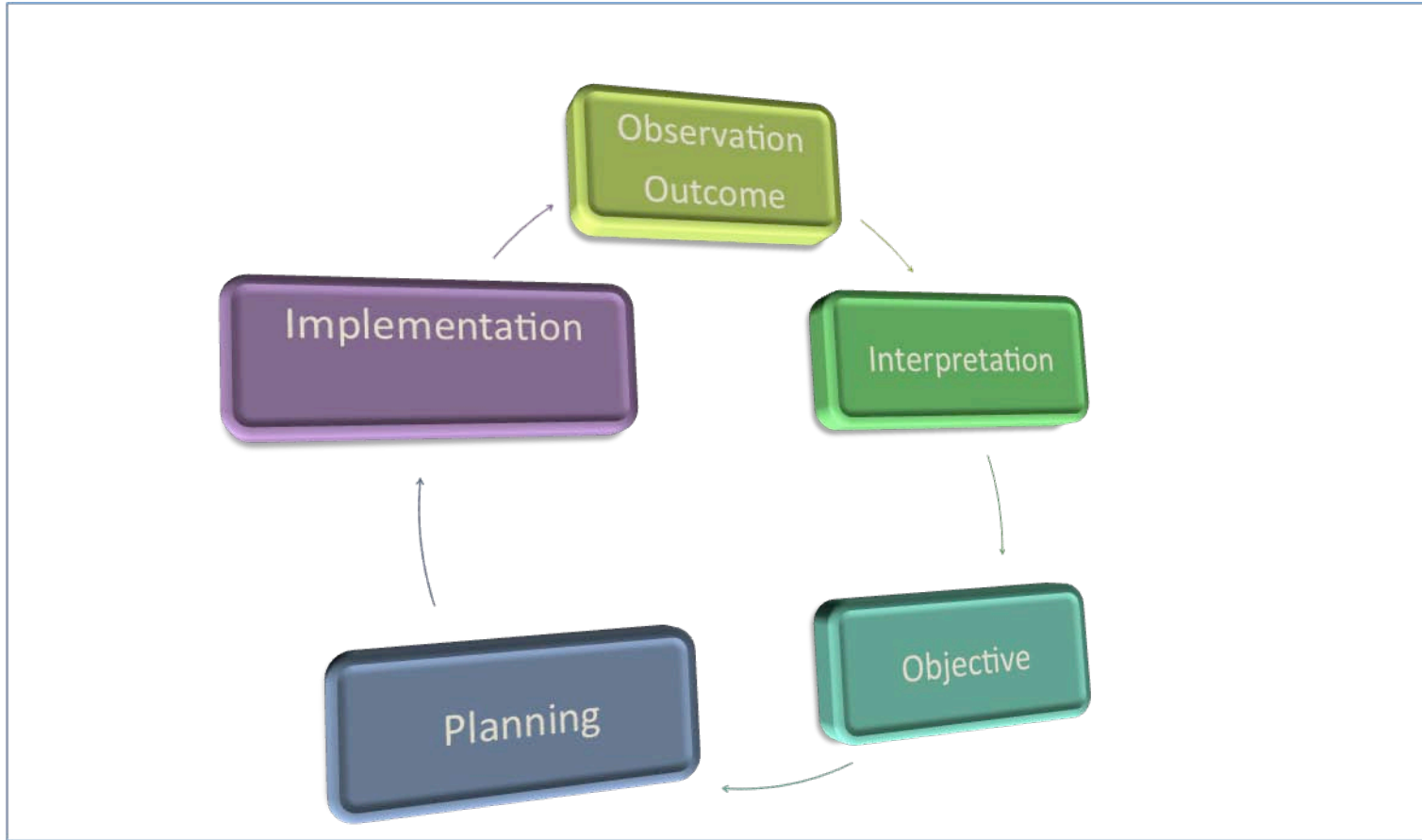
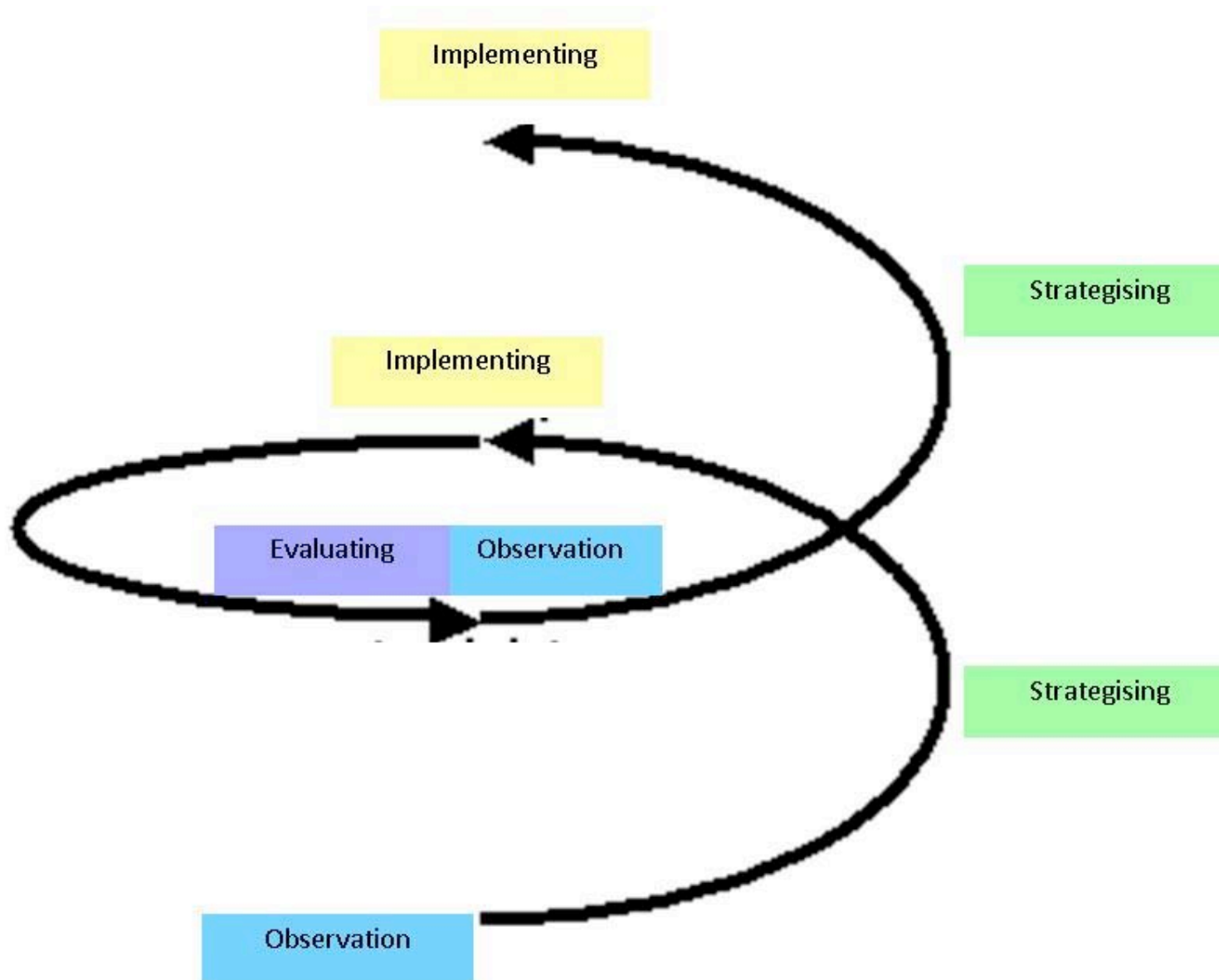


PROGRAMMING INFORMATION AND TEMPLATES

VICKI WARD







CHARTS 1. Programming Process Flow Chart

<i>Process</i>	<i>Play-Based</i>	<i>Montessori</i>	<i>Emergent Curriculum</i>
Preparation ↓	<p>There are five different developmental domains of children which all relate to each other. They are easily referred to as the SPICE of life:</p> <p>Social - Refers mostly to the ability to form attachments, play with others, co-operation and sharing, and being able to create lasting relationships with others.</p> <p>Physical - Development of Fine (small) and Gross (large) Motor Skills.</p> <p>Intellectual - The process of making sense of the world around them.</p> <p>Creative - The development of special abilities creating talents. Music, Art, Writing, Reading, and Singing are all ways for creative development to take place.</p> <p>Emotional - Development of self-awareness, self-confidence, and coping with feelings as well as understanding them.(Source Wikipedia July 09).</p>	<p>Philosophy: In-depth understanding of child development and needs for which specific apparatus is provided as well as observing, determining and meeting individual child needs.</p> <p>Planning follows curriculum of:</p> <ul style="list-style-type: none"> • Practical Life (incl Grace/Courtesy) • Sensorial • Language • Mathematics • Cultural (Arts) • Cultural (Sciences) <p>The “Prepared Environment” including prepared adults is considered a critical factor of program delivery.</p>	<p>Curriculum is based on the interests and passions of the children and the teachers. Once teachers see an interest “emerging” they brainstorm ways to study the topic in depth. Webbing is often used because of its playful and flexible nature. (Source Wikipedia July 09).</p>
Observation ↓	<p>Recorded as ‘anecdotal’ records, checklists, time samples, running records, work samples, photographs.</p> <p>Of an individual child, small group or whole group.</p>	<p>Uses the developmental understanding of Maria Montessori’s observations as the basis of introducing new pieces of equipment to a child. Teacher training includes an understanding of “readiness indicators” for various apparatus. Observations of children’s interests, strengths and needs using a variety of methods inform strategic interactions and ‘cultural curriculum’.</p>	<p>Interests of children are focussed upon.</p>
Interpretation ↓	<p>Strengths, needs and interests identified from the observations noted.</p>	<p>Readiness indicators, a child’s expressed curiosity, strengths and needs are identified from the observations noted.</p>	<p>Interests of children are extracted.</p>
Strategising ↓	<p>Determining a goal for the child or children recorded as an “objective”.</p>	<p>Determining which apparatus are appropriate to introduce to a child. (Montessori method requires that teachers believe that a child will</p>	<p>Determining which interests to follow up and ‘brainstorming’ a number of program pathways and ideas that could eventuate.</p>

		experience both challenge and success within a reasonable time frame from apparatus chosen). Determining an objective for other program aspects.	Often recorded in a web format.
Planning ↓	Determining an activity or interaction/s that will foster the achievement of the objective.	Planning to demonstrate an apparatus to a child or group of children. Planning interactions for adults to initiate with or respond to children.	Providing an environment (Third Teacher) with resources to support the ideas.
Implementing ↓	Activity, multiple activities or strategic interactions occur.	Apparatus are demonstrated to children, and/or strategic interactions are engaged in.	Using the environment, resources, the ideas of the children and the teachers, projects and activities are pursued.
Evaluation ↓	Was the objective from the 'strategising' step achieved? If not, why not? Did what occur form the basis for further planning? (If so, use as another observation).	Was the objective from the 'strategising' step achieved? If not, why not? Did what occur form the basis for further planning? (If so, use as another observation).	<i>Not sure of how this step is achieved.</i>
Reflection ↓	Professional Critical Reflection on own practice is used as the basis for continuous professional improvement.	Professional Critical Reflection on own practice is used as the basis for continuous professional improvement.	Professional Critical Reflection on own practice is used as the basis for continuous professional improvement.

NOTE: In-service training in "Free Flow, Reggio Emilia, Event-Based, Project-Based and Emergent curriculum is not comprehensive. There may be further aspects not fully covered for the purpose of this flow chart.

SAMPLE/FICTIONAL EXPERIENCES: Child aged 2.5

<i>Process</i>	<i>Play-Based</i>	<i>Montessori</i>	<i>Emergent Curriculum</i>
Preparation ↓	<p>There are five different developmental domains of children which all relate to each other. They are easily referred to as the SPICE of life:</p> <p>Social - Refers mostly to the ability to form attachments, play with others, co-operation and sharing, and being able to create lasting relationships with others.</p> <p>Physical - Development of Fine (small) and Gross (large) Motor Skills.</p> <p>Intellectual - The process of making sense of the world around them.</p> <p>Creative - The development of special abilities creating talents. Music, Art, Writing, Reading, and Singing are all ways for creative development to take place.</p> <p>Emotional - Development of self-awareness, self-confidence, and coping with feelings as well as understanding them.(Source Wikipedia July 09).</p>	<p>Philosophy: In-depth understanding of child development and needs for which specific apparatus is provided as well as observing, determining and meeting individual child needs.</p> <p>Planning follows curriculum of:</p> <ul style="list-style-type: none"> • Practical Life (incl Grace/Courtesy) • Sensorial • Language • Mathematics • Cultural (Arts) • Cultural (Sciences) <p>The “Prepared Environment” including prepared adults is considered a critical factor of program delivery.</p>	<p>Curriculum is based on the interests and passions of the children and the teachers. Once teachers see an interest “emerging” they brainstorm ways to study the topic in depth. Webbing is often used because of its playful and flexible nature. (Source Wikipedia July 09).</p>
Observation ↓	<p>Child points to picture in picture book and says ‘snow’. Parents mentioned a recent holiday to the snowfields. (Parent input into program).</p>	<p>Child is fluently using fastenings and implements in their self-care and is beginning to show interest in repeating activities to refine.</p>	<p>Child points to picture in picture book and says ‘snow’. Parents mentioned a recent holiday to the snowfields. (Parent input into program).</p>
Interpretation ↓	<p>Interest in snow and language use around snow is noted.</p>	<p>Child may be ready to be introduced to “3-6” year Montessori sensorial apparatus.</p>	<p>Interest in snow is noted.</p>
Strategising ↓	<p>Provide an experience that builds the child’s vocabulary around the snow experience.</p>	<p>Assess child’s ability to commence on Montessori sensorial apparatus. (And their related objectives).</p>	<p>Brain-storm a ‘web’ around the area of ‘snow’</p>
Planning ↓	<p>Provide black paper, cotton wool and glue, along with various other collage materials in the art area for a week.</p>	<p>Plan to introduce Cylinder Block 1 during the next opportunity with the child.</p>	<p>Boost resources based on the ideas that come from the brainstorm.</p>
Implementing	<p>Encourage all children, and especially the</p>	<p>Demonstrate Cylinder Block 1.</p>	<p>Use the resources available and the</p>

↓	observed child to participate in the art area.		enthusiasm of the children and teachers to begin projects and activities on the snow interest.
Evaluation ↓	Did the observed child make a snow scene and talk about it? Was the staff member able to add words related to snow, or hear the child use additional words about snow?	Did the child show the capacity to become successful with Cylinder Block 1?	<i>What learning outcomes were there from the experiences around snow?</i>
Reflection ↓	Professional Critical Reflection on own practice is used as the basis for continuous professional improvement.	Professional Critical Reflection on own practice is used as the basis for continuous professional improvement.	Professional Critical Reflection on own practice is used as the basis for continuous professional improvement.

A Montessori Approach to the “Snow” observation

Observation ↓	Child points to picture in picture book and says ‘snow’. Parents mentioned a recent holiday to the snowfields. (Parent input into program).
Interpretation ↓	Interest in snow and language use around snow is noted.
Strategising ↓	Provide an experience that builds the child’s vocabulary around the snow experience.
Planning ↓	Provide black paper, cotton wool and glue, along with various other collage materials in the art area for a week. World Map showing Antarctica as a land that is totally snow. Explore globes. Landforms experiences showing that snow is frequently found on the top of Mountains. Language cards made that give “word treasure” to words such as mountain, snow, slope, skis, sled, snowmobile, parka, sunvisor, gloves, polar bear, penguin, seals, sea lions etc etc.
Implementing ↓	Encourage art Demonstrate making paper ‘globes’ from world map. Sprinkle ‘snow’ on top of mountains made from playdough (e.g. flour) Demonstrate language cards and reading jobs.

OBSERVATION RECORD FOR CHILD PROFILE

NAME: _____ DOB: __/__/__ GROUP: _____

Date of Obs.	Observation	Interpretation/Strategies	Objective
Time		<input type="checkbox"/> Fine motor skills <input type="checkbox"/> Hand eye co-ordination <input type="checkbox"/> Eye foot co-ordination <input type="checkbox"/> Strength <input type="checkbox"/> Gross motor <input type="checkbox"/> Stability <input type="checkbox"/> Concentration <input type="checkbox"/> Memory recall <input type="checkbox"/> Recognition <input type="checkbox"/> Patience <input type="checkbox"/> Sharing <input type="checkbox"/> Sound exploration <input type="checkbox"/> Word exploration <input type="checkbox"/> Sentence structure <input type="checkbox"/> Conversation structure <input type="checkbox"/> Conversation initiation <input type="checkbox"/> Non-verbal communication <input type="checkbox"/> Turn-taking <input type="checkbox"/> Emotional happiness <input type="checkbox"/> Emotional stability/control <input type="checkbox"/> Social interactions <input type="checkbox"/> Solitary play <input type="checkbox"/> Parallel play <input type="checkbox"/> Co-operative play <input type="checkbox"/> Self-help skills <input type="checkbox"/> Independence <input type="checkbox"/> Pre-reading <input type="checkbox"/> Pre-writing <input type="checkbox"/> Number <input type="checkbox"/> Spatial awareness <input type="checkbox"/> Comprehension <input type="checkbox"/> Manipulating materials <input type="checkbox"/> Problem solving & reasoning <input type="checkbox"/> Persistence <input type="checkbox"/> Labelling <input type="checkbox"/> Grace & Courtesy <input type="checkbox"/> Environmental exploration <input type="checkbox"/> Visual perception <input type="checkbox"/> Auditory perception <input type="checkbox"/> Taste <input type="checkbox"/> Smell <input type="checkbox"/> Touch <input type="checkbox"/> Other: _____	Planned Experience
Observation No.		Evaluation	
Date of Implementation			
Codes			

Child Profile Observation Record

NAME: _____ DOB: __/__/__ GROUP: _____ Today's date: __/__/__ Time: ____

<p>Ref No: <i>To link to displayed program</i></p>	<p>Interpretation:</p>	<p>Planning: Interaction Plan/Activity (Circle) Describe:</p> <p>Date/Date Range: _____ Resources:</p>
<p>Observation:</p> <p><i>Glue in anecdotal observation Glue or insert photo observation – if a series, attach or insert on reverse Refer to attached: Art/Work sample Time Sample Running Record Event Sample etc</i></p>		<p>Strategising/Objective:</p>

Today's date: __/__/__ Time: ____

<p>Ref No: <i>To link to displayed program</i></p>	<p>Interpretation:</p>	<p>Planning: Interaction Plan/Activity (Circle) Describe:</p> <p>Date/Date Range: _____ Resources:</p>
<p>Observation:</p> <p><i>Glue in anecdotal observation Glue or insert photo observation – if a series, attach or insert on reverse Refer to attached:</i></p>		

<i>Art/Work sample</i> <i>Time Sample</i> <i>Running Record</i> <i>Event Sample</i> <i>etc</i>	Strategising/Objective:	Evaluation: Was objective achieved? Any further comments?
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Montessori Permanent Activities: 3-6

SENSORIAL

Cylinder Blocks: 1,2,3&4
Pink Tower, Brown Stair, Red Rods
Knobless Cylinders, Geometric Solids
Colour Tablets: Box 1, 2 &3
Geometric Cabinet, Stereognostic Bags
Rough/Smooth Tablets, Fabric Box
Baric Tablets, Thermic Bottles
Temperature Tablets, Taste Bottles,
Smell Bottles

PRACTICAL LIFE

Self Care—Cleanliness/Hygiene
Food Preparation
Pouring, Transferring,
Fastening, Threading,
Implements
Environment—Wash up, Dry up,
Sweep, Dustpan, Mop, Flowers,
Gardening.

GRACE AND COURTESY

Greeting others, Selecting from
shelf
Watching without intruding
Furniture use and movement
Return of used apparatus, Re-
sponsibility
Rectification of errors,
Peace in relationships

LANGUAGE

Cylinder Blocks, Sandpaper
Letters, Moveable alphabet,
Pink and Blue Boxes, Metal
Insets, Sand Trays, Chalk
and boards, Language cards,
'reading jobs', action cards,
books.

MATHEMATICS

Sandpaper Numerals, Number
Rods and numerals, Bead Pyra-
mid, Cards and counters, Spindle
Box, Snake Game, Addition
Board, Bank Game, Golden
Bead /Decimal system, Binomial
Cube, Teens Board, Tens Board,
Constructive Triangles, 100
board, Bead Chains.

CULTURAL—SCIENCES

Globes and Continent Maps
Landforms,
Cultural Items and multi-cultural cards
Botany/Biology Puzzles and Cards

CULTURAL—ARTS

Bells, Colour Mixing, Botany sketching,
geometric design, "The Masters" posters
and cards, classical and multi-cultural re-
cordings, Musical instruments

Montessori Permanent Activities: Infants



Program On Offer This Week.

Date: _____

Theme for the week is _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Story/ Language Session <i>Peace poem</i> <i>Cooking activities</i> <i>Grace and Courtesy</i>					
Montessori <i>Practical Life</i> <i>Sensorial</i> <i>Math</i> <i>Language</i> <i>Zoology</i> <i>Geography</i> <i>Botany</i>					
Art/ Craft					
Music Movement					
Recreational Activities.					

Group Objectives For Week.

	Objectives
Story/ Language Session	
Practical Life	
Art/ Craft	
Music Movement	
Recreational Activities.	

WEEKLY ROOM/PROGRAM EVALUATION Week Beginning ___ / ___ / ___

Room goal/focus for the week:

Monday	Tuesday	Wednesday	Thursday	Friday
Staff in room	Staff in room	Staff in room	Staff in room	Staff in room
Evaluation	Evaluation	Evaluation	Evaluation	Evaluation
Spontaneous Activities	Spontaneous Activities	Spontaneous Activities	Spontaneous Activities	Spontaneous Activities
Parent Input	Parent Input	Parent Input	Parent Input	Parent Input
Modification to Program (If Required)				

NURSERY PROGRAM

Learning Experiences	Monday	Tuesday	Wednesday	Thursday	Friday	Group Goals To develop / use:-
Music & Movement						Sensory perception Recall memory Recognition memory Problem solving skills Understanding spatial concepts Creative & imaginative thought Logical thinking skills Listening skills Concepts of written communication Small muscle strength Fine motor control Eye/hand coordination Large muscle strength Locomotive skills Balance Projectile skills Awareness of self Flexibility Expressive language Functional use of language Receptive language Non-verbal communication skills Positive relationships Self help skills Self concept Positive self-esteem Social skills
Language & Books						
Creative Expression						
Outdoors						
Floor & Mat Experiences						
Table Activities						
Drama & Cultural Experiences						

NAME: _____ DOB: __/__/__ CHILD CODE: _____

	<i>Observations</i>	<i>Objective</i>	<i>Activity / Strategies</i>
Date of Observation -			
Time			
Observation No. -		<i>Evaluation</i>	<i>Follow up</i>
Date of Implementation			
Program Number –			
<u>Codes</u>			
Philosophy – Learning Outcome –			
	<i>Observations</i>	<i>Objective</i>	<i>Activity / Strategies</i>
Date of Observation -			
Time			
Observation No. -		<i>Evaluation</i>	<i>Follow up</i>
Date of Implementation			
Program Number –			
<u>Codes</u>			
Philosophy – Learning Outcome –			

EYLF 5.3 mapping		
Content Strand Children engage with a range of texts and gain meaning from these texts	Knowledge Skills and Understanding: Typically Children will:	Activities and Resources Educators promote this learning by/with:
Transition or Preliminary Activities	<p>Listen and respond to sounds and patterns in speech stories and rhymes in context. View and listen to printed visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions. Sing and chant rhymes, jingles and songs</p> <p>Prepare the hand for writing. (5.3)</p> <p>Explore language and culture for children in the group with diverse heritage, and other cultures.</p>	<p>Sing to, talk with and play with infants and toddlers. Provide language cards to build 'word treasure' Sing 'action songs' with infants and toddlers. Sing and play a variety of vocal and instrumental genres. Engage the children with books in small groups, individually and child-select. Provide labelling on items within the classroom environment Practical Life curriculum, Cylinder Blocks, Metal Insets. (5.3) Include a variety of languages within the cultural activities, songs and routines of the room.</p>
Activities	<p>Begin to understand key literacy and numeracy concepts and process such as the sounds of language, letter-sound relationships,</p> <p>concepts of print and,</p> <p>the ways that texts are structured.</p>	<p>Word games such as "I spy", and initial sound of name. Rhyme games, jingles, songs. Use a range and variety of books as a medium to discuss language devices. Engage children in conversation regarding language. Sandpaper Letters Moveable Alphabet Language Boxes Reading Jobs (part 1-2)</p>
Extension Opportunities	Take on roles of literacy and numeracy users in their play	<p>Action cards Reading Jobs (part 2-4)</p>