Agree	Count	27	13	2	3	0	8	1
		Column N %	31%	30%	13%	75%	0%	44%	100%
	AGREEMENT	Count	35	18	5	3	0	8	1
		Column N %	40%	42%	31%	75%	0%	44%	100%
	Disagree	Count	26	8	7	0	3	8	0
		Column N %	30%	19%	44%	0%	60%	44%	0%
	Strongly Disagree	Count	13	8	1	1	1	2	0
		Column N %	15%	19%	6%	25%	20%	11%	0%
	DISAGREEMENT	Count	39	16	8	1	4	10	0
		Column N %	45%	37%	50%	25%	80%	56%	0%
	Don't Know	Count	13	9	3	0	1	0	0
		Column N %	15%	21%	19%	0%	20%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

8. Please indicate to what extent you agree or disagree with the following statements:

			Total Responses	Position					
		Teacher		Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
8e. Parent/Caregiver feedback regarding Junior Kindergarten has been positive.	Strongly Agree	Count	20	8	6	0	1	5	0
		Column N %	23%	19%	38%	0%	20%	28%	0%
	Agree	Count	30	16	3	1	1	9	0
		Column N %	34%	37%	19%	25%	20%	50%	0%
	AGREEMENT	Count	50	24	9	1	2	14	0
		Column N %	57%	56%	56%	25%	40%	78%	0%
	Disagree	Count	9	2	1	1	1	4	0
		Column N %	10%	5%	6%	25%	20%	22%	0%
	Strongly Disagree	Count	2	2	0	0	0	0	0
		Column N %	2%	5%	0%	0%	0%	0%	0%
	DISAGREEMENT	Count	11	4	1	1	1	4	0
		Column N %	13%	9%	6%	25%	20%	22%	0%
	Don't Know	Count	26	15	6	2	2	0	1
		Column N %	30%	35%	38%	50%	40%	0%	100%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
8f. Having Junior Kindergarten in the school has had a positive effect on the older students.	Strongly Agree	Count	14	8	2	0	1	3	0
		Column N %	16%	19%	13%	0%	20%	17%	0%
	Agree	Count	24	12	6	1	1	4	0
		Column N %	28%	28%	38%	25%	20%	22%	0%
	AGREEMENT	Count	38	20	8	1	2	7	0
		Column N %	44%	47%	50%	25%	40%	39%	0%
	Disagree	Count	12	4	2	1	2	2	1
		Column N %	14%	9%	13%	25%	40%	11%	100%
	Strongly Disagree	Count	8	3	1	1	0	3	0
		Column N %	9%	7%	6%	25%	0%	17%	0%
	DISAGREEMENT	Count	20	7	3	2	2	5	1
		Column N %	23%	16%	19%	50%	40%	28%	100%
	Don't Know	Count	29	16	5	1	1	6	0
		Column N %	33%	37%	31%	25%	20%	33%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
9. Should Individuals teaching Junior Kindergarten:	Be required to have a B. Ed.	Count	10	5	2	0	0	3	0
		Column N %	11%	12%	13%	0%	0%	17%	0%
	Be required to have a B.Ed. with specialized training in early childhood education	Count	56	31	8	1	4	12	0
		Column N %	64%	72%	50%	25%	80%	67%	0%
	Have training in early childhood education – a B. Ed. isn't required if the classroom is only Junior Kindergarten	Count	20	7	5	3	1	3	1
		Column N %	23%	16%	31%	75%	20%	17%	100%
	Other: Please specify:	Count	1	0	1	0	0	0	0
		Column N %	1%	0%	6%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

		OVERALL ^a		
		10a. Classrooms that have only Junior Kindergarten should have a teacher for no more than this number of students:	10b. Classrooms that have both Junior Kindergarten and Kindergarten should have a teacher for no more than this number of students:	10c. Classrooms that have Junior Kindergarten, Kindergarten and other grades should have a teacher for no more than this number of students:
N	Valid	82	81	79
	Missing	198	199	201
Mean		10.12	11.70	10.94
Median		10.00	12.00	12.00
Mode		10	12	12
Range		13	15	17
Minimum		5	5	3
Maximum		18	20	20

a. Only the eighty-seven individuals who had or have JK in their communities answered this question.

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
11a. Do you currently have other early childhood programs in your community?	Yes	Count	56	29	10	2	4	11	0
		Column N %	64%	67%	63%	50%	80%	61%	0%
	No	Count	31	14	6	2	1	7	1
		Column N %	36%	33%	38%	50%	20%	39%	100%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	To a Great Extent In what ways:	Count	16	8	5	0	1	2	0
		Column N %	29%	28%	50%	0%	25%	18%	0%
	To Some Extent In what ways:	Count	13	4	1	1	0	7	0
		Column N %	23%	14%	10%	50%	0%	64%	0%
	No	Count	7	1	2	1	2	1	0
		Column N %	13%	3%	20%	50%	50%	9%	0%
	Don't Know	Count	20	16	2	0	1	1	0
		Column N %	36%	55%	20%	0%	25%	9%	0%
	Total	Count	56 ^a	29	10	2	4	11	0
		Column N %	100%	100%	100%	100%	100%	100%	0%

a. Only the fifty-six individuals indicating currently having other early childhood programs in their community answered this question. (See Question 11a.)

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			To a Great Extent In what ways: ^a						
			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	Jeopardizes/ existing day cares/ day homes/ preschools (job loss)/ reduction of children	Count	6	3	2	0	0	1	0
		Column N %	43%	50%	40%	0%	0%	50%	0%
	Better prepared children for school	Count	3	1	2	0	0	0	0
		Column N %	21%	17%	40%	0%	0%	0%	0%
	Other positive	Count	1	1	0	0	0	0	0
		Column N %	7%	17%	0%	0%	0%	0%	0%
	Change of target groups	Count	1	0	0	0	0	1	0
		Column N %	7%	0%	0%	0%	0%	50%	0%
	Other	Count	3	1	1	0	1	0	0
		Column N %	21%	17%	20%	0%	100%	0%	0%
	Total	Count	14	6	5	0	1	2	0
		Column N %	100%	100%	100%	0%	100%	100%	0%

a.Only the sixteen individuals indicating "Yes, a great extent" in question 11b answered this question. (See question 11b.)

			To Some Extent In what ways: ^a						
			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
11b. To what extent has Junior Kindergarten had an effect on the early childhood programs in your community?	Jeopardizes/ existing day cares/ day homes/ preschools (job loss)/ reduction of children	Count	7	3	0	0	0	4	0
		Column N %	54%	75%	0%	0%	0%	57%	0%
	Better prepared children for school	Count	1	0	1	0	0	0	0
		Column N %	8%	0%	100%	0%	0%	0%	0%
	Other positive	Count	2	0	0	0	0	2	0
		Column N %	15%	0%	0%	0%	0%	29%	0%
	Other negative	Count	1	0	0	0	0	1	0
		Column N %	8%	0%	0%	0%	0%	14%	0%
	Change of target groups	Count	1	1	0	0	0	0	0
		Column N %	8%	25%	0%	0%	0%	0%	0%
	Other	Count	1	0	0	1	0	0	0
		Column N %	8%	0%	0%	100%	0%	0%	0%
	Total	Count	13	4	1	1	0	7	0
		Column N %	100%	100%	100%	100%	0%	100%	0%

a.Only the thirteen individuals indicating "Yes, to some extent" in question 11b answered this question. (See question 11b.)

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
12. Please indicate which of the following BEST REFLECTS your experiences with Junior Kindergarten.	I am teaching or have taught Junior Kindergarten in NWT	Count	13	11	0	1	0	1	0
		Column N %	15%	26%	0%	25%	0%	6%	0%
	I am working with or have worked with Junior Kindergarten s	Count	18	8	7	2	1	0	0
		Column N %	21%	19%	44%	50%	20%	0%	0%
	I am a Principle/Vice-Principle in a school that is offerin	Count	14	0	0	0	0	14	0
		Column N %	16%	0%	0%	0%	0%	78%	0%
	None of the above	Count	42	24	9	1	4	3	1
		Column N %	48%	56%	56%	25%	80%	17%	100%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
13a. Our school was consulted prior to implementation of Junior Kindergarten	Yes	Count	22	9	3	1	0	9	0
		Column N %	49%	47%	43%	33%	0%	60%	0%
	No	Count	8	2	1	0	0	5	0
		Column N %	18%	11%	14%	0%	0%	33%	0%
	Don't Know	Count	15	8	3	2	1	1	0
		Column N %	33%	42%	43%	67%	100%	7%	0%
	Total	Count	45 ^a	19	7	3	1	15	0
		Column N %	100%	100%	100%	100%	100%	100%	0%

a.Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
13b. I feel that our input regarding Junior Kindergarten was listened to	Strongly Agree	Count	5	3	1	0	0	1	0
		Column N %	23%	33%	33%	0%	0%	11%	0%
	Agree	Count	7	0	1	0	0	6	0
		Column N %	32%	0%	33%	0%	0%	67%	0%
	AGREEMENT	Count	12	3	2	0	0	7	0
		Column N %	55%	33%	67%	0%	0%	78%	0%
	Disagree	Count	4	3	0	0	0	1	0
		Column N %	18%	33%	0%	0%	0%	11%	0%
	Strongly Disagree	Count	3	2	0	1	0	0	0
		Column N %	14%	22%	0%	100%	0%	0%	0%
	DISAGREEMENT	Count	7	5	0	1	0	1	0
		Column N %	32%	56%	0%	100%	0%	11%	0%
	Don't Know	Count	3	1	1	0	0	1	0
		Column N %	14%	11%	33%	0%	0%	11%	0%
	Total	Count	22 ^a	9	3	1	0	9	0
		Column N %	100%	100%	100%	100%	0%	100%	0%

a.Only the twenty-two individuals indicating their school was consulted prior to implementation of JK answered this question. (See Question 13a.)

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
14. Do you believe there is a need for more training/PD to effectively implement the Junior Kindergarten curriculum?	Yes - What training/PD would be most helpful?	Count	36	16	4	3	1	12	0
		Column N %	80%	84%	57%	100%	100%	80%	0%
	No	Count	9	3	3	0	0	3	0
		Column N %	20%	16%	43%	0%	0%	20%	0%
	Total	Count	45 ^a	19	7	3	1	15	0
		Column N %	100%	100%	100%	100%	100%	100%	0%

a.Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

14. Yes - What training/PD would be most helpful?

			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Total
q14_o ^a	Early childhood education training for teachers	Count	5	2	2	0	3	12
		% within q3_r	41.7%	50.0%	100.0%	.0%	42.9%	
		% of Total	19.2%	7.7%	7.7%	.0%	11.5%	46.2%
	Visiting successful classroom/ job shadowing	Count	2	0	0	0	2	4
		% within q3_r	16.7%	.0%	.0%	.0%	28.6%	
		% of Total	7.7%	.0%	.0%	.0%	7.7%	15.4%
	P.D workshops focused on early childhood issues (e.g. play based, self-regulation, assessment, multi-grade)	Count	6	1	0	1	2	10
		% within q3_r	50.0%	25.0%	.0%	100.0%	28.6%	
		% of Total	23.1%	3.8%	.0%	3.8%	7.7%	38.5%
	Different learning expectations (outcomes for JK and K)	Count	0	1	0	0	1	2
		% within q3_r	.0%	25.0%	.0%	.0%	14.3%	
		% of Total	.0%	3.8%	.0%	.0%	3.8%	7.7%
	Additional supports in the classroom (e.g. EA)	Count	1	0	1	0	0	2
		% within q3_r	8.3%	.0%	50.0%	.0%	.0%	
		% of Total	3.8%	.0%	3.8%	.0%	.0%	7.7%
	Time/ support for teachers to meet/ share on a regular bases	Count	1	0	0	0	1	2
		% within q3_r	8.3%	.0%	.0%	.0%	14.3%	
		% of Total	3.8%	.0%	.0%	.0%	3.8%	7.7%
Total		Count	12	4	2	1	7	26
		% of Total	46.2%	15.4%	7.7%	3.8%	26.9%	1.0E2%

Percentages and totals are based on respondents.

a.Only the thirty-six individuals indicated more training/PD would be helpful answered this question. (See Question 14.)

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
15. To what extent do you believe the Junior Kindergarten curriculum is being implemented as intended?	To a Great Extent	Count	9	5	2	0	0	2	0
		Column N %	20%	26%	29%	0%	0%	13%	0%
	To a Moderate Extent	Count	11	3	1	1	0	6	0
		Column N %	24%	16%	14%	33%	0%	40%	0%
	To Some Extent	Count	13	7	3	0	0	3	0
		Column N %	29%	37%	43%	0%	0%	20%	0%
	To a Minimal Extent	Count	10	3	1	1	1	4	0
		Column N %	22%	16%	14%	33%	100%	27%	0%
	Not At All	Count	1	0	0	1	0	0	0
		Column N %	2%	0%	0%	33%	0%	0%	0%
	Don't Know	Count	1	1	0	0	0	0	0
		Column N %	2%	5%	0%	0%	0%	0%	0%
Total	Count	45 ^a	19	7	3	1	15	0	
	Column N %	100%	100%	100%	100%	100%	100%	0%	

a. Only the forty-five individuals indicating having an experience with JK answered this question. (See Question 12.)

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
16a. Provides opportunity for earlier assessment	Yes	Count	76	37	16	2	4	16	1
		Column N %	87%	86%	100%	50%	80%	89%	100%
	No	Count	7	2	0	2	1	2	0
		Column N %	8%	5%	0%	50%	20%	11%	0%
	Don't Know	Count	4	4	0	0	0	0	0
		Column N %	5%	9%	0%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
16b. Provides opportunity for earlier intervention	Yes	Count	78	39	15	2	3	18	1
		Column N %	90%	91%	94%	50%	60%	100%	100%
	No	Count	8	3	1	2	2	0	0
		Column N %	9%	7%	6%	50%	40%	0%	0%
	Don't Know	Count	1	1	0	0	0	0	0
		Column N %	1%	2%	0%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

16. Which of the following do you believe are benefits of Junior Kindergarten:

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/Clinician	Admin/ Super	Other
16c. Supports development of language skills	Yes	Count	84	40	16	4	5	18	1
		Column N %	97%	93%	100%	100%	100%	100%	100%
	No	Count	3	3	0	0	0	0	0
		Column N %	3%	7%	0%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
16d. Supports development of numeracy skills	Yes	Count	83	40	16	3	5	18	1
		Column N %	95%	93%	100%	75%	100%	100%	100%
	No	Count	4	3	0	1	0	0	0
		Column N %	5%	7%	0%	25%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
16e. Supports social/emotional development	Yes	Count	82	41	15	2	5	18	1
		Column N %	94%	95%	94%	50%	100%	100%	100%
	No	Count	4	2	0	2	0	0	0
		Column N %	5%	5%	0%	50%	0%	0%	0%
	Don't Know	Count	1	0	1	0	0	0	0
		Column N %	1%	0%	6%	0%	0%	0%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
16f. Creates comfort with school environment and routines	Yes	Count	81	41	16	1	5	17	1
		Column N %	93%	95%	100%	25%	100%	94%	100%
	No	Count	4	2	0	2	0	0	0
		Column N %	5%	5%	0%	50%	0%	0%	0%
	Don't Know	Count	2	0	0	1	0	1	0
		Column N %	2%	0%	0%	25%	0%	6%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
16g. Creates a sense of belonging to the school community	Yes	Count	77	39	15	3	3	16	1
		Column N %	89%	91%	94%	75%	60%	89%	100%
	No	Count	5	3	0	0	2	0	0
		Column N %	6%	7%	0%	0%	40%	0%	0%
	Don't Know	Count	5	1	1	1	0	2	0
		Column N %	6%	2%	6%	25%	0%	11%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

16. Which of the following do you believe are benefits of Junior Kindergarten:

				Position					
			Total Responses	Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
16h. Promotes an easier transition to Grade 1	Yes	Count	67	35	14	2	3	13	0
		Column N %	77%	81%	88%	50%	60%	72%	0%
	No	Count	9	3	1	2	1	1	1
		Column N %	10%	7%	6%	50%	20%	6%	100%
	Don't Know	Count	11	5	1	0	1	4	0
		Column N %	13%	12%	6%	0%	20%	22%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
16i. Reduces behaviour issues in later grades	Yes	Count	46	25	10	1	1	9	0
		Column N %	53%	58%	63%	25%	20%	50%	0%
	No	Count	15	8	0	2	2	2	1
		Column N %	17%	19%	0%	50%	40%	11%	100%
	Don't Know	Count	26	10	6	1	2	7	0
		Column N %	30%	23%	38%	25%	40%	39%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%
16j. Creates and earlier connection between school and families	Yes	Count	77	40	14	3	4	15	1
		Column N %	89%	93%	88%	75%	80%	83%	100%
	No	Count	6	2	1	1	1	1	0
		Column N %	7%	5%	6%	25%	20%	6%	0%
	Don't Know	Count	4	1	1	0	0	2	0
		Column N %	5%	2%	6%	0%	0%	11%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			16k. Other (Please Specify):					
			Position					
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Total
q16k ^a	Stable home is the best support	Count	0	0	0	0	1	1
		% within q3_r	.0%	.0%	.0%	.0%	100.0%	
		% of Total	.0%	.0%	.0%	.0%	16.7%	16.7%
	Other programs offer same support (e.g. Day care, Kinderstart, Head Start)	Count	0	1	0	0	1	2
		% within q3_r	.0%	100.0%	.0%	.0%	100.0%	
		% of Total	.0%	16.7%	.0%	.0%	16.7%	33.3%
	Should be mandatory (promotes attendance)	Count	0	0	0	1	0	1
		% within q3_r	.0%	.0%	.0%	100.0%	.0%	
		% of Total	.0%	.0%	.0%	16.7%	.0%	16.7%
	Should not be with Kindergarten should be separate	Count	1	0	0	0	0	1
		% within q3_r	50.0%	.0%	.0%	.0%	.0%	
		% of Total	16.7%	.0%	.0%	.0%	.0%	16.7%
	Should be play based	Count	1	0	0	0	0	1
		% within q3_r	50.0%	.0%	.0%	.0%	.0%	
		% of Total	16.7%	.0%	.0%	.0%	.0%	16.7%
Other negative (e.g. too young, more strain system)	Count	0	0	1	0	0	1	
	% within q3_r	.0%	.0%	100.0%	.0%	.0%		
	% of Total	.0%	.0%	16.7%	.0%	.0%	16.7%	
Other (e.g. Alleviates day care issues, studies not conclusive regarding benefits)	Count	1	0	0	0	0	1	
	% within q3_r	50.0%	.0%	.0%	.0%	.0%		
	% of Total	16.7%	.0%	.0%	.0%	.0%	16.7%	
Total	Count	2	1	1	1	1	6	
	% of Total	33.3%	16.7%	16.7%	16.7%	16.7%	100.0%	

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
17. Do you believe there would be a financial impact on the Kindergarten to Grade 12 system if Junior Kindergarten were implemented in all NWT schools?	Yes to a Great Extent ... What would the impact be?	Count	38	15	7	2	4	9	1
		Column N %	44%	35%	44%	50%	80%	50%	100%
	Yes to Some Extent ... What would the impact be?	Count	17	8	4	0	0	5	0
		Column N %	20%	19%	25%	0%	0%	28%	0%
	No	Count	5	3	1	0	0	1	0
		Column N %	6%	7%	6%	0%	0%	6%	0%
	Don't Know	Count	27	17	4	2	1	3	0
		Column N %	31%	40%	25%	50%	20%	17%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Yes to a Great Extent ... What would the impact be?

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q17_o_1 ^a	Funding would cut resources/ reduce programming/ support to students	Count	2	1	1	3	2	0	9
		% within q3_r	16.7%	16.7%	50.0%	75.0%	28.6%	.0%	
		% of Total	6.3%	3.1%	3.1%	9.4%	6.3%	.0%	28.1%
	Longer class sizes/ would raise pupil teacher ratios	Count	1	0	0	0	1	0	2
		% within q3_r	8.3%	.0%	.0%	.0%	14.3%	.0%	
		% of Total	3.1%	.0%	.0%	.0%	3.1%	.0%	6.3%
	Loss of jobs at higher grades/ specialized positions	Count	1	1	0	0	2	0	4
		% within q3_r	8.3%	16.7%	.0%	.0%	28.6%	.0%	
		% of Total	3.1%	3.1%	.0%	.0%	6.3%	.0%	12.5%
	Student-teacher ratio in JK needs to be same as child care act	Count	1	0	0	0	1	1	3
		% within q3_r	8.3%	.0%	.0%	.0%	14.3%	100.0%	
		% of Total	3.1%	.0%	.0%	.0%	3.1%	3.1%	9.4%
	Cost of new materials/ specialized space to support JK infrastructure	Count	4	1	0	0	1	0	6
		% within q3_r	33.3%	16.7%	.0%	.0%	14.3%	.0%	

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Yes to a Great Extent ... What would the impact be?						
			Position						
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	Total
q17_o_1 ^a	Cost of new materials/ specialized space to support JK infrastructure	% of Total	12.5%	3.1%	.0%	.0%	3.1%	.0%	18.8%
		Need for new/ additional funding	Count	1	2	0	1	2	0
	% within q3_r		8.3%	33.3%	.0%	25.0%	28.6%	.0%	
	% of Total		3.1%	6.3%	.0%	3.1%	6.3%	.0%	18.8%
	More multi-grade/ more grades in a classroom	Count	0	1	1	0	0	0	2
		% within q3_r	.0%	16.7%	50.0%	.0%	.0%	.0%	
		% of Total	.0%	3.1%	3.1%	.0%	.0%	.0%	6.3%
	Need for EA's/ extra support in JK classrooms	Count	2	2	0	0	0	0	4
		% within q3_r	16.7%	33.3%	.0%	.0%	.0%	.0%	
		% of Total	6.3%	6.3%	.0%	.0%	.0%	.0%	12.5%
	Other negative	Count	1	0	0	0	0	0	1
		% within q3_r	8.3%	.0%	.0%	.0%	.0%	.0%	
		% of Total	3.1%	.0%	.0%	.0%	.0%	.0%	3.1%
	Other positive	Count	1	0	0	0	0	0	1
		% within q3_r	8.3%	.0%	.0%	.0%	.0%	.0%	
		% of Total	3.1%	.0%	.0%	.0%	.0%	.0%	3.1%
	Other	Count	0	0	0	1	0	0	1
		% within q3_r	.0%	.0%	.0%	25.0%	.0%	.0%	
		% of Total	.0%	.0%	.0%	3.1%	.0%	.0%	3.1%
Total	Count	12	6	2	4	7	1	32	
	% of Total	37.5%	18.8%	6.3%	12.5%	21.9%	3.1%	100.0%	

Percentages and totals are based on respondents.

a.Only the thirty-eight individuals indicating "Yes, a great extent" in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

Yes to Some Extent ... What would the impact be?

			Position			Total
			Teacher	Other School Educator	Admin/ Super	
q17_o_2 ^a	Funding would cut resources/ reduce programming/ support to students	Count	0	1	0	1
		% within q3_r	.0%	33.3%	.0%	
		% of Total	.0%	9.1%	.0%	9.1%
	Longer class sizes/ would raise pupil teacher ratios	Count	0	0	1	1
		% within q3_r	.0%	.0%	33.3%	
		% of Total	.0%	.0%	9.1%	9.1%
	Cost of new materials/ specialized space to support JK infrastructure	Count	2	0	1	3
		% within q3_r	40.0%	.0%	33.3%	
		% of Total	18.2%	.0%	9.1%	27.3%
	Need for new/ additional funding	Count	2	1	0	3
		% within q3_r	40.0%	33.3%	.0%	
		% of Total	18.2%	9.1%	.0%	27.3%
	Need for EA's/ extra support in JK classrooms	Count	0	1	0	1
		% within q3_r	.0%	33.3%	.0%	
		% of Total	.0%	9.1%	.0%	9.1%
	Other	Count	1	0	1	2
		% within q3_r	20.0%	.0%	33.3%	
		% of Total	9.1%	.0%	9.1%	18.2%
Total	Count		5	3	3	11
	% of Total		45.5%	27.3%	27.3%	100.0%

Percentages and totals are based on respondents.

a.Only the seventeen individuals indicating “Yes, to Some Extent” in question 17 answered this question. (See question 17.)

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

			Total Responses	Position					
				Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other
18. How do you believe Junior Kindergarten should be funded?	As it is currently funded	Count	14	10	1	0	0	3	0
		Column N %	16%	23%	6%	0%	0%	17%	0%
	Different than it is currently funded - In what ways please explain	Count	36	11	7	3	4	10	1
		Column N %	41%	26%	44%	75%	80%	56%	100%
	Don't Know	Count	37	22	8	1	1	5	0
		Column N %	43%	51%	50%	25%	20%	28%	0%
	Total	Count	87	43	16	4	5	18	1
		Column N %	100%	100%	100%	100%	100%	100%	100%

Different than it is currently funded - In what ways please

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q18_o ^a	New funds from territory/ department specific to JK	Count	5	3	1	1	5	0	15
		% within q3_r	55.6%	42.9%	33.3%	25.0%	55.6%	.0%	
		% of Total	15.2%	9.1%	3.0%	3.0%	15.2%	.0%	45.5%
	Funding based on lower PTR for JK/ separate budget from K-12	Count	0	2	1	2	3	1	9
		% within q3_r	.0%	28.6%	33.3%	50.0%	33.3%	100.0%	
		% of Total	.0%	6.1%	3.0%	6.1%	9.1%	3.0%	27.3%
	Funding based on community needs/ context	Count	1	0	0	1	0	0	2
		% within q3_r	11.1%	.0%	.0%	25.0%	.0%	.0%	
		% of Total	3.0%	.0%	.0%	3.0%	.0%	.0%	6.1%
	In collaboration with AHS/ early childhood funding/ early literacy	Count	1	1	1	1	2	0	6
		% within q3_r	11.1%	14.3%	33.3%	25.0%	22.2%	.0%	
		% of Total	3.0%	3.0%	3.0%	3.0%	6.1%	.0%	18.2%
	Other	Count	3	1	1	0	0	0	5
		% within q3_r	33.3%	14.3%	33.3%	.0%	.0%	.0%	
		% of Total	9.1%	3.0%	3.0%	.0%	.0%	.0%	15.2%
	Total	Count	9	7	3	4	9	1	33
		% of Total	27.3%	21.2%	9.1%	12.1%	27.3%	3.0%	1.0E2%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q19 ^a	Lack of trained/ experienced teachers/ need early childhood training	Count	5	0	0	0	1	0	6
		% within q3_r	15.6%	.0%	.0%	.0%	5.6%	.0%	
		% of Total	6.9%	.0%	.0%	.0%	1.4%	.0%	8.3%
	Lack of funding/ need more money	Count	2	3	0	3	5	0	13
		% within q3_r	6.3%	23.1%	.0%	75.0%	27.8%	.0%	
		% of Total	2.8%	4.2%	.0%	4.2%	6.9%	.0%	18.1%
	Too young to go to school/ institutionalization of young children/ residential schools	Count	2	1	1	0	0	0	4
		% within q3_r	6.3%	7.7%	25.0%	.0%	.0%	.0%	
		% of Total	2.8%	1.4%	1.4%	.0%	.0%	.0%	5.6%
	Does not validate/ take into account/ negative impact on existing early childhood programs (eg. AHS)	Count	3	2	0	0	0	0	5
		% within q3_r	9.4%	15.4%	.0%	.0%	.0%	.0%	
		% of Total	4.2%	2.8%	.0%	.0%	.0%	.0%	6.9%
	Concern of PTR/ large class size	Count	4	2	0	1	0	1	8
		% within q3_r	12.5%	15.4%	.0%	25.0%	.0%	100.0%	
		% of Total	5.6%	2.8%	.0%	1.4%	.0%	1.4%	11.1%
	Lack of community/ parent input/ curriculum	Count	1	0	0	0	1	0	2
		% within q3_r	3.1%	.0%	.0%	.0%	5.6%	.0%	
		% of Total	1.4%	.0%	.0%	.0%	1.4%	.0%	2.8%
	JK curriculum is same as K curriculum	Count	1	0	0	0	0	0	1
		% within q3_r	3.1%	.0%	.0%	.0%	.0%	.0%	
		% of Total	1.4%	.0%	.0%	.0%	.0%	.0%	1.4%
	Full day too long for young children	Count	2	0	0	0	2	0	4
		% within q3_r	6.3%	.0%	.0%	.0%	11.1%	.0%	
		% of Total	2.8%	.0%	.0%	.0%	2.8%	.0%	5.6%
	Negative impact on other grades/ programs	Count	1	0	1	1	3	0	6
		% within q3_r	3.1%	.0%	25.0%	25.0%	16.7%	.0%	
		% of Total	1.4%	.0%	1.4%	1.4%	4.2%	.0%	8.3%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q19 ^a	Not enough space/ inappropriate space for JK	Count	1	0	0	0	0	0	1
		% within q3 r	3.1%	.0%	.0%	.0%	.0%	.0%	
		% of Total	1.4%	.0%	.0%	.0%	.0%	.0%	1.4%
	Multi-grade classrooms that include higher grades	Count	2	3	0	0	3	0	8
		% within q3 r	6.3%	23.1%	.0%	.0%	16.7%	.0%	
		% of Total	2.8%	4.2%	.0%	.0%	4.2%	.0%	11.1%
	Different needs of 3/4 year olds (e.g. toilet training, behavior/ language)	Count	2	3	2	1	3	0	11
		% within q3 r	6.3%	23.1%	50.0%	25.0%	16.7%	.0%	
		% of Total	2.8%	4.2%	2.8%	1.4%	4.2%	.0%	15.3%
	Badly implemented	Count	4	0	0	0	0	0	4
		% within q3 r	12.5%	.0%	.0%	.0%	.0%	.0%	
		% of Total	5.6%	.0%	.0%	.0%	.0%	.0%	5.6%
	Concerns over safety	Count	4	0	0	0	1	0	5
		% within q3 r	12.5%	.0%	.0%	.0%	5.6%	.0%	
		% of Total	5.6%	.0%	.0%	.0%	1.4%	.0%	6.9%
	Lack of parental involvement	Count	2	0	0	0	0	0	2
		% within q3 r	6.3%	.0%	.0%	.0%	.0%	.0%	
		% of Total	2.8%	.0%	.0%	.0%	.0%	.0%	2.8%
	Lack of specialist support(e.g. Speech, OT)	Count	0	0	0	0	1	0	1
		% within q3 r	.0%	.0%	.0%	.0%	5.6%	.0%	
		% of Total	.0%	.0%	.0%	.0%	1.4%	.0%	1.4%
	Needs for EA's in JK classrooms	Count	1	1	0	0	0	0	2
		% within q3 r	3.1%	7.7%	.0%	.0%	.0%	.0%	
		% of Total	1.4%	1.4%	.0%	.0%	.0%	.0%	2.8%
	Need full day, JK	Count	1	0	0	0	0	0	1
		% within q3 r	3.1%	.0%	.0%	.0%	.0%	.0%	
		% of Total	1.4%	.0%	.0%	.0%	.0%	.0%	1.4%
	Lack of attendance	Count	1	0	0	0	0	0	1
		% within q3 r	3.1%	.0%	.0%	.0%	.0%	.0%	
		% of Total	1.4%	.0%	.0%	.0%	.0%	.0%	1.4%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

19. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q19 ^a	None/ positive about JK	Count	1	2	0	0	2	0	5
		% within q3_r	3.1%	15.4%	.0%	.0%	11.1%	.0%	
		% of Total	1.4%	2.8%	.0%	.0%	2.8%	.0%	6.9%
	Other	Count	2	1	0	0	1	0	4
		% within q3_r	6.3%	7.7%	.0%	.0%	5.6%	.0%	
		% of Total	2.8%	1.4%	.0%	.0%	1.4%	.0%	5.6%
	Total	Count	32	13	4	4	18	1	72
		% of Total	44.4%	18.1%	5.6%	5.6%	25.0%	1.4%	100.0%

Percentages and totals are based on respondents.

a. Group

20. What is the greatest strength of Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q20 ^a	Early intervention/ gives child a head start/ closing the gap	Count	5	2	0	1	6	0	14
		% within q3_r	15.2%	15.4%	.0%	25.0%	33.3%	.0%	
		% of Total	6.9%	2.8%	.0%	1.4%	8.3%	.0%	19.4%
	Skill development (e.g. social, language numeracy)	Count	16	5	1	0	4	0	26
		% within q3_r	48.5%	38.5%	33.3%	.0%	22.2%	.0%	
		% of Total	22.2%	6.9%	1.4%	.0%	5.6%	.0%	36.1%
	Preparation for schooling/ better transition to schooling assimilation (e.g. get used to routine, school setting)	Count	15	6	1	0	10	1	33
		% within q3_r	45.5%	46.2%	33.3%	.0%	55.6%	100.0%	
		% of Total	20.8%	8.3%	1.4%	.0%	13.9%	1.4%	45.8%
	Opportunity for early assessment	Count	1	0	0	0	0	0	1
		% within q3_r	3.0%	.0%	.0%	.0%	.0%	.0%	
		% of Total	1.4%	.0%	.0%	.0%	.0%	.0%	1.4%
	Provides support/ early childhood programming where none exists	Count	1	1	0	1	0	0	3
		% within q3_r	3.0%	7.7%	.0%	25.0%	.0%	.0%	
		% of Total	1.4%	1.4%	.0%	1.4%	.0%	.0%	4.2%
	Safe environment	Count	0	0	0	0	1	0	1
		% within q3_r	.0%	.0%	.0%	.0%	5.6%	.0%	
		% of Total	.0%	.0%	.0%	.0%	1.4%	.0%	1.4%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

20. What is the greatest strength of Junior Kindergarten? Please explain.

			Position						Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	Other	
q20 ^a	More stimulating than home environment	Count	2	0	1	0	0	0	3
		% within q3_r	6.1%	.0%	33.3%	.0%	.0%	.0%	
		% of Total	2.8%	.0%	1.4%	.0%	.0%	.0%	4.2%
	Establishes connection between home and school	Count	1	0	0	1	0	0	2
		% within q3_r	3.0%	.0%	.0%	25.0%	.0%	.0%	
		% of Total	1.4%	.0%	.0%	1.4%	.0%	.0%	2.8%
	Access to qualified teachers	Count	0	0	0	1	0	0	1
		% within q3_r	.0%	.0%	.0%	25.0%	.0%	.0%	
		% of Total	.0%	.0%	.0%	1.4%	.0%	.0%	1.4%
	No/ don't know benefits	Count	0	0	1	0	0	0	1
		% within q3_r	.0%	.0%	33.3%	.0%	.0%	.0%	
		% of Total	.0%	.0%	1.4%	.0%	.0%	.0%	1.4%
	Generally beneficial	Count	0	1	0	0	0	0	1
		% within q3_r	.0%	7.7%	.0%	.0%	.0%	.0%	
		% of Total	.0%	1.4%	.0%	.0%	.0%	.0%	1.4%
	Other	Count	2	2	0	0	0	0	4
		% within q3_r	6.1%	15.4%	.0%	.0%	.0%	.0%	
		% of Total	2.8%	2.8%	.0%	.0%	.0%	.0%	5.6%
Total		Count	33	13	3	4	18	1	72
		% of Total	45.8%	18.1%	4.2%	5.6%	25.0%	1.4%	100.0%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

Other Comments regarding the Junior Kindergarten Program?			Position					Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	
AddComm ^a	Funding needs to be addressed	Count	3	0	1	0	1	5
		% within q3_r	18.8%	.0%	50.0%	.0%	10.0%	
		% of Total	8.3%	.0%	2.8%	.0%	2.8%	13.9%
	P.D/ training for teachers in early childhood/ cultural is needed	Count	0	0	0	1	1	2
		% within q3_r	.0%	.0%	.0%	25.0%	10.0%	
		% of Total	.0%	.0%	.0%	2.8%	2.8%	5.6%
	PTR needs to be smaller/ same as day care	Count	1	1	0	0	0	2
		% within q3_r	6.3%	25.0%	.0%	.0%	.0%	
		% of Total	2.8%	2.8%	.0%	.0%	.0%	5.6%
	Potential negative impact on other early childhood programs (e.g. AHS)	Count	0	1	0	0	0	1
		% within q3_r	.0%	25.0%	.0%	.0%	.0%	
		% of Total	.0%	2.8%	.0%	.0%	.0%	2.8%
	Badly implemented	Count	1	1	0	0	1	3
		% within q3_r	6.3%	25.0%	.0%	.0%	10.0%	
		% of Total	2.8%	2.8%	.0%	.0%	2.8%	8.3%
	Lack of community/ parent/ educator consultation	Count	1	0	0	0	0	1
		% within q3_r	6.3%	.0%	.0%	.0%	.0%	
		% of Total	2.8%	.0%	.0%	.0%	.0%	2.8%
	Work with existing supports/ programs/ community agency	Count	1	0	0	1	3	5
		% within q3_r	6.3%	.0%	.0%	25.0%	30.0%	
		% of Total	2.8%	.0%	.0%	2.8%	8.3%	13.9%
	Need for EA's/ additional supports in JK classroom	Count	1	0	0	0	1	2
		% within q3_r	6.3%	.0%	.0%	.0%	10.0%	
		% of Total	2.8%	.0%	.0%	.0%	2.8%	5.6%
	Issue for JK/ multi-grade classes	Count	2	0	0	0	2	4
		% within q3_r	12.5%	.0%	.0%	.0%	20.0%	
		% of Total	5.6%	.0%	.0%	.0%	5.6%	11.1%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

Other Comments regarding the Junior Kindergarten Program?			Position					Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	
AddComm ^a	Importance of JK/ early intervention/ great program	Count	7	1	0	0	4	12
		% within q3_r	43.8%	25.0%	.0%	.0%	40.0%	
		% of Total	19.4%	2.8%	.0%	.0%	11.1%	33.3%
	4 year olds too young for school/ institutionalization/ residential schools	Count	0	0	1	0	0	1
		% within q3_r	.0%	.0%	50.0%	.0%	.0%	
		% of Total	.0%	.0%	2.8%	.0%	.0%	2.8%
	JK negatively effects other school programming/ supports	Count	0	1	0	0	0	1
		% within q3_r	.0%	25.0%	.0%	.0%	.0%	
		% of Total	.0%	2.8%	.0%	.0%	.0%	2.8%
	Need appropriate physical space for JK	Count	1	0	0	0	0	1
		% within q3_r	6.3%	.0%	.0%	.0%	.0%	
		% of Total	2.8%	.0%	.0%	.0%	.0%	2.8%
	Poor communication over JK	Count	0	0	0	0	1	1
		% within q3_r	.0%	.0%	.0%	.0%	10.0%	
		% of Total	.0%	.0%	.0%	.0%	2.8%	2.8%
	Good program for communities without alternatives	Count	1	0	0	0	0	1
		% within q3_r	6.3%	.0%	.0%	.0%	.0%	
		% of Total	2.8%	.0%	.0%	.0%	.0%	2.8%
	Need to take into account community context/ different models needed	Count	1	0	0	0	0	1
		% within q3_r	6.3%	.0%	.0%	.0%	.0%	
		% of Total	2.8%	.0%	.0%	.0%	.0%	2.8%
	JK supports school readiness	Count	3	0	0	0	0	3
		% within q3_r	18.8%	.0%	.0%	.0%	.0%	
		% of Total	8.3%	.0%	.0%	.0%	.0%	8.3%
	Target JK for children who need it most	Count	0	0	0	0	1	1
		% within q3_r	.0%	.0%	.0%	.0%	10.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Educator Survey - Overall by Position - Junior Kindergarten in Community

Other Comments regarding the Junior Kindergarten Program?			Position					Total
			Teacher	Other School Educator	Educational Assistant	Consultant/ Clinician	Admin/ Super	
AddComm ^a	Target JK for children who need it most	% of Total	.0%	.0%	.0%	.0%	2.8%	2.8%
	Other	Count	0	1	0	2	0	3
		% within q3_r	.0%	25.0%	.0%	50.0%	.0%	
		% of Total	.0%	2.8%	.0%	5.6%	.0%	8.3%
Total	Count		16	4	2	4	10	36
	% of Total		44.4%	11.1%	5.6%	11.1%	27.8%	100.0%

Percentages and totals are based on respondents.

a. Group

Appendix C
Early Childhood Educator/ Practitioner
Survey

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

Statistics		
id		
N	Valid	34
	Missing	0

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Type:		
				Day Home	Day Care	Preschool
2a. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of why it was being implemented.	Strongly Agree	Count	2	0	2	0
		Column N %	6%	0%	22%	0%
	Agree	Count	11	5	4	2
		Column N %	32%	38%	44%	17%
	AGREEMENT	Count	13	5	6	2
		Column N %	38%	38%	67%	17%
	Disagree	Count	8	3	2	3
		Column N %	24%	23%	22%	25%
	Strongly Disagree	Count	12	5	1	6
		Column N %	35%	38%	11%	50%
	DISAGREEMENT	Count	20	8	3	9
		Column N %	59%	62%	33%	75%
	Don't Know	Count	1	0	0	1
		Column N %	3%	0%	0%	8%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Type:		
		Day Home		Day Care	Preschool	
2b. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of the program itself.	Agree	Count	10	5	3	2
		Column N %	29%	38%	33%	17%
	AGREEMENT	Count	10	5	3	2
		Column N %	29%	38%	33%	17%
	Disagree	Count	9	2	5	2
		Column N %	26%	15%	56%	17%
	Strongly Disagree	Count	14	6	1	7
		Column N %	41%	46%	11%	58%
	DISAGREEMENT	Count	23	8	6	9
		Column N %	68%	62%	67%	75%
	Don't Know	Count	1	0	0	1
		Column N %	3%	0%	0%	8%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Type:		
		Day Home		Day Care	Preschool	
2c. Having an extra year of Kindergarten will better prepare children for Grade 1	Strongly Agree	Count	3	0	2	1
		Column N %	9%	0%	22%	8%
	Agree	Count	10	3	5	2
		Column N %	29%	23%	56%	17%
	AGREEMENT	Count	13	3	7	3
		Column N %	38%	23%	78%	25%
	Disagree	Count	10	5	0	5
		Column N %	29%	38%	0%	42%
	Strongly Disagree	Count	11	5	2	4
		Column N %	32%	38%	22%	33%
	DISAGREEMENT	Count	21	10	2	9
		Column N %	62%	77%	22%	75%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Type:		
				Day Home	Day Care	Preschool
2d. Having Junior Kindergarten in our schools provides an important resource/support to our community	Strongly Agree	Count	3	0	2	1
		Column N %	9%	0%	22%	8%
	Agree	Count	10	5	4	1
		Column N %	29%	38%	44%	8%
	AGREEMENT	Count	13	5	6	2
		Column N %	38%	38%	67%	17%
	Disagree	Count	11	4	2	5
		Column N %	32%	31%	22%	42%
	Strongly Disagree	Count	10	4	1	5
		Column N %	29%	31%	11%	42%
	DISAGREEMENT	Count	21	8	3	10
		Column N %	62%	62%	33%	83%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

			Total Responses	Type:		
				Day Home	Day Care	Preschool
3a. Was your community consulted prior to implementation of Junior Kindergarten?	Yes	Count	11	5	3	3
		Column N %	32%	38%	33%	25%
	No	Count	12	5	2	5
		Column N %	35%	38%	22%	42%
	Don't Know	Count	11	3	4	4
		Column N %	32%	23%	44%	33%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

			Total Responses	Type:		
				Day Home	Day Care	Preschool
3b. I feel that our input regarding Junior Kindergarten was listened to:	Strongly Agree	Count	1	0	1	0
		Column N %	9%	0%	33%	0%
	Agree	Count	2	1	1	0
		Column N %	18%	20%	33%	0%
	Disagree	Count	4	2	0	2
		Column N %	36%	40%	0%	67%
	Strongly Disagree	Count	3	1	1	1
		Column N %	27%	20%	33%	33%
	Don't Know	Count	1	1	0	0
		Column N %	9%	20%	0%	0%
	Total	Count	11 ^a	5	3	3
		Column N %	100%	100%	100%	100%

a. Only the eleven individuals indicating their community being consulted prior to the implementation of JK answered this question. (See Question 3a.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

			Total Responses	Type:		
				Day Home	Day Care	Preschool
4. Do you believe the consultation process prior to the implementation of Junior Kindergarten was effective?	Yes	Count	2	0	2	0
		Column N %	6%	0%	22%	0%
	No	Count	21	7	5	9
		Column N %	62%	54%	56%	75%
	Don't Know	Count	11	6	2	3
		Column N %	32%	46%	22%	25%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

			Total Responses	Type:		
				Day Home	Day Care	Preschool
5. Is Junior Kindergarten currently operating in your community?	Yes	Count	9 ^a	1	5	3
		Column N %	26%	8%	56%	25%
	No	Count	21	9	3	9
		Column N %	62%	69%	33%	75%
	Don't Know	Count	4	3	1	0
		Column N %	12%	23%	11%	0%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

a.Nine individuals indicated JK is currently operating in their community. However, six individuals indicated having JK in communities where it had not been implemented and two individuals indicated not having JK in communities where it had been implemented, therefore five individuals were identified as having JK in their communities.

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

			Total Responses	Type:		
				Day Home	Day Care	Preschool
6. Has Junior Kindergarten had an effect on your early childhood program?	Yes to a Great Extent ... In what ways?	Count	2	0	2	0
		Column N %	67%	0%	100%	0%
	Yes to Some Extent ... In what ways?	Count	1	0	0	1
		Column N %	33%	0%	0%	100%
	Total	Count	3 ^a	0	2	1
		Column N %	100%	0%	100%	100%

a. Only the three individuals correctly indicating having JK in communities where it had been implemented answered this question.

Yes to a Great Extent ... In what ways? ^a

			Total Responses	Type:		
				Day Home	Day Care	Preschool
6. Has Junior Kindergarten had an effect on your early childhood program?	Jeopardizes/ lost programs/ job loss for existing daycares/ day homes/ preschools/ reduction of children	Count	1	0	1	0
		Column N %	50%	0%	50%	0%
	Rescheduling problems	Count	1	0	1	0
		Column N %	50%	0%	50%	0%
	Total	Count	2	0	2	0
		Column N %	100%	0%	100%	0%

a. Only the two individuals indicating "Yes, a great extent" in question 6 answered this question. (See question 6.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

Yes to Some Extent ... In what ways? ^a

			Total Responses	Type:		
				Day Home	Day Care	Preschool
6. Has Junior Kindergarten had an effect on your early childhood program?	Jeopardizes/lost programs/ job loss for existing daycares/ day homes/ preschools/ reduction of children	Count	1	0	0	1
		Column N %	100%	0%	0%	100%
	Total	Count	1	0	0	1
		Column N %	100%	0%	0%	100%

a.Only the one individual indicating "Yes, to some extent" in question 6 answered this question. (See question 6.)

			Total Responses	Type:		
		Day Home		Day Care	Preschool	
7. If Junior Kindergarten were in your community, do you anticipate it would have an effect on your early childhood program?	Yes to a Great Extent ... In what ways?	Count	17	7	3	7
		Column N %	65%	58%	60%	78%
	Yes to Some Extent ... In what ways?	Count	7	4	1	2
		Column N %	27%	33%	20%	22%
	No	Count	2	1	1	0
		Column N %	8%	8%	20%	0%
	Total	Count	26 ^a	12	5	9
		Column N %	100%	100%	100%	100%

a.Only the twenty-six individuals indicating that either JK was not operating in their community or that JK did not have an effect on their early childhood program answered this question.

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

Yes to a Great Extent ... In what ways?

			Type:			Total
			Day Home	Day Care	Preschool	
q7_o_1 ^a	Decrease enrollment in existing programs/ promote closure	Count	6	1	3	10
		% within Type	100.0%	33.3%	42.9%	
		% of Total	37.5%	6.3%	18.8%	62.5%
	Negative impact on revenue	Count	2	1	0	3
		% within Type	33.3%	33.3%	.0%	
		% of Total	12.5%	6.3%	.0%	18.8%
	Change in care/ target group/ younger children	Count	0	1	0	1
		% within Type	.0%	33.3%	.0%	
		% of Total	.0%	6.3%	.0%	6.3%
	Increased demand for after-school care	Count	1	0	1	2
		% within Type	16.7%	.0%	14.3%	
		% of Total	6.3%	.0%	6.3%	12.5%
	Other	Count	0	1	4	5
		% within Type	.0%	33.3%	57.1%	
		% of Total	.0%	6.3%	25.0%	31.3%
Total	Count	6	3	7	16	
	% of Total	37.5%	18.8%	43.8%	100.0%	

Percentages and totals are based on respondents.

a.Only the seventeen individuals indicating “Yes, a great extent” in question 7 answered this question. (See question 7.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

Yes to Some Extent ... In what ways?

			Type:			Total
			Day Home	Day Care	Preschool	
q7_o_2 ^a	Decrease enrollment in existing programs/ promote closure	Count	2	0	0	2
		% within Type	50.0%	.0%	.0%	
		% of Total	28.6%	.0%	.0%	28.6%
	Change in care/ target group/ younger children	Count	3	0	1	4
		% within Type	75.0%	.0%	50.0%	
		% of Total	42.9%	.0%	14.3%	57.1%
	Increased demand for after-school care	Count	0	1	0	1
		% within Type	.0%	100.0%	.0%	
		% of Total	.0%	14.3%	.0%	14.3%
	Other	Count	0	0	1	1
		% within Type	.0%	.0%	50.0%	
		% of Total	.0%	.0%	14.3%	14.3%
Total	Count	4	1	2	7	
	% of Total	57.1%	14.3%	28.6%	100.0%	

Percentages and totals are based on respondents.

a.Only the seven individuals indicating "Yes, to some extent" in question 7 answered this question. (See question 7.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Type:		
				Day Home	Day Care	Preschool
8a. Provides opportunity for earlier assessment	Yes	Count	19	7	6	6
		Column N %	56%	54%	67%	50%
	No	Count	10	6	0	4
		Column N %	29%	46%	0%	33%
	Don't Know	Count	5	0	3	2
		Column N %	15%	0%	33%	17%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%
8b. Provides opportunity for earlier intervention	Yes	Count	18	7	5	6
		Column N %	53%	54%	56%	50%
	No	Count	11	6	1	4
		Column N %	32%	46%	11%	33%
	Don't Know	Count	5	0	3	2
		Column N %	15%	0%	33%	17%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%
8c. Supports development of language skills	Yes	Count	20	6	6	8
		Column N %	59%	46%	67%	67%
	No	Count	9	7	0	2
		Column N %	26%	54%	0%	17%
	Don't Know	Count	5	0	3	2
		Column N %	15%	0%	33%	17%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Type:		
				Day Home	Day Care	Preschool
8d. Supports development of numeracy skills	Yes	Count	19	6	5	8
		Column N %	56%	46%	56%	67%
	No	Count	10	7	1	2
		Column N %	29%	54%	11%	17%
	Don't Know	Count	5	0	3	2
		Column N %	15%	0%	33%	17%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%
8e. Supports social/emotional development	Yes	Count	15	4	4	7
		Column N %	44%	31%	44%	58%
	No	Count	14	8	3	3
		Column N %	41%	62%	33%	25%
	Don't Know	Count	5	1	2	2
		Column N %	15%	8%	22%	17%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%
8f. Creates comfort with school environment and routines	Yes	Count	19	8	4	7
		Column N %	56%	62%	44%	58%
	No	Count	10	5	2	3
		Column N %	29%	38%	22%	25%
	Don't Know	Count	5	0	3	2
		Column N %	15%	0%	33%	17%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Type:		
				Day Home	Day Care	Preschool
8g. Creates a sense of belonging to the school community	Yes	Count	20	7	5	8
		Column N %	59%	54%	56%	67%
	No	Count	10	6	1	3
		Column N %	29%	46%	11%	25%
	Don't Know	Count	4	0	3	1
		Column N %	12%	0%	33%	8%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%
8h. Promotes an easier transition to Grade 1	Yes	Count	13	4	5	4
		Column N %	38%	31%	56%	33%
	No	Count	15	8	2	5
		Column N %	44%	62%	22%	42%
	Don't Know	Count	6	1	2	3
		Column N %	18%	8%	22%	25%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%
8i. Reduces behaviour issues in later grades	Yes	Count	8	2	3	3
		Column N %	24%	15%	33%	25%
	No	Count	15	8	2	5
		Column N %	44%	62%	22%	42%
	Don't Know	Count	11	3	4	4
		Column N %	32%	23%	44%	33%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Type:		
				Day Home	Day Care	Preschool
8j. Creates and earlier connection between school and families	Yes	Count	21	8	5	8
		Column N %	62%	62%	56%	67%
	No	Count	10	5	2	3
		Column N %	29%	38%	22%	25%
	Don't Know	Count	3	0	2	1
		Column N %	9%	0%	22%	8%
	Total	Count	34	13	9	12
		Column N %	100%	100%	100%	100%

			Total Responses	Type:		
				Day Home	Day Care	Preschool
8k. Other (Please Specify:)	Existing programs already/ promote these benefits	Count	4	1	1	2
		Column N %	67%	50%	50%	100%
	Other	Count	2	1	1	0
		Column N %	33%	50%	50%	0%
	Total	Count	6	2	2	2
		Column N %	100%	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

9. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Type:			Total
			Day Home	Day Care	Preschool	
q9 ^a	Lack of trained/ experienced teachers/ need early childhood	Count	1	1	2	4
		% within Type	8.3%	16.7%	16.7%	
		% of Total	3.3%	3.3%	6.7%	13.3%
	Lack of funding/ need more money	Count	2	0	1	3
		% within Type	16.7%	.0%	8.3%	
		% of Total	6.7%	.0%	3.3%	10.0%
	Too young to go to school/ institutionalizi on of young children/ residential schools	Count	6	3	1	10
		% within Type	50.0%	50.0%	8.3%	
		% of Total	20.0%	10.0%	3.3%	33.3%
	Does not validate/ take into account/ negative impact on good existing early childhood programs	Count	1	0	6	7
		% within Type	8.3%	.0%	50.0%	
		% of Total	3.3%	.0%	20.0%	23.3%
	Concern of PTR/ large class size	Count	0	0	2	2
		% within Type	.0%	.0%	16.7%	
		% of Total	.0%	.0%	6.7%	6.7%
	Lack of community/ parent input/ consultation	Count	1	0	1	2
		% within Type	8.3%	.0%	8.3%	
		% of Total	3.3%	.0%	3.3%	6.7%
	Full day too long for young children/ children with special needs	Count	0	1	0	1
		% within Type	.0%	16.7%	.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

9. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Type:			Total
			Day Home	Day Care	Preschool	
q9 ^a	Full day too long for young children/ children with special needs	% of Total	.0%	3.3%	.0%	3.3%
	Not enough space/ inappropriate space for JK	Count	0	0	1	1
		% within Type	.0%	.0%	8.3%	
		% of Total	.0%	.0%	3.3%	3.3%
	Multi-grade classrooms that include higher grades	Count	0	2	0	2
		% within Type	.0%	33.3%	.0%	
		% of Total	.0%	6.7%	.0%	6.7%
	Badly implemented	Count	0	0	1	1
		% within Type	.0%	.0%	8.3%	
		% of Total	.0%	.0%	3.3%	3.3%
	Target JK for high needs students	Count	0	0	1	1
		% within Type	.0%	.0%	8.3%	
		% of Total	.0%	.0%	3.3%	3.3%
	Concern over job loss/ financial loss for early childhood educators	Count	4	0	3	7
		% within Type	33.3%	.0%	25.0%	
		% of Total	13.3%	.0%	10.0%	23.3%
	Parents will use JK because cheaper day care alternative	Count	2	1	0	3
		% within Type	16.7%	16.7%	.0%	
		% of Total	6.7%	3.3%	.0%	10.0%
Total	Count	12	6	12	30	
	% of Total	40.0%	20.0%	40.0%	100.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

10. What would you change about Junior Kindergarten to take into account your realities and the needs of children?

			Type:			Total
			Day Home	Day Care	Preschool	
q10 ^a	Don't agree with JK/ don't need it/ terminate it	Count	4	1	2	7
		% within Type	44.4%	14.3%	18.2%	
		% of Total	14.8%	3.7%	7.4%	25.9%
	Half day JK	Count	2	0	1	3
		% within Type	22.2%	.0%	9.1%	
		% of Total	7.4%	.0%	3.7%	11.1%
	Need people trained in early childhood	Count	1	0	1	2
		% within Type	11.1%	.0%	9.1%	
		% of Total	3.7%	.0%	3.7%	7.4%
	Need funding/ problems with current funding model	Count	1	1	0	2
		% within Type	11.1%	14.3%	.0%	
		% of Total	3.7%	3.7%	.0%	7.4%
	Lower PTR is needed/ attention to ratios	Count	0	0	2	2
		% within Type	.0%	.0%	18.2%	
		% of Total	.0%	.0%	7.4%	7.4%
	Need parent involvement/ parent volunteers	Count	0	1	1	2
		% within Type	.0%	14.3%	9.1%	
		% of Total	.0%	3.7%	3.7%	7.4%
	Need more consultation with communities	Count	0	0	1	1
		% within Type	.0%	.0%	9.1%	
		% of Total	.0%	.0%	3.7%	3.7%
	Take in account community strengths/ existing programs	Count	0	2	4	6
		% within Type	.0%	28.6%	36.4%	
		% of Total	.0%	7.4%	14.8%	22.2%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

10. What would you change about Junior Kindergarten to take into account your realities and the needs of children?

			Type:			Total
			Day Home	Day Care	Preschool	
q10 ^a	Allow funding to be used by parents to choose best option for their child	Count	1	1	1	3
		% within Type	11.1%	14.3%	9.1%	
		% of Total	3.7%	3.7%	3.7%	11.1%
	Other	Count	1	2	1	4
		% within Type	11.1%	28.6%	9.1%	
		% of Total	3.7%	7.4%	3.7%	14.8%
Total	Count	9	7	11	27	
	% of Total	33.3%	25.9%	40.7%	100.0%	

Percentages and totals are based on respondents.

a. Group

11. What is the greatest strength of the Junior Kindergarten? Please explain.

			Type:			Total
			Day Home	Day Care	Preschool	
q11 ^a	Provides access to quality programming for parent with limited incomes/ free option	Count	2	1	4	7
		% within Type	20.0%	25.0%	40.0%	
		% of Total	8.3%	4.2%	16.7%	29.2%
	Promotes belonging to school community/ school readiness (eg. routines, confidence)	Count	3	3	2	8
		% within Type	30.0%	75.0%	20.0%	
		% of Total	12.5%	12.5%	8.3%	33.3%
	Only a strength if working through existing programs	Count	0	0	2	2
		% within Type	.0%	.0%	20.0%	
		% of Total	.0%	.0%	8.3%	8.3%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

11. What is the greatest strength of the Junior Kindergarten? Please explain.

			Type:			Total
			Day Home	Day Care	Preschool	
q11 ^a	No strengths	Count	2	0	1	3
		% within Type	20.0%	.0%	10.0%	
		% of Total	8.3%	.0%	4.2%	12.5%
	Other	Count	3	0	2	5
		% within Type	30.0%	.0%	20.0%	
		% of Total	12.5%	.0%	8.3%	20.8%
Total	Count	10	4	10	24	
	% of Total	41.7%	16.7%	41.7%	100.0%	

Percentages and totals are based on respondents.

a. Group

Other Comments regarding the Junior Kindergarten Program?

			Type:			Total
			Day Home	Day Care	Preschool	
AddComm ^a	Need to take into account/ respect/ value existing programs	Count	1	0	4	5
		% within Type	33.3%	.0%	36.4%	
		% of Total	5.9%	.0%	23.5%	29.4%
	Need to appropriate/ understand community needs/ strengths/ contexts	Count	0	0	3	3
		% within Type	.0%	.0%	27.3%	
		% of Total	.0%	.0%	17.6%	17.6%
	Need for dedicated funding/ different funding model	Count	1	1	1	3
		% within Type	33.3%	33.3%	9.1%	
		% of Total	5.9%	5.9%	5.9%	17.6%
	Concern about negative impact on other/ K-12 programming	Count	0	1	0	1
		% within Type	.0%	33.3%	.0%	
		% of Total	.0%	5.9%	.0%	5.9%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Type

Other Comments regarding the Junior Kindergarten Program?

			Type:			Total
			Day Home	Day Care	Preschool	
AddComm ^a	Children too young/ institutionalization too young	Count	0	0	1	1
		% within Type	.0%	.0%	9.1%	
		% of Total	.0%	.0%	5.9%	5.9%
	Need for free programs/ universal access to quality child care	Count	0	1	1	2
		% within Type	.0%	33.3%	9.1%	
		% of Total	.0%	5.9%	5.9%	11.8%
	Concern/ need for people qualified in early childhood	Count	0	0	3	3
		% within Type	.0%	.0%	27.3%	
		% of Total	.0%	.0%	17.6%	17.6%
	Other positive	Count	1	0	1	2
		% within Type	33.3%	.0%	9.1%	
		% of Total	5.9%	.0%	5.9%	11.8%
	Other negative	Count	1	1	2	4
		% within Type	33.3%	33.3%	18.2%	
		% of Total	5.9%	5.9%	11.8%	23.5%
Total	Count	3	3	11	17	
	% of Total	17.6%	17.6%	64.7%	100.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

Statistics		
id		
N	Valid	34
	Missing	0

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
2a. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of why it was being implemented.	Strongly Agree	Count	2	1	1
		Column N %	6%	20%	3%
	Agree	Count	11	1	10
		Column N %	32%	20%	34%
	AGREEMENT	Count	13	2	11
		Column N %	38%	40%	38%
	Disagree	Count	8	1	7
		Column N %	24%	20%	24%
	Strongly Disagree	Count	12	2	10
		Column N %	35%	40%	34%
	DISAGREEMENT	Count	20	3	17
		Column N %	59%	60%	59%
	Don't Know	Count	1	0	1
		Column N %	3%	0%	3%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
2b. Prior to the implementation of Junior Kindergarten, I was provided with information that helped me have a better understanding of the program itself.	Agree	Count	10	1	9
		Column N %	29%	20%	31%
	AGREEMENT	Count	10	1	9
		Column N %	29%	20%	31%
	Disagree	Count	9	2	7
		Column N %	26%	40%	24%
	Strongly Disagree	Count	14	2	12
		Column N %	41%	40%	41%
	DISAGREEMENT	Count	23	4	19
		Column N %	68%	80%	66%
	Don't Know	Count	1	0	1
		Column N %	3%	0%	3%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
2c. Having an extra year of Kindergarten will better prepare children for Grade 1	Strongly Agree	Count	3	1	2
		Column N %	9%	20%	7%
	Agree	Count	10	1	9
		Column N %	29%	20%	31%
	AGREEMENT	Count	13	2	11
		Column N %	38%	40%	38%
	Disagree	Count	10	2	8
		Column N %	29%	40%	28%
	Strongly Disagree	Count	11	1	10
		Column N %	32%	20%	34%
	DISAGREEMENT	Count	21	3	18
		Column N %	62%	60%	62%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

2. Please indicate to what extent you agree or disagree with each of the following statements

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
2d. Having Junior Kindergarten in our schools provides an important resource/support to our community	Strongly Agree	Count	3	1	2
		Column N %	9%	20%	7%
	Agree	Count	10	0	10
		Column N %	29%	0%	34%
	AGREEMENT	Count	13	1	12
		Column N %	38%	20%	41%
	Disagree	Count	11	2	9
		Column N %	32%	40%	31%
	Strongly Disagree	Count	10	2	8
		Column N %	29%	40%	28%
	DISAGREEMENT	Count	21	4	17
		Column N %	62%	80%	59%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
3a. Was your community consulted prior to implementation of Junior Kindergarten?	Yes	Count	11	0	11
		Column N %	32%	0%	38%
	No	Count	12	3	9
		Column N %	35%	60%	31%
	Don't Know	Count	11	2	9
		Column N %	32%	40%	31%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
3b. I feel that our input regarding Junior Kindergarten was listened to:	Strongly Agree	Count	1	0	1
		Column N %	9%	0%	9%
	Agree	Count	2	0	2
		Column N %	18%	0%	18%
	Disagree	Count	4	0	4
		Column N %	36%	0%	36%
	Strongly Disagree	Count	3	0	3
		Column N %	27%	0%	27%
	Don't Know	Count	1	0	1
		Column N %	9%	0%	9%
	Total	Count	11 ^a	0	11
		Column N %	100%	0%	100%

a. Only the eleven individuals indicating their community being consulted prior to the implementation of JK answered this question. (See Question 3a.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
4. Do you believe the consultation process prior to the implementation of Junior Kindergarten was effective?	Yes	Count	2	0	2
		Column N %	6%	0%	7%
	No	Count	21	4	17
		Column N %	62%	80%	59%
	Don't Know	Count	11	1	10
		Column N %	32%	20%	34%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
5. Is Junior Kindergarten currently operating in your community?	Yes	Count	9 ^a	3	6
		Column N %	26%	60%	21%
	No	Count	21	2	19
		Column N %	62%	40%	66%
	Don't Know	Count	4	0	4
		Column N %	12%	0%	14%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

a.Nine individuals indicated JK is currently operating in their community. However, six individuals indicated having JK in communities where it had not been implemented and two individuals indicated not having JK in communities where it had been implemented, therefore five individuals were identified as having JK in their communities.

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

			Junior Kindergarten or Not:
			Yes
6. Has Junior Kindergarten had an effect on your early childhood program?	Yes to a Great Extent ... In what ways?	Count	2
		Column N %	67%
	Yes to Some Extent ... In what ways?	Count	1
		Column N %	33%
	No	Count	0
		Column N %	0%
	Total	Count	3 ^a
		Column N %	100%

a. Only the three individuals correctly indicating having JK in communities where it had been implemented answered this question.

Yes to a Great Extent ... In what ways?

			Junior Kindergarten or Not:
			Yes
6. Has Junior Kindergarten had an effect on your early childhood program?	Jeopardizes/ lost programs/ job loss for existing daycares/ day homes/ preschools/ reduction of children	Count	1
		Column N %	50%
	Change in age of care/ target group	Count	0
		Column N %	0%
	Rescheduling problems	Count	1
		Column N %	50%
	Total	Count	2 ^a
		Column N %	100%

a. Only the two individuals indicating "Yes, a great extent" in question 6 answered this question. (See question 6.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

Yes to Some Extent ... In what ways?

			Junior Kindergarten or Not:
			Yes
6. Has Junior Kindergarten had an effect on your early childhood program?	Jeopardizes/lost programs/job loss for existing daycares/ day homes/ preschools/ reduction of children	Count	1
		Column N %	100%
	Other	Count	0
		Column N %	0%
	Total	Count	1 ^a
		Column N %	100%

a.Only the one individual indicating "Yes, to some extent" in question 6 answered this question. (See question 6.)

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
7. If Junior Kindergarten were in your community, do you anticipate it would have an effect on your early childhood program?	Yes to a Great Extent ... In what ways?	Count	17	2	15
		Column N %	65%	100%	63%
	Yes to Some Extent ... In what ways?	Count	7	0	7
		Column N %	27%	0%	29%
	No	Count	2	0	2
		Column N %	8%	0%	8%
	Total	Count	26 ^a	2	24
		Column N %	100%	100%	100%

a.Only the twenty-six individuals indicating that either JK was not operating in their community or that JK did not have an effect on their early childhood program answered this question.

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

Yes to a Great Extent ... In what ways?

			Junior Kindergarten or Not:		Total
			Yes	No	
q7_o_1 ^a	Decrease enrollment in existing programs/ promote closure	Count	0	10	10
		% within JK	.0%	71.4%	
		% of Total	.0%	62.5%	62.5%
	Negative impact on revenue	Count	0	3	3
		% within JK	.0%	21.4%	
		% of Total	.0%	18.8%	18.8%
	Change in care/ target group/ younger children	Count	1	0	1
		% within JK	50.0%	.0%	
		% of Total	6.3%	.0%	6.3%
	Increased demand for after-school care	Count	1	1	2
		% within JK	50.0%	7.1%	
		% of Total	6.3%	6.3%	12.5%
	Other	Count	0	5	5
		% within JK	.0%	35.7%	
		% of Total	.0%	31.3%	31.3%
Total	Count	2	14	16	
	% of Total	12.5%	87.5%	100.0%	

Percentages and totals are based on respondents.

a. Only the seventeen individuals indicating "Yes, a great extent" in question 7 answered this question. (See question 7.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

Yes to Some Extent ... In what ways?

			Junior Kindergarten or Not:	
			No	Total
q7_o_2 ^a	Decrease enrollment in existing programs/ promote closure	Count	2	2
		% within JK	28.6%	
		% of Total	28.6%	28.6%
	Change in care/ target group/ younger children	Count	4	4
		% within JK	57.1%	
		% of Total	57.1%	57.1%
	Increased demand for after-school care	Count	1	1
		% within JK	14.3%	
		% of Total	14.3%	14.3%
	Other	Count	1	1
		% within JK	14.3%	
		% of Total	14.3%	14.3%
Total	Count	7	7	
	% of Total	100.0%	100.0%	

Percentages and totals are based on respondents.

a. Only the seven individuals indicating "Yes, to some extent" in question 7 answered this question. (See question 7.)

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
8a. Provides opportunity for earlier assessment	Yes	Count	19	3	16
		Column N %	56%	60%	55%
	No	Count	10	1	9
		Column N %	29%	20%	31%
	Don't Know	Count	5	1	4
		Column N %	15%	20%	14%
	Total	Count	34	5	29
		Column N %	100%	100%	100%
8b. Provides opportunity for earlier intervention	Yes	Count	18	2	16
		Column N %	53%	40%	55%
	No	Count	11	2	9
		Column N %	32%	40%	31%
	Don't Know	Count	5	1	4
		Column N %	15%	20%	14%
	Total	Count	34	5	29
		Column N %	100%	100%	100%
8c. Supports development of language skills	Yes	Count	20	3	17
		Column N %	59%	60%	59%
	No	Count	9	1	8
		Column N %	26%	20%	28%
	Don't Know	Count	5	1	4
		Column N %	15%	20%	14%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
8d. Supports development of numeracy skills	Yes	Count	19	3	16
		Column N %	56%	60%	55%
	No	Count	10	1	9
		Column N %	29%	20%	31%
	Don't Know	Count	5	1	4
		Column N %	15%	20%	14%
	Total	Count	34	5	29
		Column N %	100%	100%	100%
8e. Supports social/emotional development	Yes	Count	15	2	13
		Column N %	44%	40%	45%
	No	Count	14	3	11
		Column N %	41%	60%	38%
	Don't Know	Count	5	0	5
		Column N %	15%	0%	17%
	Total	Count	34	5	29
		Column N %	100%	100%	100%
8f. Creates comfort with school environment and routines	Yes	Count	19	2	17
		Column N %	56%	40%	59%
	No	Count	10	3	7
		Column N %	29%	60%	24%
	Don't Know	Count	5	0	5
		Column N %	15%	0%	17%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
8g. Creates a sense of belonging to the school community	Yes	Count	20	2	18
		Column N %	59%	40%	62%
	No	Count	10	2	8
		Column N %	29%	40%	28%
	Don't Know	Count	4	1	3
		Column N %	12%	20%	10%
	Total	Count	34	5	29
		Column N %	100%	100%	100%
8h. Promotes an easier transition to Grade 1	Yes	Count	13	1	12
		Column N %	38%	20%	41%
	No	Count	15	4	11
		Column N %	44%	80%	38%
	Don't Know	Count	6	0	6
		Column N %	18%	0%	21%
	Total	Count	34	5	29
		Column N %	100%	100%	100%
8i. Reduces behaviour issues in later grades	Yes	Count	8	1	7
		Column N %	24%	20%	24%
	No	Count	15	3	12
		Column N %	44%	60%	41%
	Don't Know	Count	11	1	10
		Column N %	32%	20%	34%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

8. Which of the following do you believe are benefits of Junior Kindergarten?

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
8j. Creates and earlier connection between school and families	Yes	Count	21	2	19
		Column N %	62%	40%	66%
	No	Count	10	3	7
		Column N %	29%	60%	24%
	Don't Know	Count	3	0	3
		Column N %	9%	0%	10%
	Total	Count	34	5	29
		Column N %	100%	100%	100%

			Total Responses	Junior Kindergarten or Not:	
				Yes	No
8k. Other (Please Specify:)	Existing programs already/ promote these benefits	Count	4	0	4
		Column N %	67%	0%	67%
	Other	Count	2	0	2
		Column N %	33%	0%	33%
	Total	Count	6	0	6
		Column N %	100%	0%	100%

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

9. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Junior Kindergarten or Not:		Total
			Yes	No	
q9 ^a	Lack of trained/ experienced teachers/ need early childhood	Count	1	3	4
		% within JK	20.0%	12.0%	
		% of Total	3.3%	10.0%	13.3%
	Lack of funding/ need more money	Count	0	3	3
		% within JK	.0%	12.0%	
		% of Total	.0%	10.0%	10.0%
	Too young to go to school/ institutionalization of young children/ residential schools	Count	1	9	10
		% within JK	20.0%	36.0%	
		% of Total	3.3%	30.0%	33.3%
	Does not validate/ take into account/ negative impact on good existing early childhood programs	Count	2	5	7
		% within JK	40.0%	20.0%	
		% of Total	6.7%	16.7%	23.3%
	Concern of PTR/ large class size	Count	0	2	2
		% within JK	.0%	8.0%	
		% of Total	.0%	6.7%	6.7%
	Lack of community/ parent input/ consultation	Count	1	1	2
		% within JK	20.0%	4.0%	
		% of Total	3.3%	3.3%	6.7%
	Full day too long for young children/ children with special needs	Count	0	1	1
		% within JK	.0%	4.0%	
		% of Total	.0%	3.3%	3.3%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

9. What is your greatest concern regarding Junior Kindergarten? Please explain.

			Junior Kindergarten or Not:		Total
			Yes	No	
q9 ^a	Not enough space/ inappropriate space for JK	Count	0	1	1
		% within JK	.0%	4.0%	
		% of Total	.0%	3.3%	3.3%
	Multi-grade classrooms that include higher grades	Count	2	0	2
		% within JK	40.0%	.0%	
		% of Total	6.7%	.0%	6.7%
	Badly implemented	Count	0	1	1
		% within JK	.0%	4.0%	
		% of Total	.0%	3.3%	3.3%
	Target JK for high needs students	Count	0	1	1
		% within JK	.0%	4.0%	
		% of Total	.0%	3.3%	3.3%
	Concern over job loss/ financial loss for early childhood educators	Count	1	6	7
		% within JK	20.0%	24.0%	
		% of Total	3.3%	20.0%	23.3%
	Parents will use JK because cheaper day care alternative	Count	0	3	3
		% within JK	.0%	12.0%	
		% of Total	.0%	10.0%	10.0%
Total	Count	5	25	30	
	% of Total	16.7%	83.3%	100.0%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

10. What would you change about Junior Kindergarten to take into account your realities and the needs of children?

			Junior Kindergarten or Not:		Total
			Yes	No	
q10 ^a	Don't agree with JK/ don't need it/ terminate it	Count	1	6	7
		% within JK	20.0%	27.3%	
		% of Total	3.7%	22.2%	25.9%
	Half day JK	Count	1	2	3
		% within JK	20.0%	9.1%	
		% of Total	3.7%	7.4%	11.1%
	Need people trained in early childhood	Count	0	2	2
		% within JK	.0%	9.1%	
		% of Total	.0%	7.4%	7.4%
	Need funding/ problems with current funding model	Count	0	2	2
		% within JK	.0%	9.1%	
		% of Total	.0%	7.4%	7.4%
	Lower PTR is needed/ attention to ratios	Count	0	2	2
		% within JK	.0%	9.1%	
		% of Total	.0%	7.4%	7.4%
	Need parent involvement/ parent volunteers	Count	0	2	2
		% within JK	.0%	9.1%	
		% of Total	.0%	7.4%	7.4%
	Need more consultation with communities	Count	1	0	1
		% within JK	20.0%	.0%	
		% of Total	3.7%	.0%	3.7%
	Take in account community strengths/ existing programs	Count	3	3	6
		% within JK	60.0%	13.6%	
		% of Total	11.1%	11.1%	22.2%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

10. What would you change about Junior Kindergarten to take into account your realities and the needs of children?

			Junior Kindergarten or Not:		Total
			Yes	No	
q10 ^a	Allow funding to be used by parents to choose best option for their child	Count	0	3	3
		% within JK	.0%	13.6%	
		% of Total	.0%	11.1%	11.1%
	Other	Count	1	3	4
		% within JK	20.0%	13.6%	
		% of Total	3.7%	11.1%	14.8%
Total	Count		5	22	27
	% of Total		18.5%	81.5%	100.0%

Percentages and totals are based on respondents.

a. Group

11. What is the greatest strength of the Junior Kindergarten? Please explain.

			Junior Kindergarten or Not:		Total
			Yes	No	
q11 ^a	Provides access to quality programming for parent with limited incomes/ free option	Count	1	6	7
		% within JK	33.3%	28.6%	
		% of Total	4.2%	25.0%	29.2%
	Promotes belonging to school community/ school readiness (eg. routines, confidence)	Count	1	7	8
		% within JK	33.3%	33.3%	
		% of Total	4.2%	29.2%	33.3%
	Only a strength if working through existing programs	Count	0	2	2
		% within JK	.0%	9.5%	
		% of Total	.0%	8.3%	8.3%

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

11. What is the greatest strength of the Junior Kindergarten? Please explain.

			Junior Kindergarten or Not:		Total
			Yes	No	
q11 ^a	No strengths	Count	0	3	3
		% within JK	.0%	14.3%	
		% of Total	.0%	12.5%	12.5%
	Other	Count	1	4	5
		% within JK	33.3%	19.0%	
		% of Total	4.2%	16.7%	20.8%
Total	Count	3	21	24	
	% of Total	12.5%	87.5%	100.0%	

Percentages and totals are based on respondents.

a. Group

Other Comments regarding the Junior Kindergarten Program?

			Junior Kindergarten or Not:		Total
			Yes	No	
AddComm ^a	Need to take into account/ respect/ value existing programs	Count	1	4	5
		% within JK	33.3%	28.6%	
		% of Total	5.9%	23.5%	29.4%
	Need to appropriate/ understand community needs/ strengths/ contexts	Count	1	2	3
		% within JK	33.3%	14.3%	
		% of Total	5.9%	11.8%	17.6%
	Need for dedicated funding/ different funding model	Count	0	3	3
		% within JK	.0%	21.4%	

Percentages and totals are based on respondents.

a. Group

Junior Kindergarten - Early Childhood Educator Survey - Overall by Junior Kindergarten Offered

Other Comments regarding the Junior Kindergarten Program?

			Junior Kindergarten or Not:		Total
			Yes	No	
AddComm ^a	Need for dedicated funding/ different funding model	% of Total	.0%	17.6%	17.6%
	Concern about negative impact on other/ K-12 programming	Count	0	1	1
		% within JK	.0%	7.1%	
		% of Total	.0%	5.9%	5.9%
	Children too young/ institutionalizati on too young	Count	1	0	1
		% within JK	33.3%	.0%	
		% of Total	5.9%	.0%	5.9%
	Need for free programs/ universal access to quality child care	Count	0	2	2
		% within JK	.0%	14.3%	
		% of Total	.0%	11.8%	11.8%
	Concern/ need for people qualified in early childhood	Count	1	2	3
		% within JK	33.3%	14.3%	
		% of Total	5.9%	11.8%	17.6%
	Other positive	Count	0	2	2
		% within JK	.0%	14.3%	
		% of Total	.0%	11.8%	11.8%
	Other negative	Count	1	3	4
		% within JK	33.3%	21.4%	
		% of Total	5.9%	17.6%	23.5%
Total	Count	3	14	17	
	% of Total	17.6%	82.4%	100.0%	

Percentages and totals are based on respondents.

a. Group