

Reading Assignment

Daily Team Planning



Daily Team Planning

Once team members have gathered information about children, their next step is deciding what it means and how to act on it. Teachers use the HighScope KDIs to reflect on the significance of an event or activity for a child or a group of children. The teachers then generate ideas for building on individual and group interests and for scaffolding children's development. Team members decide on one or more strategies, try them out, and review them the next day to see what did or did not work.

Here are some strategies you can use to make planning an effective and rewarding experience for your teaching team.

Plan together at a consistent, mutually acceptable time. While daily team planning is recommended, it is not always possible. Planning every

other day or twice a week can work, but planning should happen not less than once a week. If scheduling is an issue in your program, think creatively about when the team can plan. If you have a half-day program, the team might plan each day right after the children leave and before the adults do a final cleaning up. If you have a full-day program, the team might plan quietly in the nap area while children are resting, close enough to keep watch but far enough not to disturb children or be overheard discussing them. Occasionally, other onsite staff or parent volunteers might help watch children at naptime while the teachers plan. When team members are used to the planning process, team planning time does not take long — teachers can go over the day's notes and make plans for individual children and the group as a whole in about half an hour.

Daily Team Planning (continued)

A Successful Team Planning Session

Margaret told her coteacher Becky that at work time several children were moving and making noises like their pets — cats, dogs, and a parrot. Based on this observation, they decided to do a large-group time in which children would pretend to be animals and imitate animal sounds. This would let them focus on the creative arts KDI, 43. Pretend play.

To begin, the teachers decided they would sing a favorite song — “Old MacDonald Had A Farm” — and encourage the children to name an animal, then stop singing in order to imitate the animal’s actions and sounds. As a backup, however, they decided to have pictures of familiar animals and a recording of animal sounds. Margaret said she would get the pictures and Becky said she’d bring in a CD with animal sounds.

The teachers agreed Becky would introduce the activity by saying “Yesterday, I heard some of you barking like dogs and chirping like birds. I thought today we’d sing

‘Old MacDonald’ and pretend to be different animals on his farm.” She would begin singing the song, stopping after the words “And on his farm he had a _____.” Once a child named an animal and everyone pretended to be and make a noise like that animal, Margaret would begin the song again, then stop to call on children who volunteered animal names. For children who were reluctant to name an animal, or for variety, she would bring out the animal pictures so they could choose one by pointing. If necessary, Becky would play the CD of animal sounds so children could name and imitate the animal whose sound they were hearing.

The teachers decided that, at the end of large-group time, they would tell the children that the pictures would be in the house area beginning the next day (and the CD, if they used it, would be in the music area). Becky would bring large-group time to a close by suggesting children move and make noises like an animal of their choice on their way to the snack tables.

Daily Team Planning (continued)

Use plan-do-review strategies to plan effectively and efficiently. During planning time, turn the strengths and problems of one day into the plans and strategies for the next. The team can do this systematically, by reviewing what happened, developing a new work plan, deciding how to carry it out, and establishing criteria for evaluating its success. Do the following together with your team members as you plan:

Evaluate what did and did not work in the previous day's plan.

Pool the day's anecdotal observations; add to what each team member was able to observe children doing and saying.

Discuss what each anecdote reveals about the observed child's development and make plans about how to act on that knowledge the next day. Strive for consensus on plans.

Plan group activities based on observations, children's interests and developmental levels, and the curriculum's learning content.

Plan for individual children based on observations, children's interests and developmental levels, and the curriculum's learning content.

Set responsibilities for each team member and make sure everyone holds the same expectations for carrying out the next day's plan.

Set long-range goals for individual children based on their particular interests and development, and plan strategies for engaging children in activities and interactions to help them accomplish these goals.

Discuss and resolve any group or individual problems; for example, agreeing on when and where children can run, hop, and jump in the

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classroom, or how to respond to a parent's concern about the food served at snacktime. Strive for consensus on solutions to problems. If team members cannot agree on one idea, they can decide to try out alternative solutions and then review them later to see what did and did not work.

Occasionally, review the team planning process itself to identify both strengths and areas for improvement. It is useful for team members to ask themselves three questions as they plan: (1) What do you know (what happened today)? (2) What does it mean (what do you understand about children's interests, development, and learning)? and (3) What actions will you take tomorrow (what will you do to support children)?

Remain focused and organized during the planning session. To keep planning manageable, team members break each task down into smaller parts. For example, as a source of ideas when

planning a large-group time, each team member might first share what he or she observed children doing that day, come up with an idea for the next day's large-group time, and talk about the KDIs that could happen during the activity. Next, the team might go over the materials needed for the activity and decide which team member would be responsible for preparing which materials. After making sure they are clear about these expectations, team members might discuss who will introduce the activity and in what way, who will do what in the middle of the activity, and which team member will use which strategy for bringing the large-group time to a close.

Decide together on the form for planning and recording decisions. A standard form serves several purposes. It highlights what needs to be reviewed and decided. It helps team members organize and focus their discussion. Finally, when

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information and decisions are written down for all to see, confusion or disagreements become obvious and can be resolved.

The most convenient forms are those which simply follow the order of the daily routine. Another useful tool is to put abbreviations for the relevant curriculum content areas at the bottom of the form and then use these initials to indicate the area(s) of focus for each part of the day. Your program might also include state standards, Head Start Child Outcomes, or other important categories in a legend on the form and indicate when these are being addressed in the daily plan.

Whatever form the staff in your program develops, it should be simple, convenient, and reflective of the daily schedule and content of your particular setting. (See slide 8 for samples.)

Rotate tasks. Take turns carrying out different parts of the plan. Dividing the labor in this way keeps each team member attuned to each part of the day. It also makes it less likely anyone will feel he or she is regularly stuck with a difficult or less desirable task. Rotation also allows team members to grow as professionals. Even if someone is unsure of his or her ability to do something, such as leading the children in a song, colleagues can provide the support and encouragement to take a risk and try something new. When teams establish trust, anything is possible!

Take advantage of each team member's strengths. Every adult brings unique interests and talents to the team. Just as teachers acknowledge children's efforts and accomplishments, HighScope recognizes it is important to let team members know their contributions are valued. Also, as they

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do with children, teachers use encouragement rather than praise with one another. For example, adults feel acknowledged when other adults they work with ask them to contribute to a classroom activity, observe what they do in order to learn from them, comment on how children reacted to the experience, and suggest ways for continuing and building on the activity in the future.

Adapted from: Epstein, A. S. (2016). How do staff in HighScope programs work together? In M. Weiner (Ed.), *Essentials of active learning in preschool* (2nd ed., pp. 85–87). Ypsilanti, MI: HighScope Press.



Daily Team Planning (continued)

Sample Daily Planning Forms

The following two sample daily planning forms were developed by different programs. On the first one, children are divided into two groups for small-group activities. On the second form, the classroom is divided into three groups. The two forms also reflect the different order of the parts of the daily routine in each setting (although planning time, work time, cleanup time, and recall time always occur in this same consecutive sequence in all HighScope programs).

Preschool Week 3

Sample HighScope Daily Planning Form Classroom with Two Groups

Date:	2/15	Teachers:	Nancy and Ben	
Greeting Time:	Look at books, read the message board.	Child Messages:	1. New cotton balls and glue sticks in Art Area 2. New sand toys in outside sandbox	
Door:	Nancy — Greet parents, children, children sign-in on class chart. LL/SE — collect pennies			
Books:	Ben — Support choosing a blue carpet.			
Large-Group Time:	Start with a few children as Song book: Give clues as to and large balls, hoops, and			
Planning Time:	Ben Use planning wheel. Give names and symbols on the on the area in which they LL/PD/SE/AL			
Work Time:	Support Vishnu's first day. ST/LL/SE			
Clean-up:	Tambourine sound for 5-min when they hear the pauses			



Preschool Week 3

Sample HighScope Daily Planning Form Classroom with Three Groups

Date:	1/14	Adults:	Chris, Sue, Beth	
Greeting Time:	Books and Sign-in on class chart — message board. SS	Child Messages:	1. Red water in the blue water tables LL 2. Who is absent today? SS 3. Wash out paint brushes when finished painting. AP	
Door:	Chris — Greet parents, children — book and book bag returns. LL			
Books:	Sue & Beth — Read with children and encourage sign-in on class chart. LL			
Planning Time:	Chris Distribute handled paper shopping bags — ask children to think about something they may play with today and put it in the bag. Discuss details. LL/AL	Sue Write a recall story. As children recall, write their words on their page in the book. Give children paper and pencil. Encourage them to draw what they did or where they played — paste it on to opposite page as an illustration. LL/AL/CA	Beth Give children a scarf to wrap a toy they played with. As they open it, encourage discussion. PD/ST/LL	
Work Time:	Support replanning. Take anecdotes on Pete and Olivia. Support cleanup as you go.			
Cleanup Time:	Play triangle as 5-minute warning sign. Play music as we clean up. CD 2 #8 M/CA			
Recall Time:	Chris Use hula hoop with colored tape piece. Chant: "Fandegumbo diddy wa day, when it stops on you say what you played!" CA/AL/LL	Sue Write a recall story. As children recall, write their words on their page in the book. Give children paper and pencil. Encourage them to draw what they did or where they played — paste it on to opposite page as an illustration. LL/AL/CA	Beth Give children a scarf to wrap a toy they played with. As they open it, encourage discussion. PD/ST/LL	



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