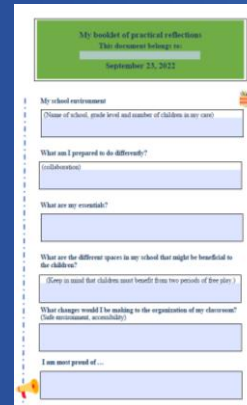


# Supporting Children's Learning Through Planning and Classroom Organization

Click [here](#) to access the booklet of practical reflections:

A thumbnail image of a booklet titled "My booklet of practical reflections". The booklet has a green header with the title and a date field. Below the header, there are several sections with questions and text boxes for answers. The questions include: "My school environment", "What are I prepared to do differently?", "What are my strengths?", "What are the different spaces in my school that might be beneficial to the children?", "What changes would I be making to the organization of my classroom?", and "I am most proud of...".

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# Supporting Children's Learning Through Planning and Classroom Organization

## Selection of short videos

### Supporting Children's Learning Through Planning and Classroom Organization

Here is the link to the booklet of practical reflections:  
[https://drive.google.com/file/d/1xvV1de31tr\\_0tXew1OdimoKTS0hGd/view?usp=sharing](https://drive.google.com/file/d/1xvV1de31tr_0tXew1OdimoKTS0hGd/view?usp=sharing)



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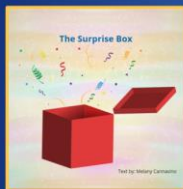


Short video:  
Classroom Organisation:  
*Reflecting on my environment*

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### Supporting Children's Learning Through Planning and Classroom Organization



Short video:  
The environment that takes into account the needs and interests of the children:  
*The children at the heart of classroom organization*

*The surprise box*



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### Supporting Children's Learning Through Planning and Classroom Organization



Short video:  
Provide a reassuring, welcoming and inclusive environment

*Responsibility shared by all community stakeholders*



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### Supporting Children's Learning Through Planning and Classroom Organization



Short video:  
Cultivate the pleasure of exploring, discovering and learning

*Constellations*



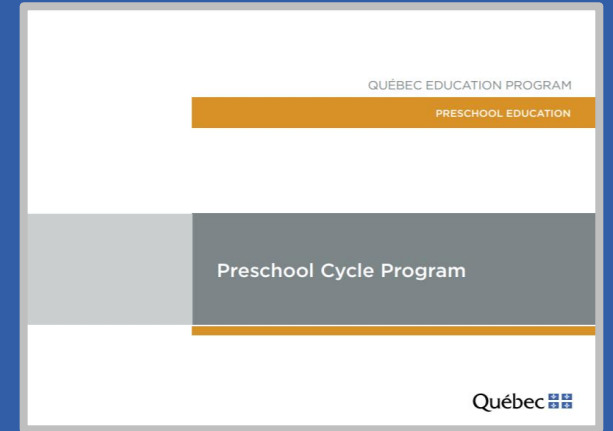
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# Intentions of the meeting

- Make connections with the orientations of the Preschool Cycle Program in preschool education.
- Using concrete examples from the classroom, identify the essentials that support children's learning:
  - in their play
  - in different classroom contexts
- Think about an environnement that takes into account the needs and interests of children:
  - Classroom organization
  - Organization of the material

# Connections with the Preschool Cycle Program



## Learning through play

*Children have different strategies they can apply in order to learn, including imitating, observing, experimenting and questioning. However, play is the ideal way for children to learn and develop their full potential.*

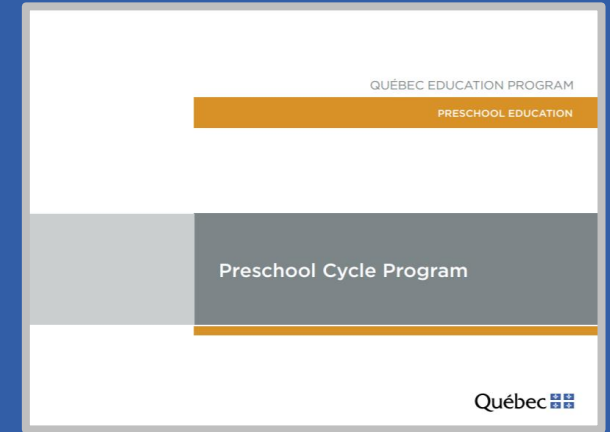


# Connections with the Preschool Cycle Program

Learning through play



# Connections with the Preschool Cycle Program (cont.)



## Classroom organization

*The classroom must be physically adapted to the needs of 4- to 6-year-old children and be both safe and easily accessible. It should be organized in such a way as to foster the children's participation and encourage them to explore different types of play (e.g., games that involve motor skills, manipulation of objects; symbolic play; construction games; board games).*

# Reflecting on my environment (cont.)



[Présentation PowerPoint \(gouv.qc.ca\)](http://gouv.qc.ca)

## Preschool tools

Three orientations are being used to pursue the two objectives of the mandate for the Preschool Cycle Program, which are global development, and universal and targeted prevention. These three orientations are: play, observation of the children's progress and classroom organization. Each of these orientations is a cornerstone in teaching the program on a day-to-day basis, and each one specifies the elements essential to providing quality preschool education tailored to the characteristics and needs of 4- to 6-year-olds.

The tools proposed here are designed to help you become familiar with the Preschool Cycle Program. They are an invitation to reflect on the place of the essential elements in the teacher's practice in order to give meaning to the mandate.

- Play
- Observation of the children's progress
- Classroom organization

[Preschool | Ministère de l'Éducation et  
Ministère de l'Enseignement supérieur  
\(gouv.qc.ca\)](http://gouv.qc.ca)

# Reflecting on my environment (cont.)

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

Classroom organization



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**Classroom organization:  
The basic principles**

<https://youtu.be/hmpTKouGiqM>

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



Votre gouvernement Québec

**Classroom organization:  
Organization of the environment**

<https://youtu.be/E-bxzws-All>

Classroom organization

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

Science, mathematics and play using water and sand<sup>1</sup>



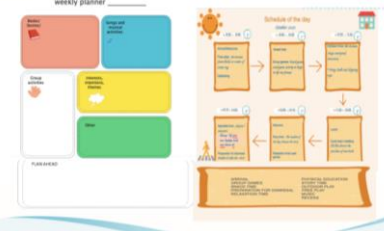
Votre gouvernement Québec

**Classroom organization:  
Spaces that allow children  
to develop and learn**

<https://youtu.be/cQoo1DLntcl>

The organization of the day

weekly planner



Votre gouvernement Québec

**Classroom organization:  
The organization of the day**

<https://youtu.be/7oY43le1DPQ>



# Supporting Children's Learning Through Planning and Classroom Organization



Short video:  
Classroom Organisation:

*Reflecting on my environment*

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# Reflecting on my environment



## Reflecting on my environment (cont.)

- For certain children, what can I plan in advance in order to meet their needs?
- Other than the classroom, what areas in the school can be conducive to children's learning?

# Reflecting on my environment (cont.)



# Reflecting on my environment (cont.)

- With regard to the layout of my classroom:
  - What do I usually find in my environment at the beginning of the year?
  - What is changeable in my classroom environment?
  - What evolves over the course of the year?
  - What motivates me to make changes?
  - Are there any essential elements that remain the same throughout the year?
  - What has changed or improved since the implementation of the new Program?
  - Do children have a say in the organization and layout of the classroom space?



# Reflecting on my environment (cont.)

- Regarding the materials:
  - How do the proposed materials meet the needs, respective interests and potential of the children?
  - How do the materials used challenge the children in ways that are appropriate for them (zone of proximal development)?
  - How are the materials proposed to the children varied and evolving (limited paper/pencil, usage, more handling)?

# Reflecting on my environment (cont.)

- Regarding the materials:
  - What are the observable manifestations in the children that indicate to me that the materials are adequate or inadequate?
  - How do the materials support discovery and invention activities?
  - Are the materials that I have put in place safe for the children?

# Reflecting on my environment (cont.)

- With regard to the developing child:
  - What piques the curiosity of the children in my classroom?
  - In what contexts can I observe their needs, their potential and their interests?
  - How do I incorporate the children's suggestions and ideas into my classroom?
  - What do I put in place to take into consideration the interests and needs of the children?
  - What other spaces in the school (art room, computer lab, gymnasium, school yard, park, the agora when the elementary school children are at recess) allow me to tap into the spontaneity and interests of the children?

# The materials chosen to support the children's learning





# Supporting Children's Learning Through Planning and Classroom Organization

## Selection of short videos

**Supporting Children's Learning Through Planning and Classroom Organization**



Here is the link to the **booklet of practical reflections**:  
[https://drive.google.com/file/d/1PVD1odV1fr\\_nBxow10dImg\\_KT5EOj0d/view?usp=sharing](https://drive.google.com/file/d/1PVD1odV1fr_nBxow10dImg_KT5EOj0d/view?usp=sharing)



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Short video:  
Classroom Organisation:  
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**Supporting Children's Learning Through Planning and Classroom Organization**





Short video:  
The environment that takes into account the needs and interests of the children:  
*The children at the heart of classroom organization*  
*The surprise box*

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**Supporting Children's Learning Through Planning and Classroom Organization**





Short video:  
Provide a reassuring, welcoming and inclusive environment  
*Responsibility shared by all community stakeholders*

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**Supporting Children's Learning Through Planning and Classroom Organization**



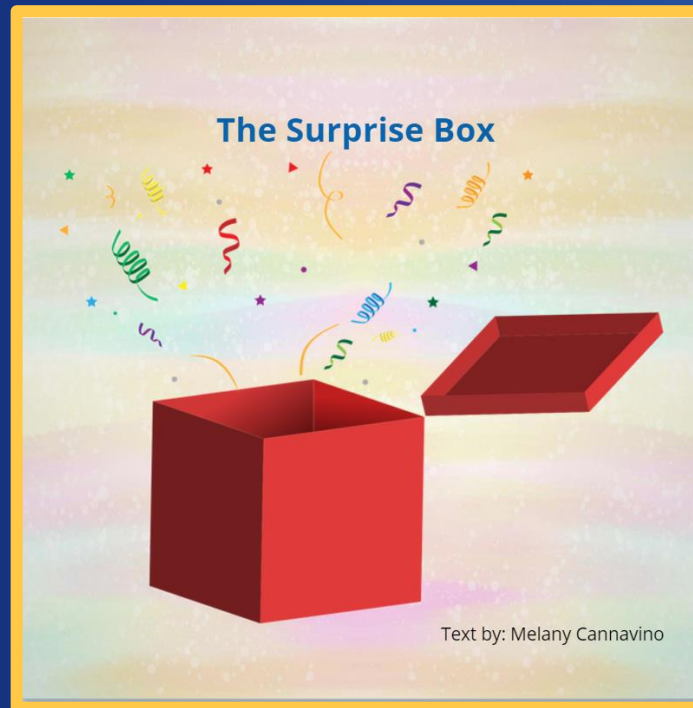
Short video:  
Cultivate the pleasure of exploring, discovering and learning  
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Short video:

The environment that takes into account the needs and interests of the children:

*The children at the heart of classroom organization*

*The surprise box*

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# The environment that takes into account the needs and interests of the children:

## The children at the heart of classroom organization



A narrative of practice:  
The Surprise Box!




<https://read.bookcreator.com/Z3XQLtHMBNQwjYfddH2rVaVEp2o1/4YpKTFZIQHOwvSOQJAMhqw>

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**Short video:**  
**Provide a reassuring, welcoming and inclusive environment**

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# Provide a reassuring, welcoming and inclusive environment

*Their growth is fostered through supportive and quality environments, along with appropriate expectations for their level of development.*

(Preschool Cycle Program, p.4)

- Shared responsibility by all community stakeholders
- Context that is conducive to collaboration





# Provide a reassuring, welcoming and inclusive environment (cont.)

- Responsibility shared by all community stakeholders.



*The children's well-being should be a responsibility shared by all stakeholders, allowing for collaboration and partnerships to develop.*

(Preschool Cycle Program, p.4)

- Conversation with our collaborator from the Physical Education and Health Programs (Andrée-Ann Bolduc).

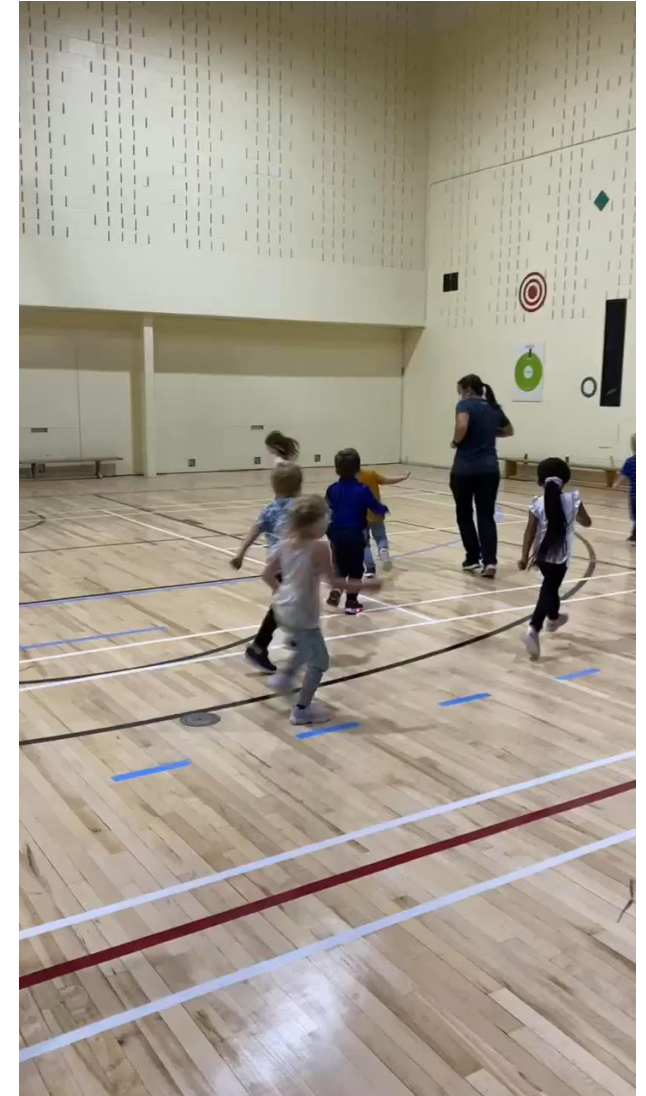
# Provide a reassuring, welcoming and inclusive environment (cont.)

- » Context that is conducive to collaboration
  - Based on concrete examples drawn from experiences in a school, reflect on our own organization.



# Provide a reassuring, welcoming and inclusive environment (cont.)

- » Context that is conducive to collaboration






# Supporting Children's Learning Through Planning and Classroom Organization

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Short video:  
Classroom Organisation:  
*Reflecting on my environment*

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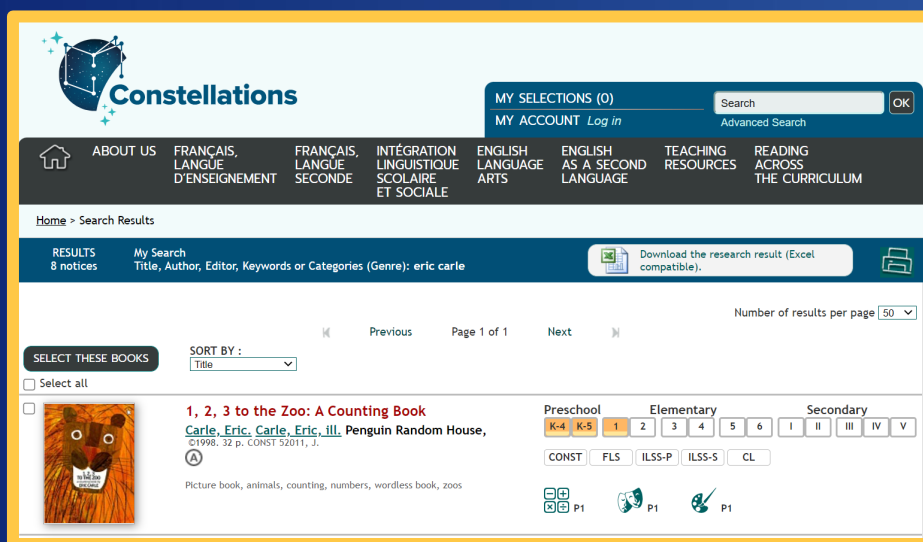


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Cultivate the pleasure of exploring, discovering and learning  
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# Cultivate the pleasure of exploring, discovering and learning

*Cultivating enjoyment through exploration, discovery and learning involves encouraging the children to be active, express their natural curiosity, make choices and be creative in a safe and stimulating environment.*

*Children who learn through play and who feel comfortable in kindergarten will see school in a more positive light and will be more confident, motivated and capable of succeeding.*

# Cultivate the pleasure of exploring, discovering and learning

## Constellations

**Constellations**

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Picture book, animals, counting, numbers, wordless book, zoos

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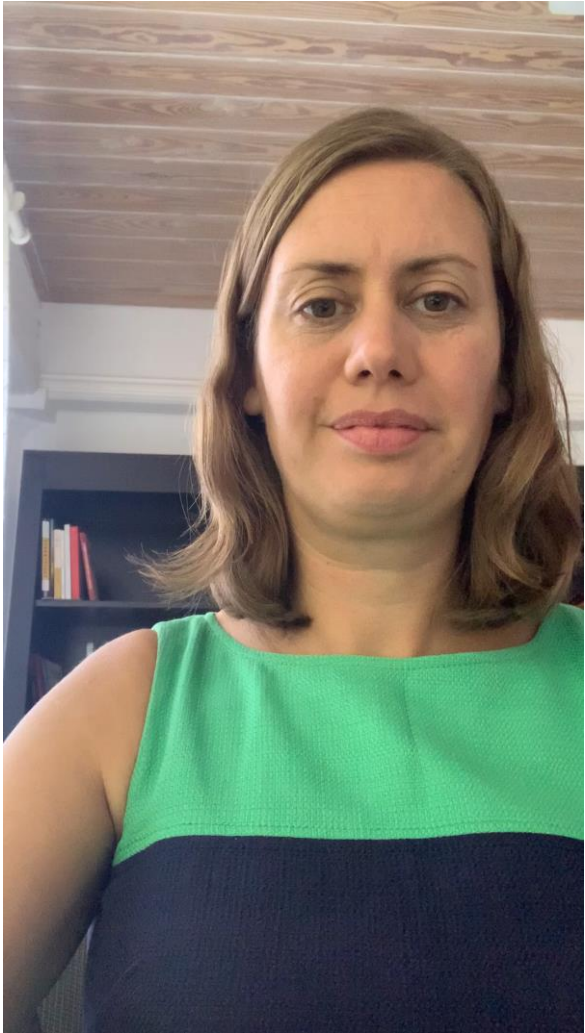
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# Lay the foundations for future schooling


- *Laying the foundations for future schooling means providing contexts and activities that foster the development of attitudes and behaviours (soft skills) as well as processes and strategies that will allow the children to learn...*

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**THANK YOU!**



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