



IMPLEMENTING A CURRICULUM RESPONSIVELY: SUPPORTING INDIVIDUAL CHILDREN'S DEVELOPMENT AND LEARNING

PRESENTER NOTES – OPTIONAL



Let's throw
clay on the
pottery
wheel!

OPTIONAL SLIDE 1:

OPTIONAL ICEBREAKER ACTIVITY

What if I told you that today we will be throwing clay on the pottery wheel? Some of you might feel excited if you have the knowledge and skills needed to make a clay pot. Others may have never heard of “throwing clay on the wheel.” You might feel nervous if you're not sure what knowledge and skills you need.

REFLECTION

Take a minute and think about what knowledge and skills you have that would help you be successful in working with clay. Next, consider the new knowledge or skills you would need to learn or develop to be successful in creating a clay pot.

TABLE DISCUSSION

If you were going to a pottery class, what would you expect your instructor to do? What would you expect to see and do? Why?

DEBRIEF

Ask tables to share some of their personal reflections and expectations. Wrap up the discussion with the following talking points: Each of us comes with different experiences, knowledge, and skills related to working with clay and using a potter's wheel. For all of us to be successful, our instructor would need to be responsive to our individual and collective knowledge and skills. The instructor would play an active role in facilitating the pottery course, using instructions for setting up the environment/materials and ideas for teaching pottery. To ensure that all of the students—experienced potters and those new to the wheel—achieve the learning goal (e.g., creating a clay pot), the teacher would need to learn about your knowledge and skills related to this goal. Then, the teacher would use the course instruction manual responsively to provide an effective and joyful pottery experience for you and everyone else in the group.

Activity: Putting It Into Practice



Plan to use your program's curriculum to support each child's development and learning.



OPTIONAL SLIDE 2:

OPTIONAL LEARNING ACTIVITY: PUTTING IT INTO PRACTICE

This activity supports you to intentionally implement your program's curriculum in ways that are responsive to a child's current level of development. You can use the activity in your individual planning. Also, consider sharing this activity with your planning team, coach, or supervisor.

1. Think about a child in your care. Identify this child's current and emerging skills, behaviors, and concepts in an Early Learning Outcomes Framework (ELOF) domain. Write these down on your handout (Learning Activity for Education Staff: Putting it into Practice). Throughout the rest of the activity, you will plan how to use your curriculum's guidance responsively based on this child's current level of development and style of learning.
2. Consider your curriculum's guidance on the learning environment, learning experiences, and interactions.
 - What curriculum guidance and materials are offered in the focus domain?
 - How would you use them to support this child's emerging skills, behaviors, and concepts? Write some specific ideas on your handout.
3. In the next week, intentionally plan a learning experience in this domain to support this child's progress. Consider how you need to set up the learning environment. Plan what will be the focus of your interactions with the child (e.g., key concepts, new vocabulary, scaffolding strategies).
4. Reflect on how the child engaged with the environment, in the experience, and/or with you. Consider how the curriculum helped you support learning in this child's zone of proximal development (ZPD).

This activity walks you through the process for implementing your program's curriculum responsively with one child in one domain. As education staff, you plan for all children in the group across all domains. Your curriculum provides you with many tools and strategies to support children's development and learning. You have the important role of making these curriculum resources meaningful for individual children.

OPTIONAL MATERIALS:

- Optional Handout: Learning Activity for Education Staff: Putting It Into Practice