

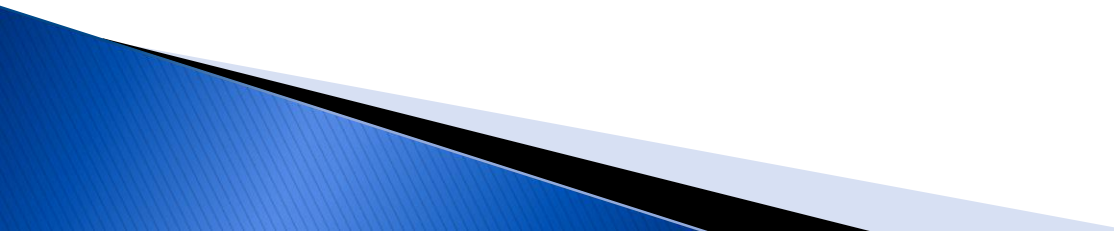
Learning for Children and Young People Planning for Learning

Developing High Quality Learning

“High quality classrooms involve responsive and sensitive adults who guide children to explore and construct knowledge.”

(Selmi et al 2015:172)

To ensure high quality learning adult – child interactions during play and learning activities that focus on language and literacy skills development are essential.



Developing High Quality Learning

- ▶ These interactions integrate scaffolding and feedback techniques that guide children to construct knowledge by exploring materials (Piaget, 1962) and /or interacting with a more knowledgeable person (adult or child) (Vygotsky, 1978).
- ▶ Children's learning appears to be directly affected by both the environment in which they spend their time and by the adults who tailor that learning. (Selmi et al 2015:171)

Planning Learning

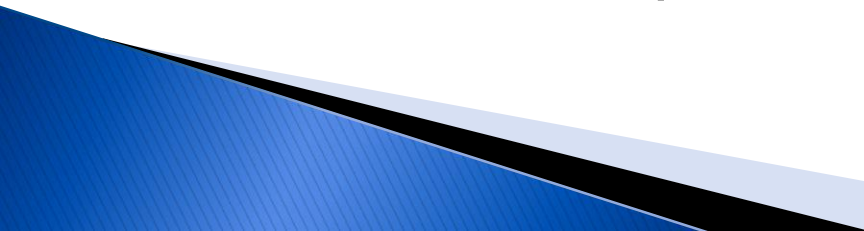
- ▶ Carefully crafted play and learning environments, reflecting the individual needs of children, can be created through effective planning and intentional teaching practices.
- ▶ Intentional teaching focuses on creating well planned learning opportunities that integrate information from a variety of learning content areas, instead of focusing on isolated non-meaningful skills (holistic learning).

(Selmi et al 2015:172)

Planning Learning

- ▶ Integrating child-initiated and adult-directed activities is essential.
- ▶ Children need opportunities to acquire knowledge and skills through child-initiated activities and experiences.
- ▶ They also need periods of adult input.
- ▶ Adults can introduce new information and vocabulary and model specific skills for children.
- ▶ Adults then need to take a step back and observe the impact of their involvement.

(Adapted from Selmi et al 2015:173–174)



Child Initiated Learning

- ▶ Investigating
 - ▶ Exploring materials, activities and ideas to attempt to make sense of how things work.
- ▶ Relationships
 - ▶ Make connections on their own.
- ▶ Assistance
 - ▶ Determining when they need help and seeking it.

Child Initiated Learning

- ▶ Problem solving
- ▶ Solving problems on their own.
- ▶ Adult intervention
- ▶ When a child is focused on an activity adult intervention is a disruption.
- ▶ New skills
- ▶ Challenging themselves to develop new skills
- ▶ Existing knowledge
- ▶ Applying current knowledge in new ways

(Adapted from Selmi et al 2015:174)

Planning Learning

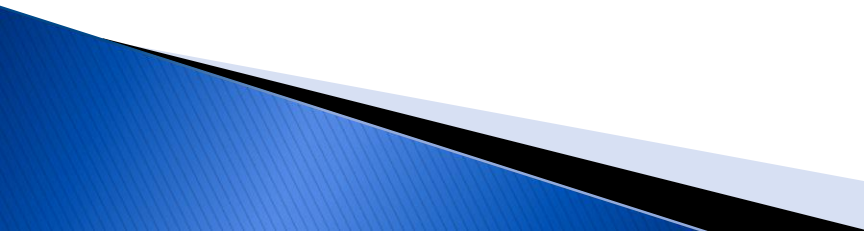
- ▶ Adults delivering learning activities and managing programmes of learning/study need to make appropriate and thoughtful decisions for provision of learning opportunities and environments.
- ▶ When creating classroom environments and planning learning activities teachers need to have a clear idea of the outcomes they wish to achieve.
- ▶ Not only do teachers need to know what they are doing they need to understand why they are doing it and be able to explain their aims and purpose to others.

(Adapted from Selmi et al 2015:173)

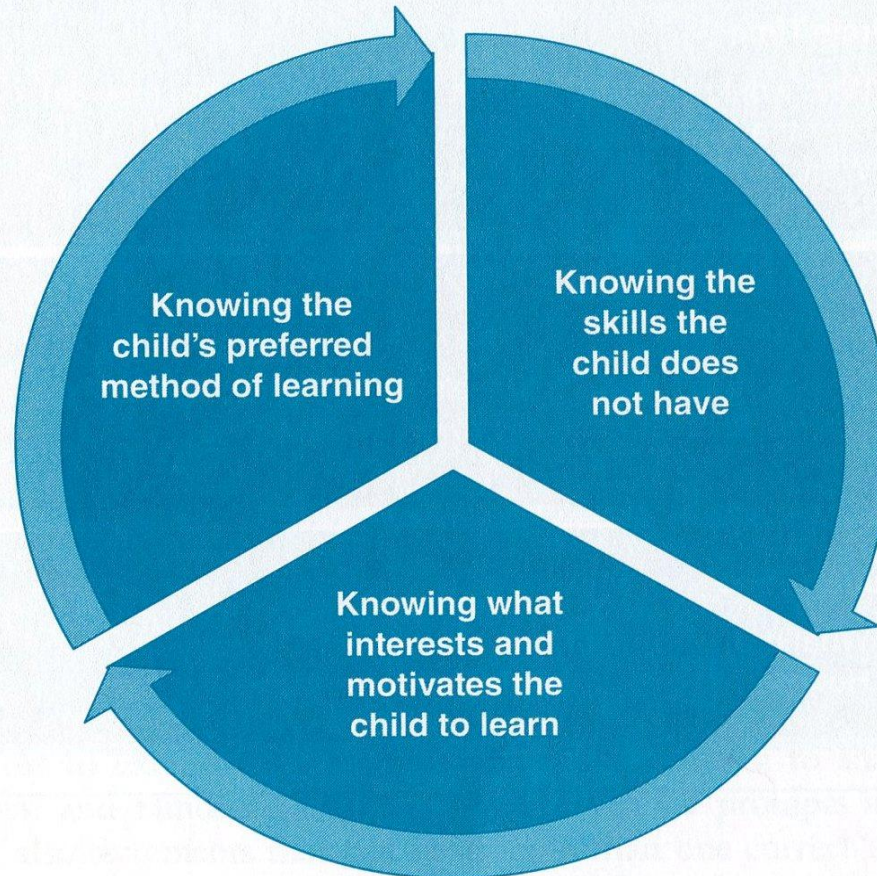
Differentiated Learning

- ▶ Whilst planning involves considering learning outcomes for the achievement of whole classes, teacher interactions must address each child's individual needs and skills.
- ▶ Planning should enable and motivate each child to attain higher levels of knowledge.
- ▶ It is therefore essential to recognise and consider children's individual needs, skills, interests and learning styles and to provide developmentally appropriate activities and learning experiences.

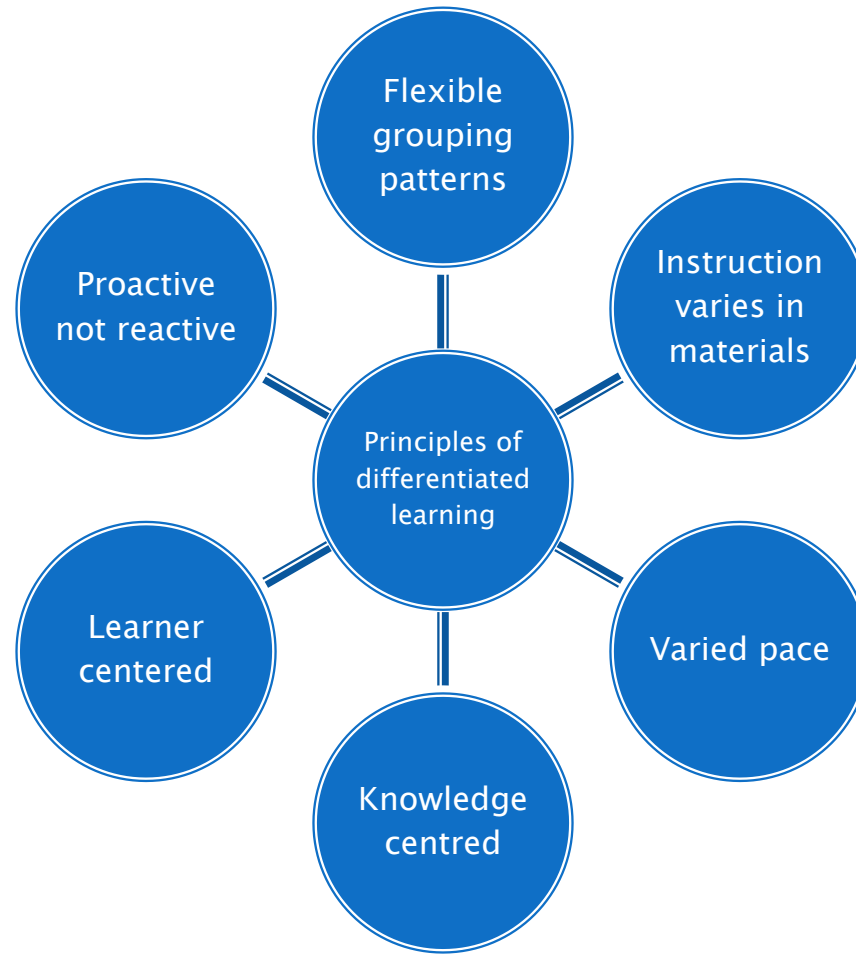
(Adapted from Selmi et al 2015:177)



Components of Developmentally Appropriate Practices or Differentiated Instruction

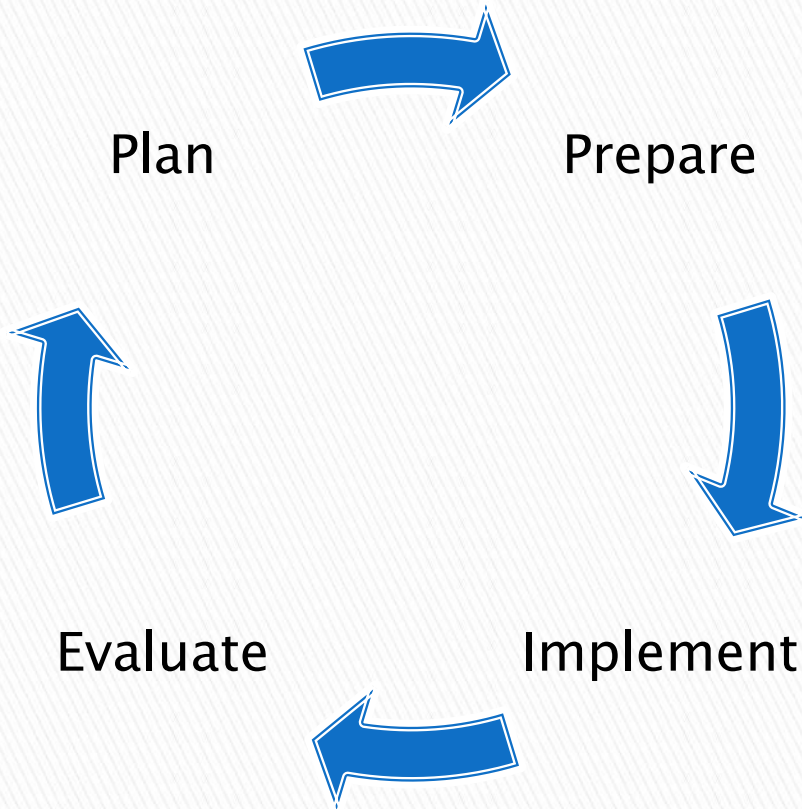


Principles of Differentiated Teaching



Adapted from Purcell and Rosemary
(2007) cited in Selmi et al 2015:180)

Why Plan?



Good planning is essential to ensure quality provision for children.

The Planning Cycle

Purpose of planning

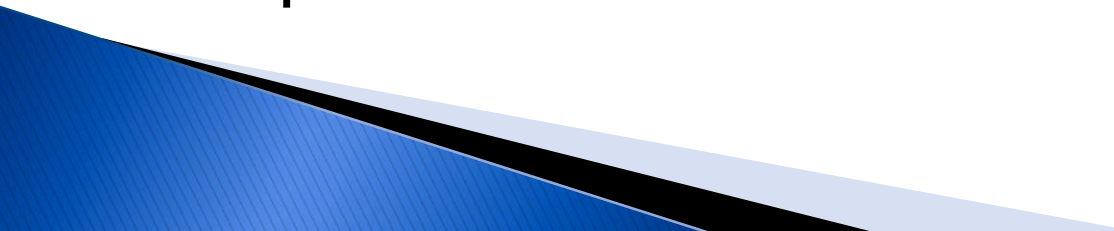
Primary purpose is to meet the learning needs of children.

Practitioners need to:

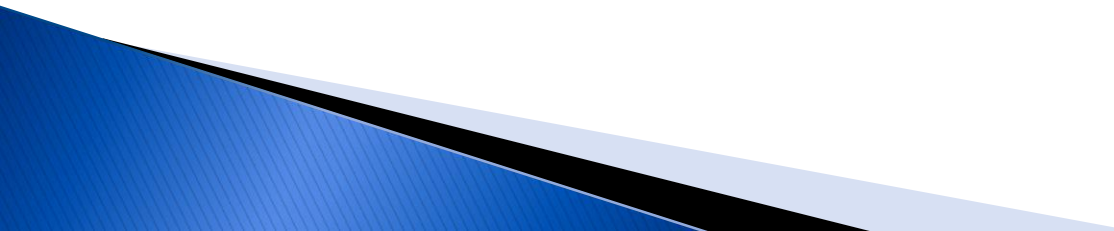
- ▶ Develop awareness of children's existing skills in order to extend learning.
- ▶ Work collaboratively with other professionals to ensure:
 - Cohesion of learning experience for children
 - Consistency of approach to avoid confusion
 - Continuity of provision

Planning for Learning

Other Key points:

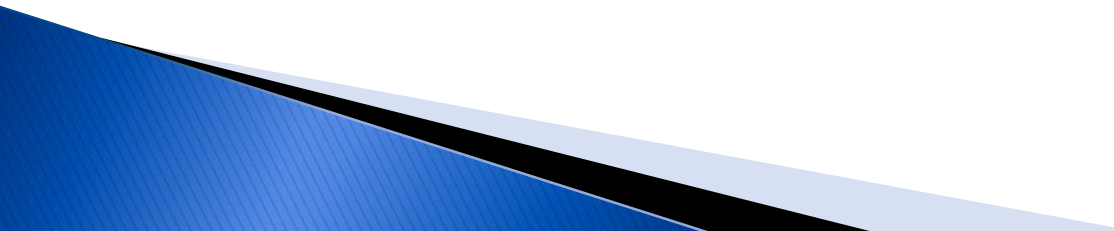
- ▶ Consider time factors and children's individual needs.
 - ▶ Include periods to enable children to explore ideas, develop skills and solve problems.
 - ▶ Provide adequate space both indoors and outdoors.
 - ▶ Flexibility to facilitate a balance between child-centred and adult led activities and experiences.
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Planning for Learning

- ▶ Provide opportunities to extend learning and to introduce new concepts.
 - ▶ Consider the gap between the child's existing knowledge and learning.
 - ▶ Ensure learning develops in small steps or short-term achievable goals.
 - ▶ Consider the role of the practitioner in supporting children.
 - ▶ Consider how learning can be extended through talking, listening and questioning.
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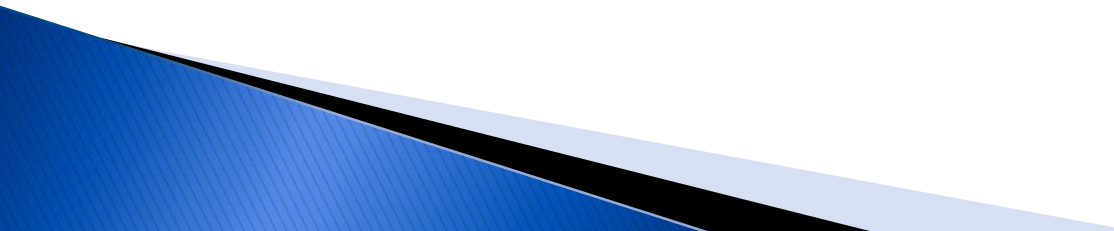
Planning for Learning

Consider:

- ▶ Where does learning take place?
 - ▶ How the environment affects a child's ability to learn?
 - ▶ Should learning take place indoors, outdoors, individual or group activities?
 - ▶ Children's individual learning styles.
 - ▶ Children's interests, (how they approach learning).
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Planning for Learning

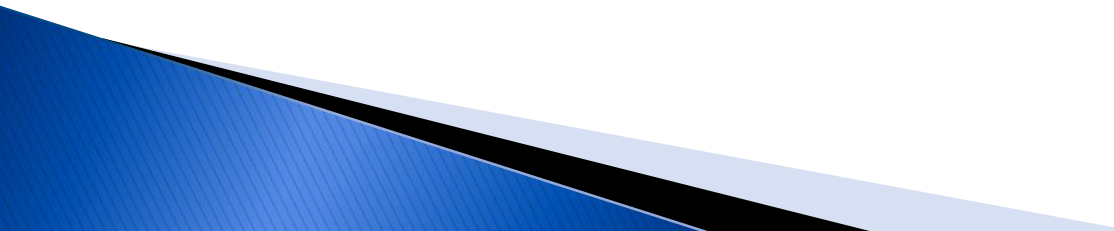
Consider:

- ▶ How children learn from interaction with other children and adults.
 - ▶ How learning can be promoted through language, imitation, replication and modelling.
 - ▶ Consider how these influence the ways in which children develop learn and develop skills.
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Methods of Planning



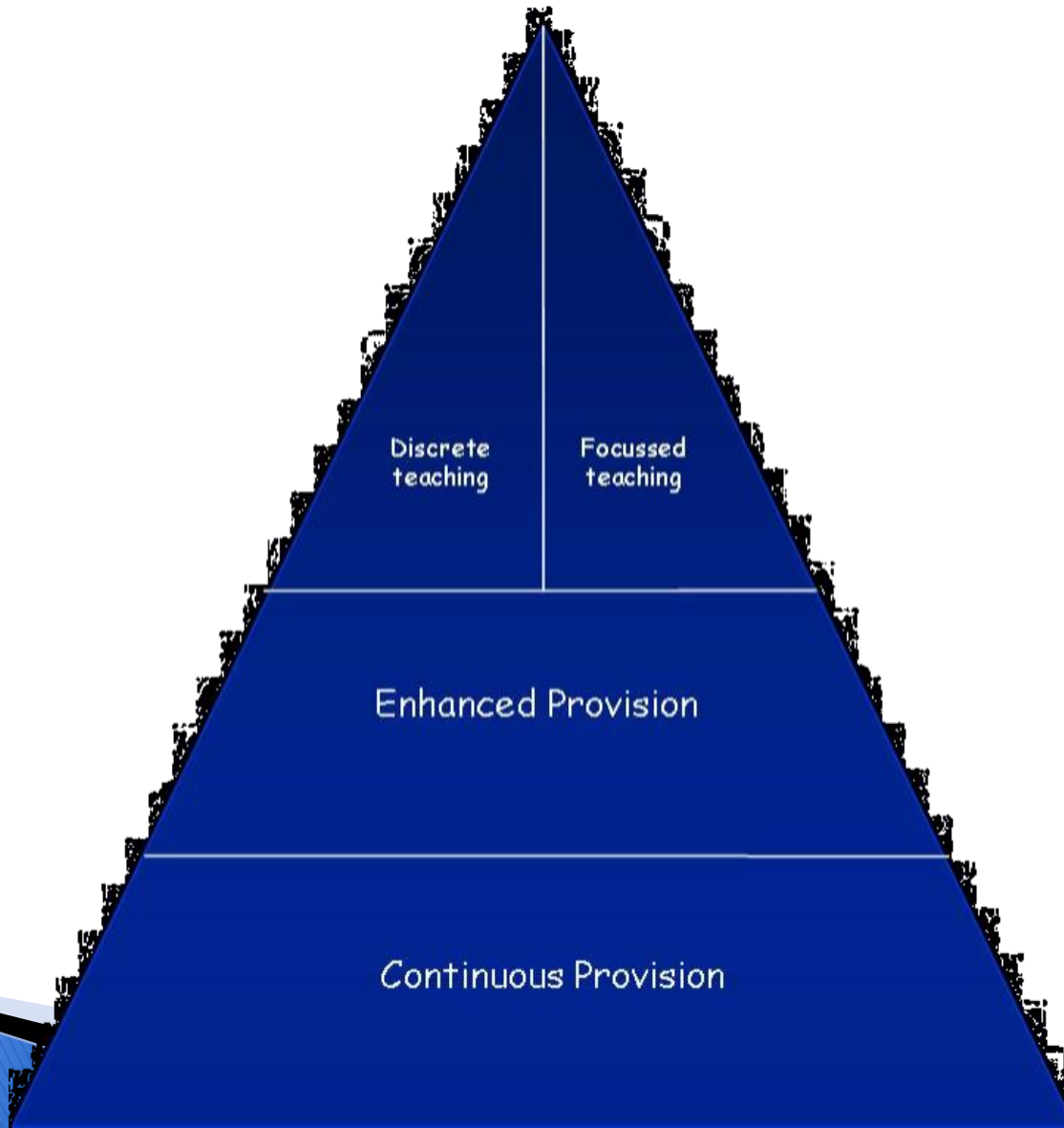
How to plan

- ▶ All settings have their own method of planning, which meets the requirements of their local inspectorate.
 - ▶ The best plans are developed by the whole team, using a wide range of sources of support.
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Planning in the Foundation Phase



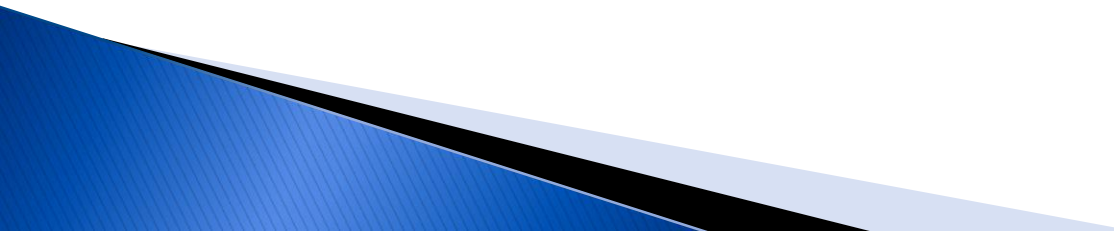
Provision Triangle



What is Continuous Provision?

Continuous Provision describes the core everyday resources that are always available to children in early years settings.

Continuous Provision allows children to be active, confident and independent learners. It allows them to make choices to create their own learning contexts (self initiated learning) which may be based on their own experiences.



What is Continuous Provision?

- ▶ This may have implications for the accessibility of resources and making sure that children are aware of what is available, where to find it, how possibly to use it and to know where to put it back when they have finished with it.

Enhanced Provision

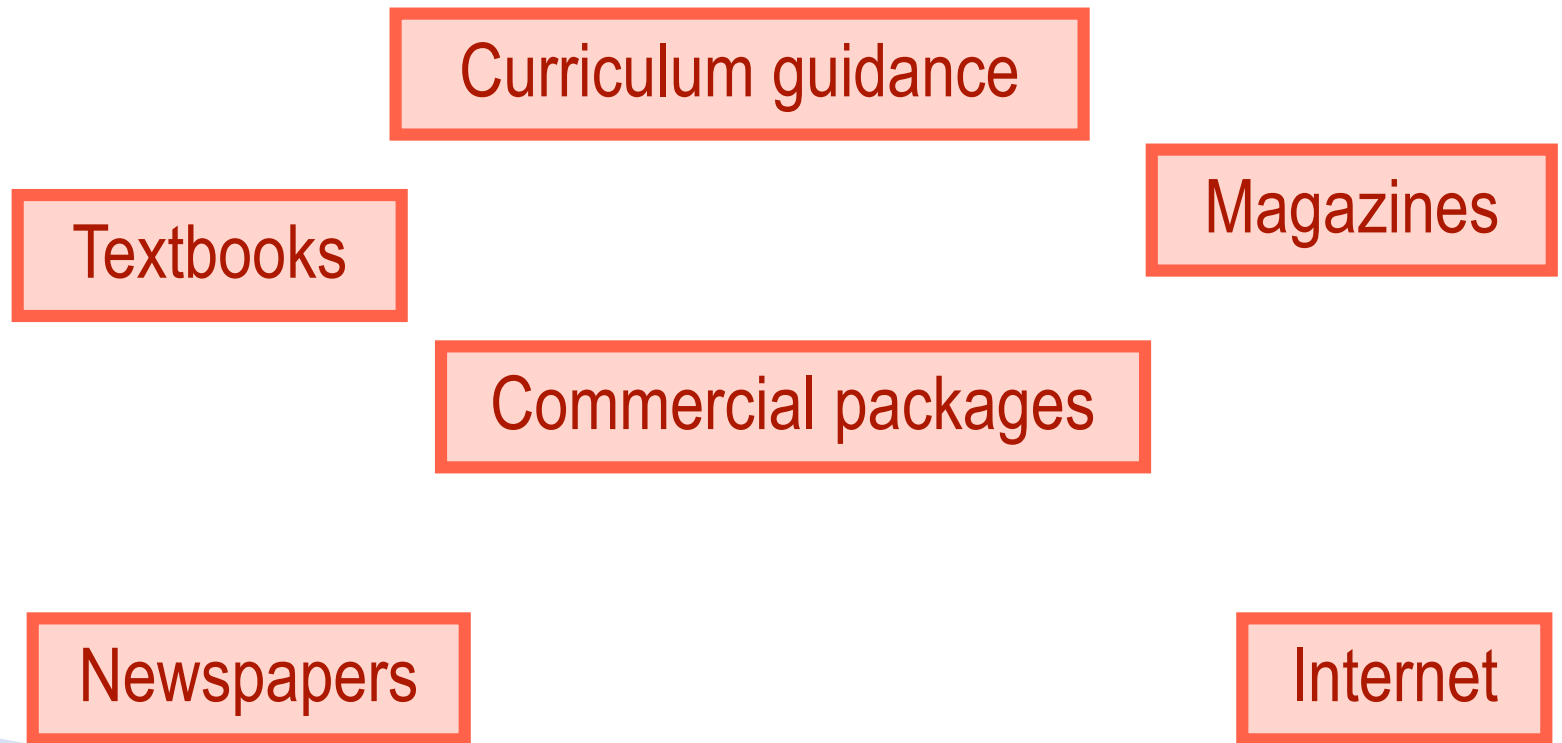
Continuous Provision should be enhanced to meet the needs and interests of individuals, groups and cohorts.

This planning should be informed by observation and assessment and is known as 'Enhanced Provision'.

Best practice planning

- ▶ Staff teams will consult with a wide range of sources while undertaking the planning process:
 - all curriculum guidance documents.
 - all adults within the setting.
 - professionals who advise or visit the setting.
 - children and families.
 - local communities.

The Curriculum Framework



Success of Curriculum Frameworks

Quality planning ensures a positive learning environment and happy successful children.



Further Reading

- ▶ Rodger, R. (2012) Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents. Third Edition. Abingdon: Routledge
- ▶ Selmi, A. M., Gallagher, R. J. and Mora-Flores, E. R. (2015) Early Childhood Curriculum for All Learners: Integrating Play and Literacy Activities. California: Sage
- ▶ Tassoni, P and Hucker, K (2005) Planning Play in the Early Years. 2nd Edition. Oxford :Heinemann
- ▶ Welsh Government Foundation Phase Planning Training Presentation (Link on Moodle)
- ▶ Welsh Government Curriculum Planning Guidance