

This support material contains three examples of daily routines that teachers could use across a year in a prep setting. The examples will help teachers and administrators to reflect on many complex issues, such as:

* How does a typical day of a Prep Year gradually change as the year progresses?
* How is time managed to ensure that children experience both outdoor and indoor experiences?
* How can you ensure that the day remains flexible so that children’s shifting interests and ideas are incorporated into the learning program?
* How can you manage time to balance longer periods of active learning with routines such as meal breaks, rest/relaxation/quiet activities, and shorter periods of time for small and large group learning opportunities?
* How can you use teacher-aide time most effectively — interacting with children, helping with the preparation of materials and cleaning up after active outdoor or indoor learning sessions?
* What other staff could help with setting-up or packing away heavy outdoor equipment if the teacher aide starts after 9.00 am?
* Are there groups of children (e.g. after/before school care or older students) who could support the program by cleaning paint pots, paint brushes or setting up resources for the next day?
* How can you incorporate specialist lessons in ways that are meaningful to children and connected to the Prep Year curriculum?
* How can you manage non-contact/teacher-release time?
* How can you manage staff to ensure that the teacher and teacher aide have meal breaks?
* How can you ensure adequate safety and supervision during outdoor play?
* How can you manage the day when the Prep Year class needs to share the playground space with other year levels?
* How can you manage the day when toilet facilities for adults and children are external to the classroom?

The examples highlight the:

* importance of active “hands-on” learning that engages children emotionally, socially, intellectually and physically rather than formal, teacher-directed learning that requires children to be passive learners
* gradual shift from a stronger focus on child-initiated play-based learning, to a program that also includes teacher-child negotiated learning, and teacher-initiated focused learning and teaching
* need to consider safety and supervision
* need to incorporate all five contexts for learning and development
* importance of allocating longer blocks of time for active play-based learning, real-life situations and investigations, and shorter amounts of time for focused learning and teaching involving small or larger groups.
* need to work collaboratively with partners from the school staff (grounds support staff, other teachers, etc.), parents/ careers and teacher aides to ensure that the outdoor and indoor areas are set up and cleaned up during the day, and teacher aides spend the majority of their time interacting with children.

WEEKLY PLAN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday *page 1 of 4* |
| Outdoor: Teacher-initiated | Outdoor: Teacher-initiated | Outdoor: Teacher-initiated | Outdoor: Teacher-initiated | Outdoor: Teacher-initiated |
|  |  |  |  |  |
| Outdoor: Child-initiated spontaneous, negotiated | Outdoor: Child-initiated spontaneous, negotiated | Outdoor: Child-initiated spontaneous, negotiated | Outdoor: Child-initiated spontaneous, negotiated | Outdoor: Child-initiated spontaneous, negotiated |
|  |  |  |  |  |
| Individual planning | Individual planning | Individual planning | Individual planning | Individual planning |
| Adult support | Adult support | Adult support | Adult support | Adult support |

Sample Unit Plan Prep – 3

The following sample was used for the multi-age group at Ashwell State:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Supportive Classroom Environment | Recognition of Difference | Connectedness |
| Meta-language | Academic Engagement | Inclusivity | Knowledge Integration |
| High-meta-language instruction incorporates frequent discussion about talk and writing, about how written and spoken texts work, and specific technical vocabulary and words, about how sentences work or don’t work, about meaning structures and text structures, about meaning structures and text structures, and about how discourses and ideologies work in speech and writing | Students demonstrate academic engagement when they are attentive and do the assigned work. They show enthusiasm for their work by raising questions, contributing to group activities and helping peers. | Inclusive classroom practices intentionally acknowledge, support and incorporate the diversity of students’ diverse backgrounds, experiences and abilities. | Integrated school knowledge is identifiable when either explicit attempts are made to connect two or more sets of subject area knowledge, or no boundaries between subject areas are readily seen. |