

Supporting the Kindergarten Team Partnership

→ Working with your administrator to build a strong Kindergarten team

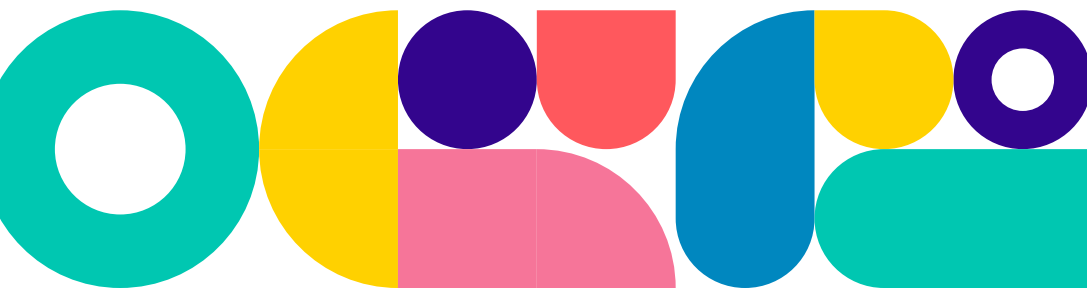
“Your administrator can be a supportive partner when you are working together as a team. Their role involves developing teams within the school and enabling collaboration among staff. A supportive administrative team understands the importance of the team dynamics in the Kindergarten classroom and how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

– Building & Enriching Partnerships in Kindergarten, ETFO, 2021

Having a supportive administration can make all the difference in the success of your Kindergarten program and partnership. When administration actively supports the partnership between teachers and designated early childhood educators (DECEs), it fosters an environment in which the team moves forward with a shared purpose.

A supportive administration:

- problem-solves challenges before they grow into larger issues
- recognizes and celebrates successes in meaningful ways
- ensures all partners feel respected and valued



Strategies you can advocate for with your administrator:

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

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

