

PRESCHOOL EDUCATION

WEEKLY MINIMUM NUMBER OF HOURS OF DISTANCE EDUCATION

1

The activities provided during the planned teaching time must involve the five areas of development (physical and motor, emotional, social, language, cognitive).

2

Teachers use their time daily to, among other things, respond to children's needs and answer parents' questions.

3

The activities that children complete independently must be provided by their teachers.

Context

The Ministère has defined a minimum number of hours of distance education that the school system must provide every week, should it become impossible to provide educational services in person.

For teachers in preschool education, these requirements include:

- time for teaching remotely
- time for providing children with independent activities
- time for being available to respond to children's needs and answer parents' questions

CHILDREN TO WHOM THESE REQUIREMENTS APPLY

CHILDREN WITH LONG-TERM MEDICAL CONDITIONS OR LIVING WITH SOMEONE WITH A MEDICAL CONDITION (with a doctor's note):

- are entitled to the minimum number of hours and are provided with long term follow-up by teachers and professionals who are not attached to full-time, in-person classes; these educational services are designed with the child's abilities in mind

CHILDREN WHOSE CLASSES OR SCHOOLS HAVE BEEN CLOSED DUE TO OUTBREAKS:

- are entitled to the minimum number of hours and are supported by the teachers and professionals who were responsible for them before the closure

CHILDREN TO WHOM THESE REQUIREMENTS DO NOT APPLY

CHILDREN REMOVED AS A PREVENTIVE MEASURE WHEN SHOWING SYMPTOMS:

- stay in contact with their regular class
- receive educational services and activities from the same teachers and professionals as if they were at school*

*As their teachers are in class full-time, these students cannot be provided with a set number of hours of support and guidance.

MINIMUM NUMBER OF HOURS

Teachers provide 11.5 hours per week of group learning or subgroup learning and preparation activities so that students have varied learning opportunities related to their overall development.

Examples:

- Provide synchronous and asynchronous activities:
 - Leading activities in groups or in subgroups (synchronous activities)
 - Providing educational capsules (asynchronous activities)
- Divide teaching time into 20-minute blocks (alternating passive time on a screen and activities that require students to move)
- Schedule intervals of play (during the 2 hours of screen time, plan times offline for children to return to play)

Teachers provide 2 hours per week of independent work, spread over 5 days.

- Independent activities should be carried out freely by the children and require little adult guidance.

Teachers must, in addition to providing 11.5 hours per week of group learning and preparation activities, be available for the equivalent of 2.3 hours per day for personalized follow-up.

- This personalized follow-up allows teachers to answer questions from students and parents and to provide them with feedback related to the activities and learning completed.

PRESCHOOL EDUCATION

MINIMUM WEEKLY NUMBER OF HOURS OF DISTANCE EDUCATION SERVICES

EXAMPLES OF GROUP LEARNING AND PREPARATION ACTIVITIES

To provide children with every opportunity to succeed, develop, and stay in contact with their class group, it is possible to provide activities for an entire group of students or a subgroup.

These activities can be **synchronous**, meaning the teacher provides instructions and models the activities live. Students complete the activity while the teacher is present (virtually) to support and guide them. Activities can also be **asynchronous**. In that case, the teacher provides the instructions in a short video and students complete the activity without the presence of the teacher.

Examples:

- Short video that explains how videoconferencing works
- Daily schedule
- Calendar
- Morning message
- Read a story (e.g. ask the children questions, have them predict what happens next, ask them to guess the ending, have them observe the characters' feelings, work on rhymes)
- Use of children's literature as an anchor point for a set of varied activities encouraging development in different areas (e.g. activities created based on a children's book read by the teacher or an author)
- Ideas for [distance learning activities](#) and [sets of activities](#) suggested on the Service national du RÉCIT à l'éducation préscolaire website (available in French only) and [this website](#) in English
- Songs or nursery rhymes
- Learn about feelings (e.g. read different books related to feelings, ask students to name the feelings that characters are experiencing)
- Gross motor and fine motor skills activities (e.g. yoga, guided relaxation, active breaks, crafting)
- Phonological awareness activities (e.g. games with first names, letter of the week)
- Mathematics activities (e.g. patterns with household objects, counting a collection of objects, recognizing geometric shapes in the environment; this [website](#), available in French only, offers some ideas) and [this website](#) in English
- Creating a story (this [website](#), available in French only, offers some ideas) and [this website](#) in English as well offers some ideas
- Investigation related to science (e.g. comparing leaves from different trees, their shapes, their colours)

EXAMPLES OF INDEPENDENT WORK

Independent work can be completed by the children and requires little guidance from adults (family). The suggested activities can reflect the cultural and environmental realities of the children (e.g. shells and agates in Gaspésie, skeletons and bats at Halloween). For example, schools can also provide basic kits (manipulatives, books, games, etc.) for students and parents, and, while respecting the current health measures, the schools can create a rotation system to vary these materials.

Examples:

- Scavenger hunt for letters, colours or shapes at home, in the neighbourhood or in a book
- Gross motor activities (e.g. dance, obstacle course, active games like throwing an object such as a balloon, ball or beanbag onto a target or into a bucket) (see [this website](#) in English only)
- Fine motor activities (e.g. drawing, painting, modelling clay, puzzles and games such as bingo, card games, board games and playing cards). Activities suggested online (see [this website](#) in English only)
- Calm activities (e.g. relax or take a nap, look at a book, listen to music)
- Activities suggested online (see [this website](#), the [Télé-Québec](#) and [Radio-Canada](#) websites, in French only) and [this website](#) in English
- Activities allowing students to play and move (see [this website](#), in French only) and [this website](#) in English
- Crafting activities (see [this website](#), in French only) and [this website](#) in English.
- Trips outside (e.g. observing nature, collecting leaves, collecting rocks) (see [this website](#) in English only)
- Free play inside or outside (e.g. playing in the yard, going to the park, going for a bike ride, playing on a play structure, crafting with objects from nature, walking, see websites such as [WIXX](#), [Jeux et compagnie](#) and [Éducatout](#), in French only) and [this website](#) in English
- Sorting clothing (e.g. make sets of clothing that go together, organize them by colour or by purpose)
- Food journal (e.g. fill it in by drawing meals or making a collage with pictures of food cut out from magazines)
- Phone a grandparent or a loved one (e.g. the child shares what they learned during the day)
- Scavenger hunt for objects (e.g. find objects of a certain shape in the house)
- Sorting objects (e.g. by colour, by size, by texture)
- Inventory of shoes belonging to the people who live with the child (e.g. number of pairs, sorted by size, sorted by colour)
- Practise various ways to move indoors and outdoors (e.g. crawl to bed, jump with feet together to get to the car, hop on one foot, walk like a wheelbarrow)
- Cook with a parent
- Prepare a surprise for someone (e.g. birthday, friendly message, help)
- Activity bags (can be sent home)
- Bedtime stories recorded by the teacher (before bed, the parent can listen to the story with their child and then go further with the learning activities suggested by the teacher)
- Watch episodes of *Passe-Partout* (in French only)
- [LA CLEF](#) storytime in French and [this website](#) in English

EXAMPLES OF PERSONALIZED FOLLOW-UP

Follow-up is provided for children and their parents. It allows teachers to hear their questions and concerns, and to provide support and advice. It is an opportunity to discuss and ask pertinent questions. This individualized follow-up can take various forms (e.g. phone call, videoconference).

Examples:

- Calls to parents or families (e.g. to inquire about the child's physical and psychological health or the transition to virtual learning, to inform them of an observation or desired collaboration)
- Referral of some parents to agencies or specialists, as appropriate
- Short educational videos for individuals or small groups of students with similar needs (e.g. finding strategies for doing a puzzle, learning how to hold scissors properly, playing with letters or numbers)
- Online meetings in small groups with a child's friends to encourage interactions and friendships

