Junior kindergarten giving youngsters a leg up: report

A year-long evaluation of its smallest pupils within the board has convinced Halton officials that junior kindergarten is clearly a benefit to those youngsters.

The Early Development Instrument, a study that is part of the School Readiness to Learn Project, has concluded that students who took JK or pre-school were more ready to learn than those who didn't experience one or the other.

Between February 2002 and February 2003 senior kindergarten teachers at both Halton school boards filled out a lengthy questionnaire to determine young students' degree of readiness for grade 1. About 4,300 SK students in all - 2,700 of them from the Halton public school board — were assessed.

Among the findings reported by

the public board's research analysis were that children who attended JK scored significantly higher than those who didn't.

The conclusion validates the Halton board's approval of full implementation of JK a few years ago for its 70 or so elementary schools. "We made a very good decision implementing (junior) kindergarten in Halton. This has justified our action," said Halton Hills trustee Ethel Gardiner, recalling that gyms were packed with concerned parents during public meetings where the full implementation of JK was discussed.

The majority of Halton public board kindergarten students attend school on an alternative-day, allday basis, with the others going half-days every day.

The year-long study also found that the average age of the children

being assessed was 5.63 years, with those born earlier in the calendar year scoring better than those born later.

Perhaps not surprisingly, children whose first language is not English and those with learning or behavioural issues scored lower.

The facets considered for each student in the analysis were physical health and well being, social competence, emotional maturity, language and cognitive development and communication and general knowledge.

No individual information was compiled, but rather just trends and statistics at the board and school levels.

"It's the provocation of the questions and a number of other data that lets us help the kids, and use good data effectively," said superintendent of education Gary Sadler.

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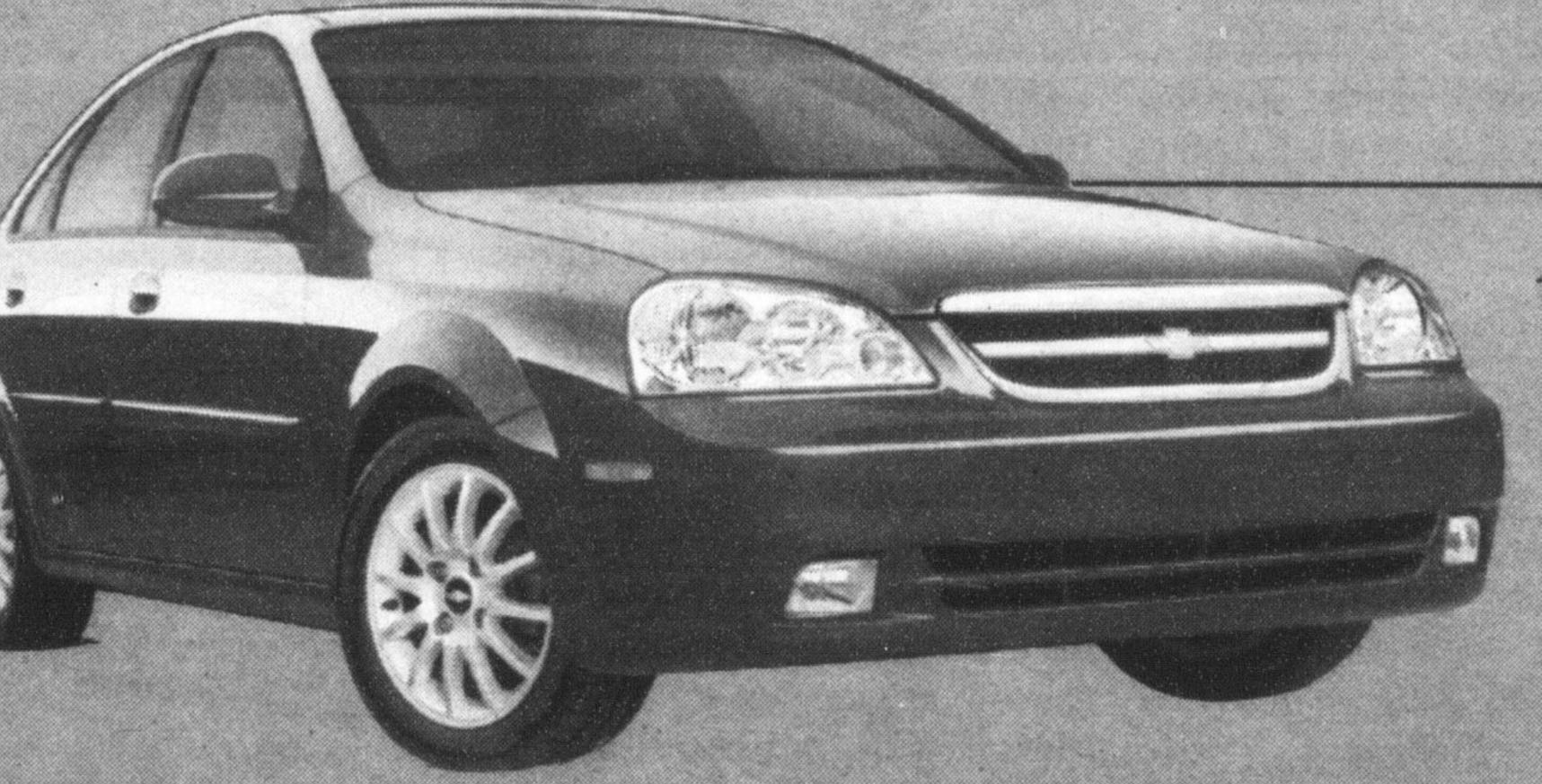
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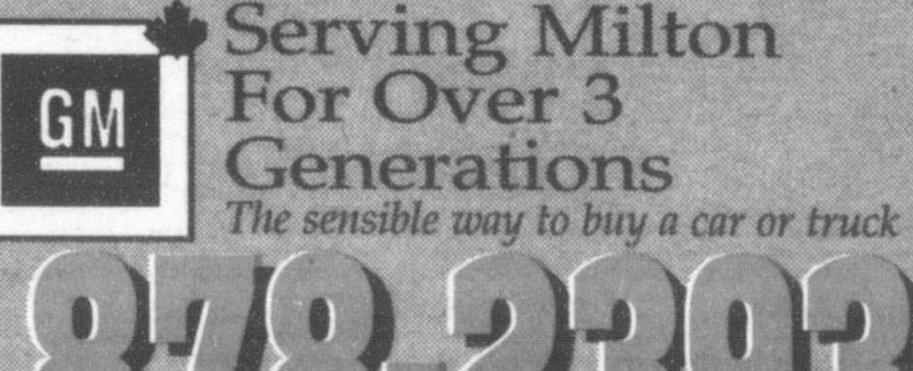


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