

Classroom Organization

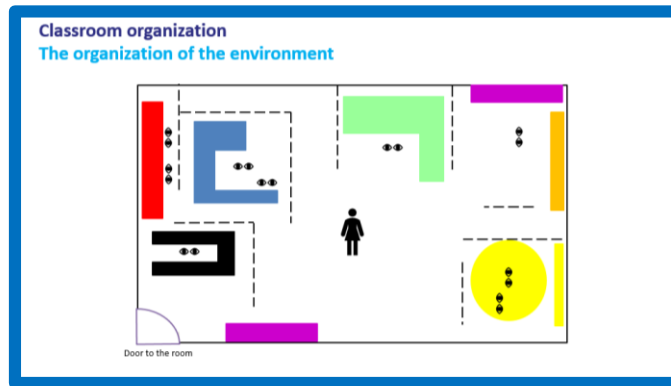


Katherine Divolis
Collaborator at the Preschool Education Team

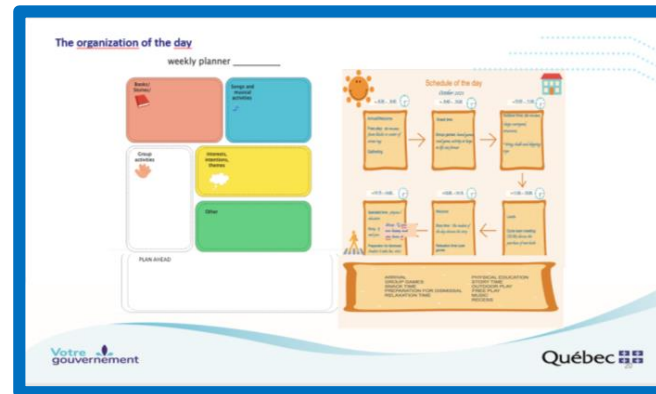
Mélany Cannavino
Teacher, Collaborator at the Preschool Education Team

Classroom organization

Selection of short videos



Short video:
The organization of the
environment



Short video:
The organization of the day

Classroom organization
Questions from the network

- Is there an example of a typical day in kindergarten?
- How do you integrate art, math, social studies, science and technology in kindergarten?
- How does outdoor play contribute to a child's development?
- Is it possible to change the classroom layout during the school year?

Votre gouvernement Québec

Short video:
Questions from the
network

Objectives of this presentation



- Make connections with the orientations of the Preschool Cycle program.
- Understand the basic principles for planning a quality physical environment.
- Take a reflective look at our organizational practice.
- Identify the essential elements related to the importance of classroom organization and the organization of the day.

With the intention of promoting school success, the mandate of preschool education is as follows:

➤ ***To foster the global development of all children:***

- *Provide a reassuring, welcoming and inclusive environment*
- *Cultivate enjoyment through exploration, discovery and learning*
- *Lay the foundations for future schooling*

➤ ***To take preventive action:***

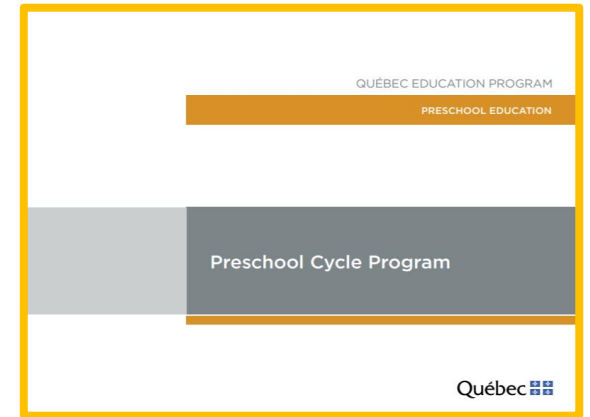
- *Provide universal prevention activities*
- *Provide targeted prevention activities*

Preschool Cycle Program, p. 3

Connections with the orientations of the Preschool Cycle Program

The program orientations

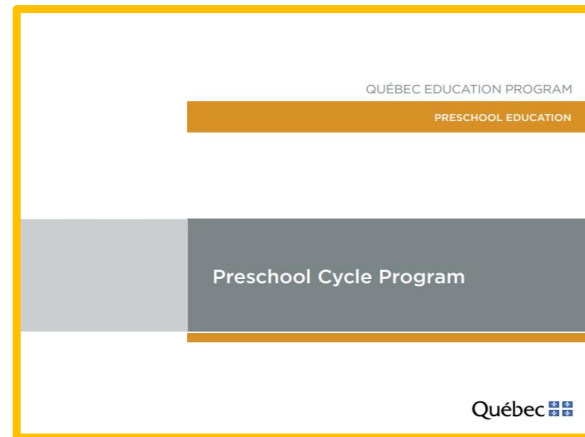
*“Three orientations are being used to pursue the two main objectives of the mandate for the Preschool Cycle Program, which are to foster the global development of all children and to take preventive action to meet their needs. **These three orientations are:** play, observation of the child’s progress and classroom organization.”*



Preschool Cycle Program, p. 9

Connections with the orientations of the Preschool Cycle Program (cont.)

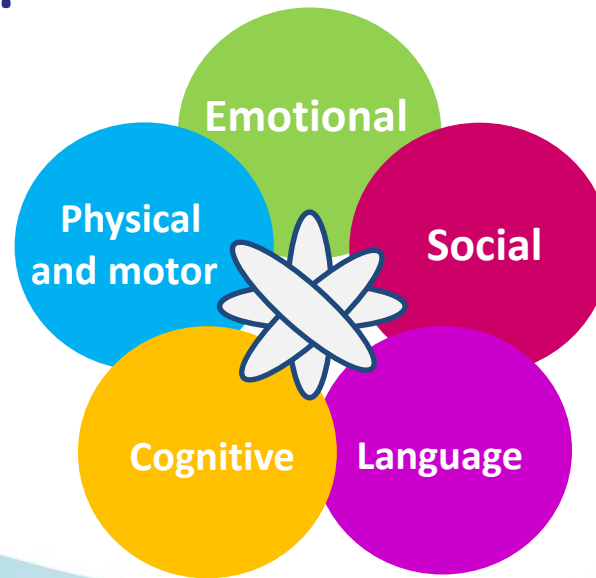
Classroom organization



Preschool Cycle Program, p. 10

The basic principles

First and foremost, in order for children to develop in the following areas (**physical and motor**, **emotional**, **social**, **language** and **cognitive**), they must feel confident and safe in their physical environment.



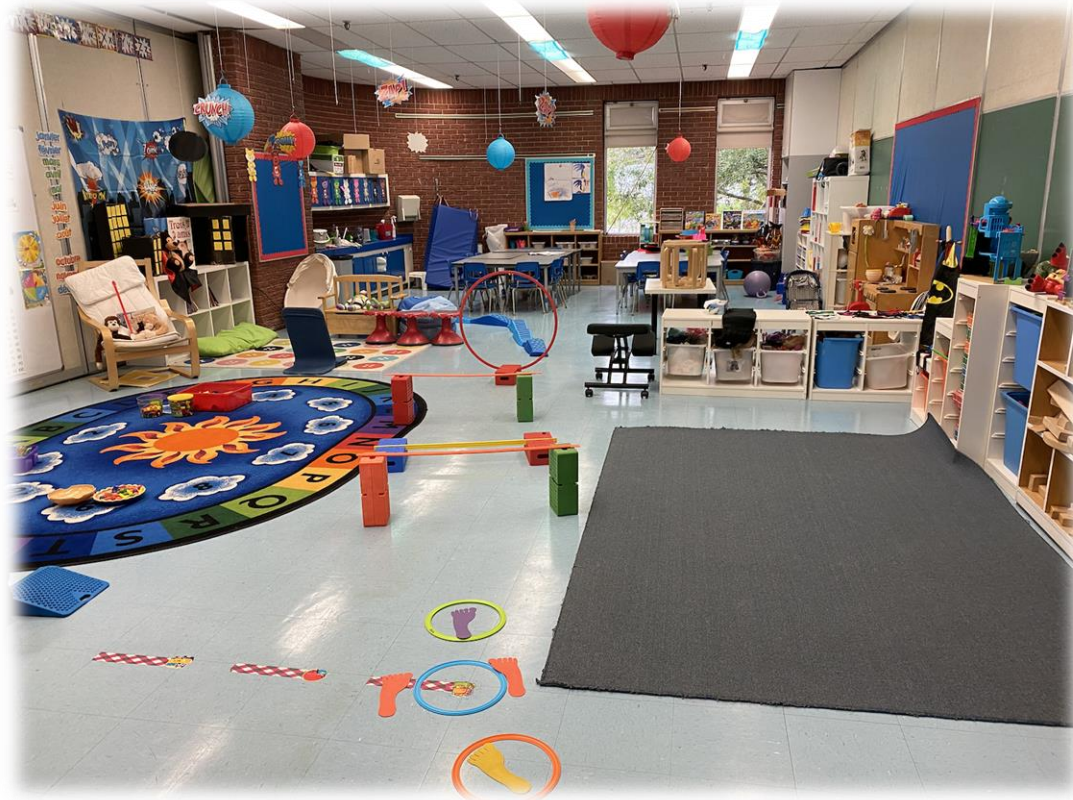
Let us think about the physical environment that allows children to develop and learn.

Classroom organization



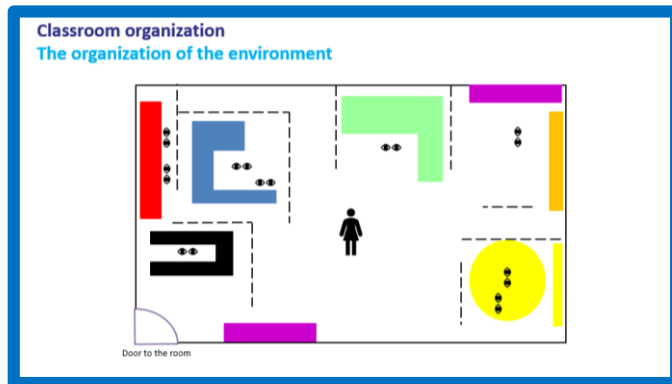
In my classroom...

Elements and materials that allow children to develop and learn.

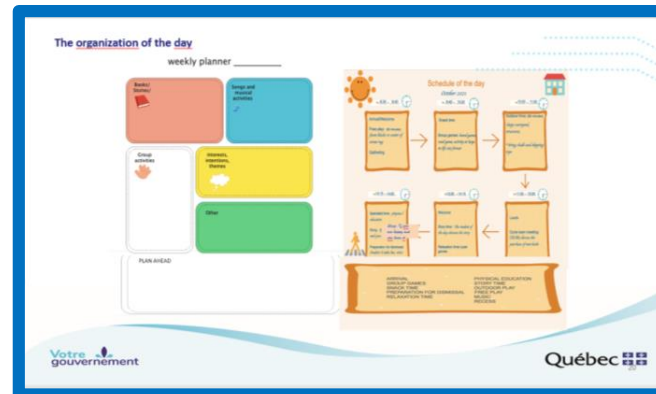


Classroom organization

Short video selection



Short video:
The organization of the
environment



Short video:
The organization of the day

Classroom organization
Questions from the network

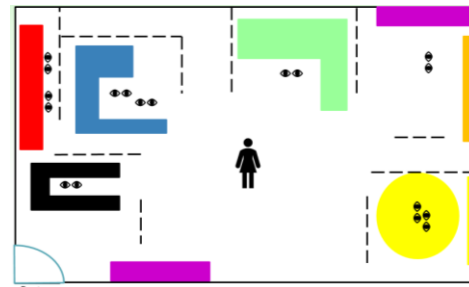
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Votre gouvernement Québec

Short video:
Questions from the network

Classroom organization

The organization of the environment

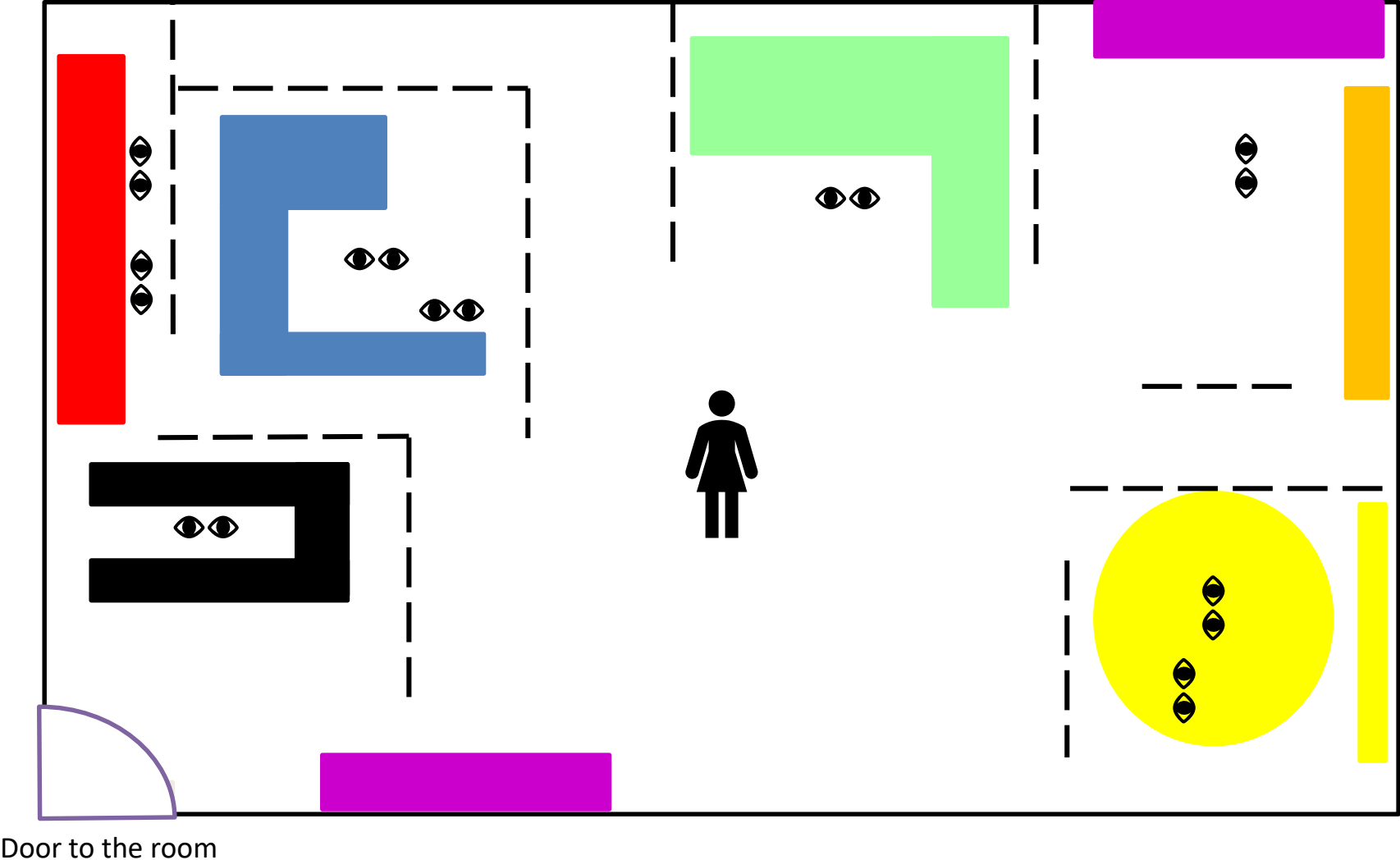


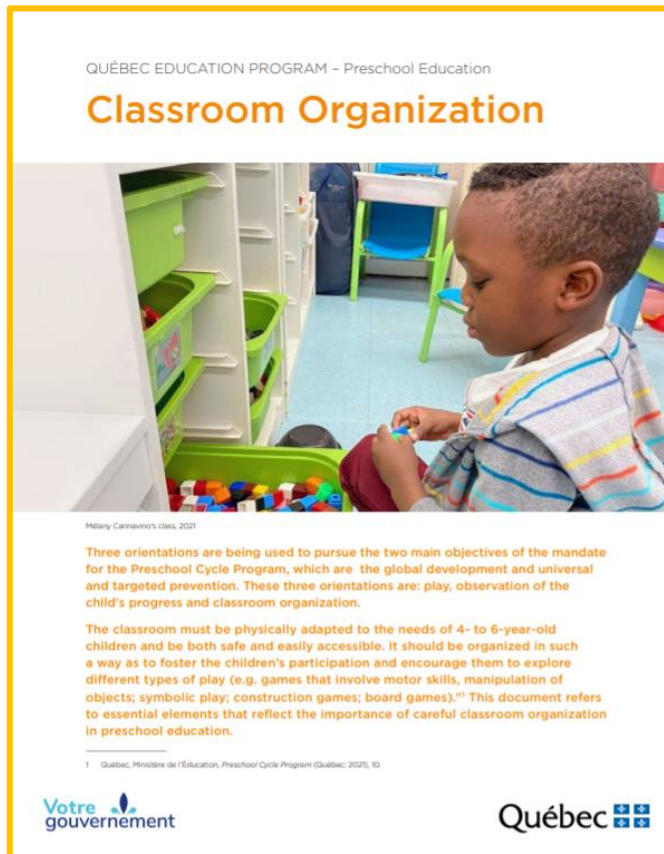
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Classroom organization

The organization of the environment





http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/Organization-preschool.pdf



Short video:
Spaces that allow children to
develop and learn

Classroom organization

The organization of the environment (cont.)

- Satisfy the child's need to move and to explore
- Provide a stimulating and rewarding environment
- Reflect the personality of its occupants and represent the interests of 4- to 6-year-olds
- Create an environment that the children can call their own and see as a place of belonging
- Provide organized, flexible and accessible spaces that are easy to locate (labelling, open space, translucent bins, etc.)

Classroom organization

Essential elements (cont.)

The classroom should be organized in order to allow the children:

- to be active and engaged
- to take initiative
- to observe, explore and manipulate
- to use their memory
- to develop their motor skills
- to reflect on a project, imagine it and create it
- to have access to picture books



Classroom organization

Essential elements (cont.)



The classroom arrangement must also:

- take into account all areas of the children's development
- take into consideration the different pace, interests, needs and learning styles of the children
- build on the children's experiences and prior learning
- promote interactions among the children and between each child and the adult
- take into account the characteristics and needs of children as defined in the Preschool Cycle Program (19, 28, 34, 41 and 49), which may apply to 4- to 6-year-olds

Classroom organization

Essential elements (cont.)

About the organization of the materials:

- It is important to offer a variety of materials throughout the school year.
- The materials to which the children have access must be clean, intact, safe and in sufficient quantity.
- A rotation of materials can avoid overloading the classroom.
- Some flexibility in the use of the materials will enable the children to broaden their play.

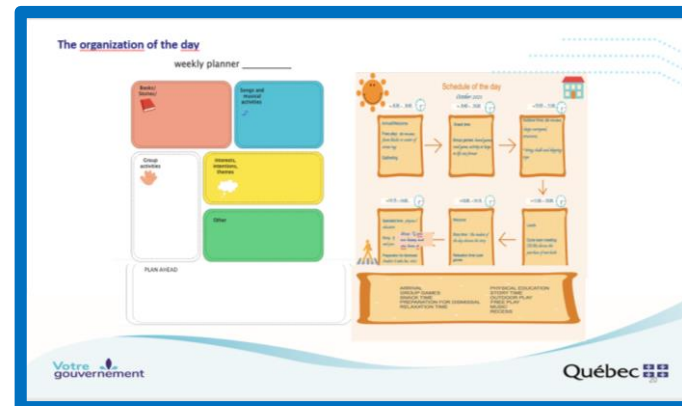


Classroom organization

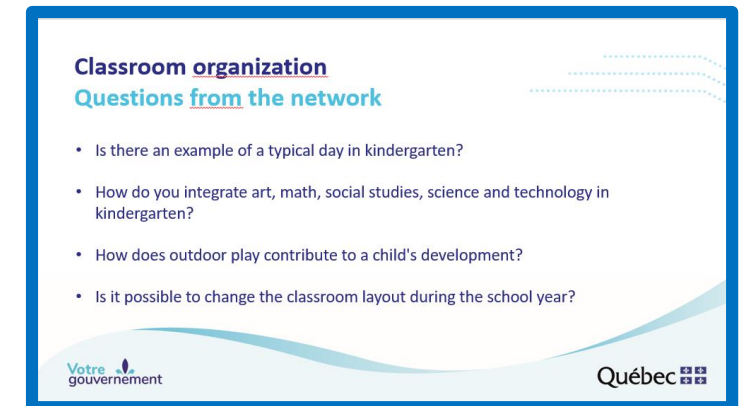
Selection of short videos



Main video:
Classroom organization



Short video:
The organization of the day



Short video:
Questions from the
network

Classroom organization

Spaces that allow children to develop and learn



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Classroom organization

Spaces that allow children to develop and learn

Display of the children's productions



Gatherings



Display of reference materials



Classroom organization

Spaces that allow children to develop and learn (cont.)

Symbolic play



Classroom organization

Spaces that allow children to develop and learn (cont.)

Construction games



Classroom organization

Spaces that allow children to develop and learn (cont.)

Board games and manipulatives



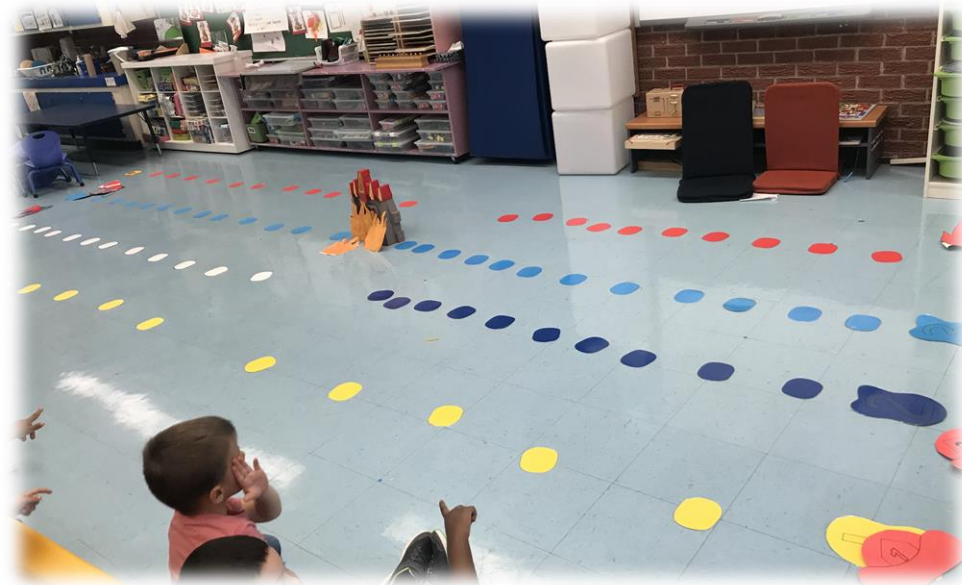
Rule-based games



Classroom organization

Spaces that allow children to develop and learn (cont.)

Life-size board games



Classroom organization

Spaces that allow children to develop and learn (cont.)

Science, mathematics and play using water and sand²



² It is important to note that science and mathematics are not limited to sand and water play, but can be experienced in any corner of the classroom.

Classroom organization

Spaces that allow children to develop and learn (cont.)

Art and creative expression



Music and movement

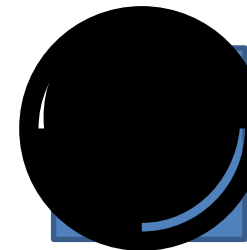


Classroom organization

Spaces that allow children to develop and learn (cont.)



Reading and writing



Audio clip
Liam explains...

Albums illustrés | Ioulou & cie. Auteur : Matthieu Maudet.
MATTHIEU MAUDET. Titre : J'y vais ! Date de parution :
décembre 2011. Éditeur : ECOLE DES LOISIRS.

Classroom organization

Spaces that allow children to develop and learn (cont.)

Technological devices



Classroom organization

Spaces that allow children to develop and learn (cont.)

ORGANIZATION OF MY CLASSROOM



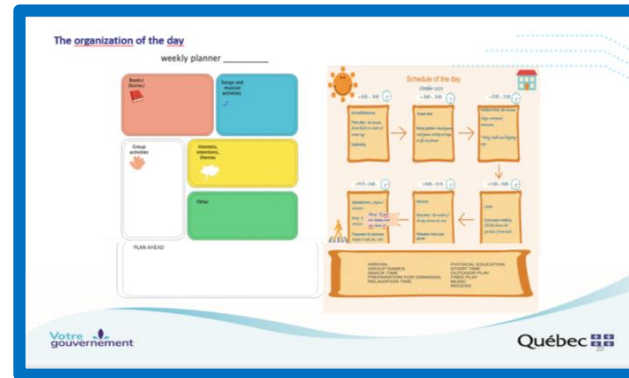
I continue to reflect on my classroom organization...

- › The space given to the children allows them to be active and to fully benefit from their play.
- › Materials must be accessible.
- › The materials meet the needs and interests of the children and their zone of proximal development.
- › The use of materials and the organization of the layout must be flexible.
- › The environment allows the children to:
 - express their curiosity
 - make their choices
 - explore, discover and learn
- › The safety aspect (space, furniture and equipment meeting safety standards, non-toxic and well-stored products, etc.).

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/journes/pfeq/Organization-preschool.pdf

Classroom organization

The organization of the day

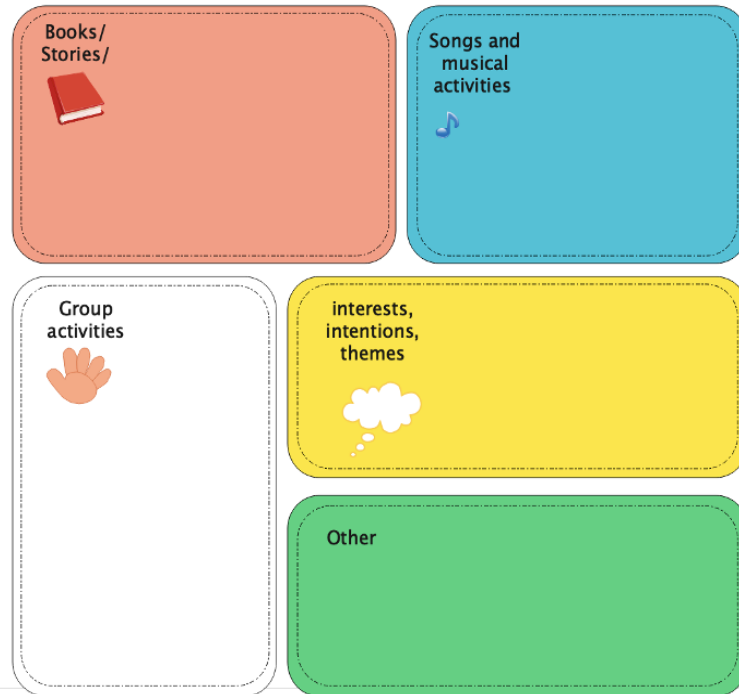


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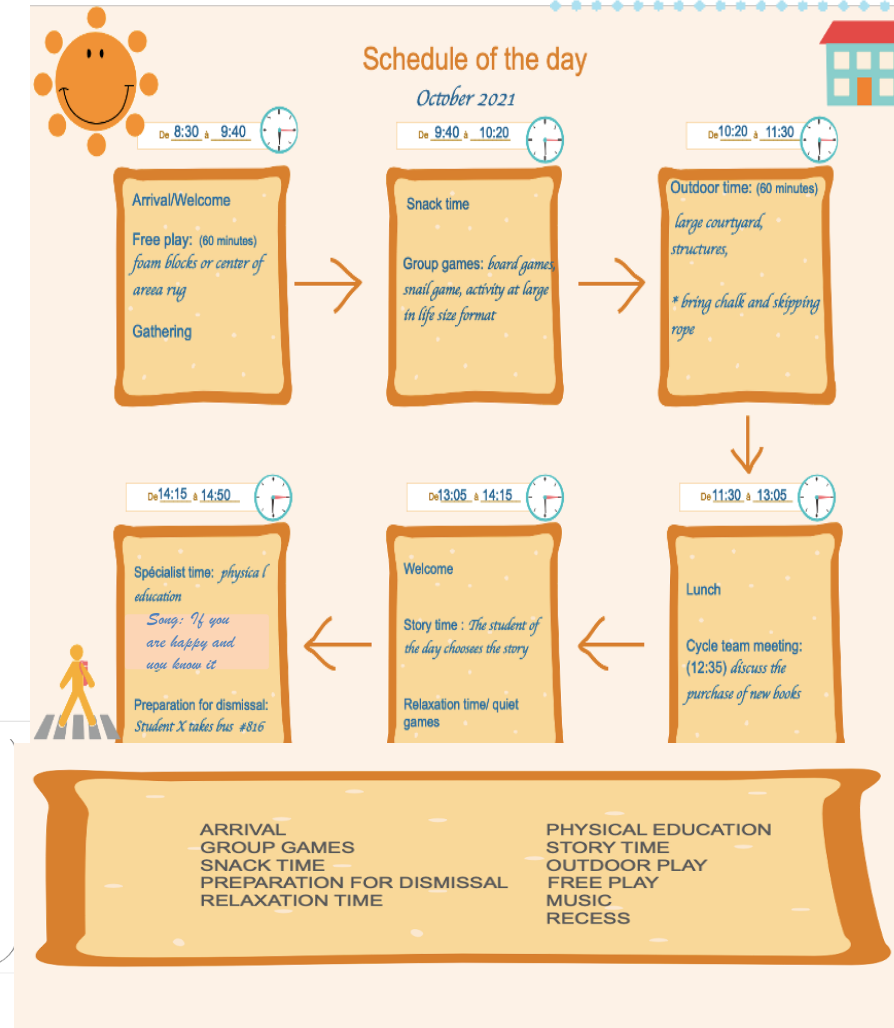
Mélany Cannavino
Teacher, Collaborator at the Preschool Education Team

The organization of the day

weekly planner _____





PLAN AHEAD





The organization of the day (cont.)

weekly planner _____

Books/
Stories/


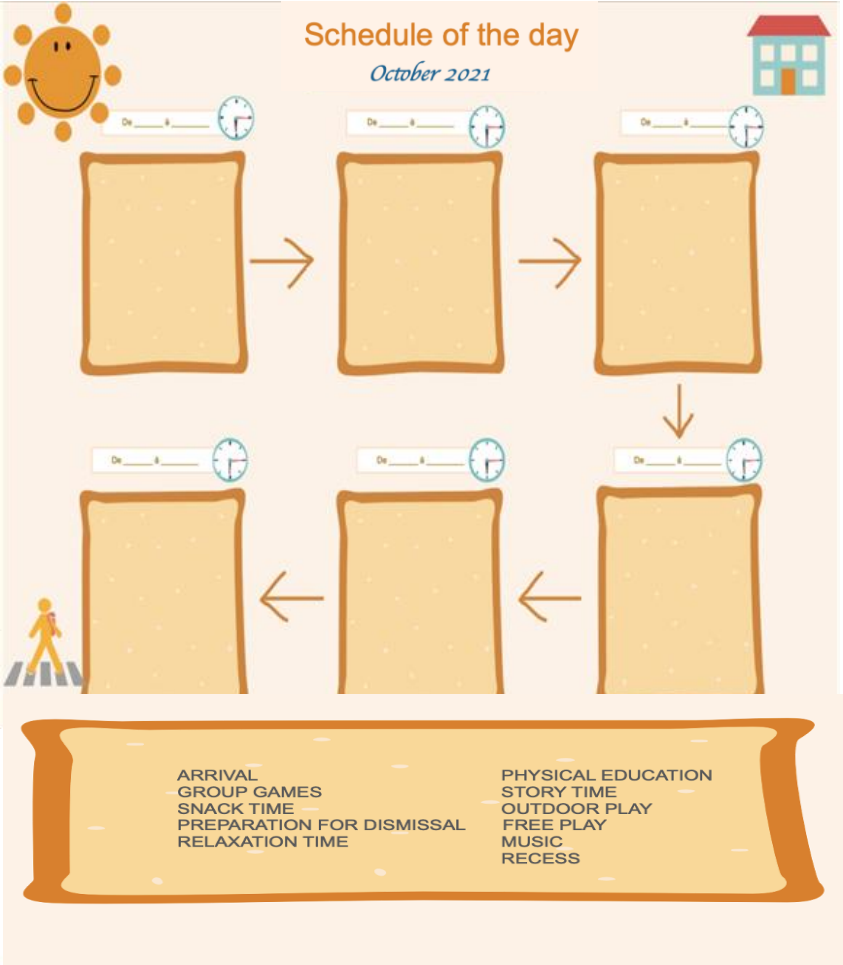
Songs and
musical
activities


Group
activities


interests,
intentions,
themes


Other

PLAN AHEAD



The organization of the day (cont.)

THE ORGANIZATION OF THE DAY

 I continue to reflect on the organization of the day in my classroom...

Does my organization...

- › Allow students who come in (from the school bus, from the daycare, from home) to feel safe and welcome?
- › Give children the time they need to:
 - move about in the hallways?
 - eat?
 - get dressed and undressed, change their shoe?
 - prepare their bag?
 - recognize and understand daily classroom situations (routines, transitions, room changes, etc.) and feel secure in these situations?
 - express themselves (feelings, doubts, reflections, anecdotes, etc.)?
- › Allow children to enjoy two periods of free play per day (45 to 60 minutes continuously)?
- › Allow for outdoor play (schoolyard and park)?
- › Allow children to be active (explore, discover and experiment)?
- › Encourage spontaneous exchanges between children?
- › Allow me to have time to listen, observe, interact with and guide the children?

A safe, inclusive environment that is comfortable and responds to the curiosity and intelligence of the children and our pedagogical intentions

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfaq/Organization-preschool.pdf

Classroom organization

Questions from the network



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Votre
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Québec

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THANK YOU !