

# Facilitator's Guide

for

## Learning Module: Flow of the Day

## Flow of the day

### Overview:

The learning module ***Flow of the day*** gives examples of how to approach time and schedules with flexibility and input from children as co-learners. Consider the benefits of having two educators and explore solutions that minimize interruptions and maximize time for children to be focused on learning in different contexts.

**Duration of the professional learning opportunity:** 60 minutes

**Audience:** Educators

### Materials:

- projector and computer with internet access
- screen and extension cord
- appendixes A, B and C
- chart paper and markers

### Preparation:

- Before the professional learning opportunity, send a notice to all participants to either bring hard copies or a device to access online *The Kindergarten Program, 2016*.
- Photocopy appendixes.
- Request the participants print and bring to the professional learning opportunity pages 95-97 of *The Kindergarten Program, 2016*. Participants can consider reading these pages beforehand.
- On the day of the professional learning opportunity, arrange the venue so the participants are sitting in table groups.

### Purpose:

The goal of this professional learning opportunity is to deepen understanding of the flow of the day and its impact as reflected in *The Kindergarten Program, 2016*.

### Objectives:

Educators will:

- Approach time and schedules in a flexible manner based on children's input and actions,
- Co-construct and use visual schedules,
- Minimize transitions for children and
- Maximize time for children to be focused on learning in different contexts.



## Procedure:

### Welcome

The facilitator welcomes the group and gives an overview of the purpose and objectives of the professional learning opportunity explaining that the content involves a learning module; work with various documents; and individual, small group and large group activities.

### Introduction

The facilitator introduces the idea of flow of the day by viewing a quote from *The Kindergarten Program, 2016* on slide 2.

Questions to engage the group:

What are some typical transitions you've had in the past in your context?

What are some typical contexts for learning? Consider how you can make them more fluid.

## Part I – The partners involved in education

**Please Note: Part I has slides that are common to all seven learning modules. If your participants have already attended some of the learning module professional learning opportunities, this section can be used as a review only section.**

### *Pre-viewing activity (individual)*

To give context to this professional learning opportunity, the facilitator begins with the partners that are involved a child's learning.

Each participant is asked to complete appendix A as a warm-up activity. Before taking up the activity, begin the slide deck.

### **View**

Slides 3-5. The facilitator can elaborate on the slides' message using the slide notes included.

### **Post-viewing activity (whole group)**

Discuss characteristics of the partners in education: educators, parents and children.

Questions: Where do educators, parents and children intersect?

How is our view of assessment linked to our view of children?

Extension: View slide 6 that introduces "environment" as one of the partners. Discuss view of the importance of environment.

Discuss relationships between families, educators and environments (degree of importance, significance, positive and negative impacts).

Expand on relationships by viewing and discussing slide 7.

## **Part II – What's new for educators**

### **Pre-viewing activity (individual or pair sharing)**

With the goal of assessing knowledge and queries of the participants, and to validate their concerns, the facilitator asks the participants to complete appendix B (K-W-L).

### **View**

Slides 8-10.

### **Post-viewing activity (pair sharing)**

The facilitator invites the participants to share and discuss with a partner their K-W-L sheet. The facilitator may also give time for the participants to read pages 95-97 of *The Kindergarten Program, 2016*, and then invites the participants to code the text as they read to flag:

- interesting ideas or concepts
- connections they are making
- any questions they may have

Questions: What are the main changes for the revised program?

Are there any things that are staying the same?

Extension: The facilitator gives participants time to share with a partner any ideas that interest them, connections they are making or any questions they may have.

### Part III – Preparing for changes

#### *Pre-viewing activity (whole group)*

To prepare for the next set of slides the facilitator brainstorms with the whole group to come up with a list of all the different events and opportunities Kindergarten children engage in during the day. The participants' responses can be written on chart paper and referred to as the professional learning opportunity goes on.

#### *View*

Slides 11 and 12.

#### *Post-viewing activity (small group)*

The facilitator asks the participants to reflect on whether they assign time frames around the various opportunities shown in slide 11. For example, do they believe whole class meetings merit more time than independent learning or vice versa? Discuss with the whole group.

Questions: How flexible are the schedules you set up in your context?

How can I use these examples to inform my planning and teaching?

Extension: Slide 12: How can two educators working together in the kindergarten program effectively maximize time for children to be engaged in learning?

Brainstorm in groups or as a whole group: the benefits of having two educators in a Kindergarten context.

### Part IV – How to create flow of the day

#### *Pre-viewing activity (small group)*

To prepare for the next set of slides the facilitator now asks the whole group to come up with a list of all things that may interrupt the flow of the day.



## View

Slide 13.

### *Post-viewing activity (small group presenting to another small group)*

The facilitator asks the participants to consider their context, think about the interruptions and possible solutions. Invite the participants to create a chart with two columns: one column for challenges and the other for solutions. Ask the participants to come up with specific examples to populate their charts.

Questions to consider:

How might transitions be minimized for children?

How can the planning-time teacher be effectively incorporated into the day so that there is minimal interruption in children's learning?

What challenges that impact the flow of the day may require a discussion with the principal? (e.g., school announcements, limiting the number of different educators children interact with during the course of a day/week)?

The facilitator asks the groups to also consider how their solutions align with the "Rethinking the Flow of the Day" on slide 14. Groups can share their charted solutions with other groups. Add to your charts your answer to: How can large blocks of uninterrupted time for play- and inquiry-based learning be accomplished?

Extension: View slide 15. The facilitator invites the participants to view the video of an educator team describing their process and their reflections on how they engage with children in the flow of the day. The participants are asked to consider the following questions as they view the video:

- How are the educators and children co-constructing the flow of the day?
- How does rethinking the flow of the day impact learning? Discuss.

View slide 16. How would you respond to parents' curiosities about flow of the day?

## Wrap-Up

The facilitator presents slide 17 and encourages a group discussion about new understandings of the flow of the day. The facilitator encourages all participants to take some time to complete appendix C (slide 18).

Opportunities for Further Learning slide 19.

Participants can consider how they could facilitate further conversation through Twitter, board chat room and Teach Ontario.

## List of resources

### Flow of the day

View: [The Flow of the Day](#)

View: "[The Learning Environment: Rethinking Time](#)"

# Appendix A

## Instructions:

Sort the characteristics below under the appropriate heading.

## Characteristics:

- competent
  - curious
  - caring
  - loving
  - reflective
  - influencers
  - fun-loving
  - rich in potential
  - \_\_\_\_\_ (add your own)
- experts
  - life-long learners
  - hardworking
  - knowledgeable
  - resourceful
  - creative
  - rich in experience
  - capable of complex thinking

Educators	Parents	Children
<i>Characteristics</i>	<i>Characteristics</i>	<i>Characteristics</i>

## Appendix B

### Instructions:

Take a moment to reflect and write brief answers to the questions below.

What do you Know	What do you Want to Know	What do you want to Learn
<i>About the theme in the learning module</i>	<i>About the theme in the learning module</i>	<i>About the theme in the learning module</i>

## Appendix C

### Instructions:

Reflect on what you are learning about *The Kindergarten Program, 2016*.

	What am/are I/we thinking or wondering about, as a result of this learning?	How might I/we act on my/our wonderings?
<b>Repeating</b>  These practices have proven successful and are supported by current research.		
<b>Re-thinking</b>  These practices have had some measure of success but may need some modifying to enhance their effectiveness.		
<b>Removing</b>  These practices have had little measure of success and are not supported by current research.		
<b>Replacing</b>  These practices are based on current research and have proven successful for others.		