

# Methods of planning training work in the classroom

**Planning** is the activity of the class teacher in selecting specific content, forms and methods of education for a certain period.

# General planning requirements

1. Focus (goal-setting);
2. Scientific (analysis of real problems, explanation of the studied phenomena);
3. Concrete (specific tasks, directions of work and activities);
4. Continuity (analysis of pedagogical reality and development of what has already been achieved);
5. Consistency, systematic.
6. Reality (definition of resources);
7. Coherence of all interested person and organizations.

# Planning rules:

- Taking into account the age peculiarities of students;
- Effectiveness of the event;
- Systemic activities;
- Taking into account the goals and objectives of educational work of the school;
- Taking into account traditional school activities;
- Diversity in form and content;
- Taking into account the significant dates of the country, district (village), city;
- Participation of children and their parents.

## Features of Good Upbringing Curriculum Planning and Documentation Include:

- Balancing spontaneity with a sense of purpose and predictability.
- Happy and actively engaged children.
- Consistency of approach from all educators.
- Evidence of children making decisions about their own learning and development.
- Family involvement.
- Reflections of the community you are in.
- Meaningful documentation which can be shared with children and families and is used to inform future plans.
- Documentation of children's learning and development is carefully interpreted and analysed; and clearly shows how children are progressing toward learning outcomes and other developmental areas

## Theoretical perspectives

Theories also help you explore different perspectives on *how children learn* and develop, and how you can best support children in your services. Individually, or as a team, you can reflect on the theories (listed below) and consider **how** they influence the way you plan your curriculum and work with children.

Theoretical perspective	Theorists	Key ideas	Practices
Behaviourist	Skinner	Behaviour is learned and can be influenced by the responses children receive to their behaviour	Positive behaviour is reinforced by rewards
Developmental	Piaget Donaldson	Development is determined by genetic and environmental influences. Development drives learning. Development is holistic and all domains are linked together. Development is both linear and variable.	Planning is based on individual development. Observations are used to identify developmental milestones. Analysis of information is based on developmental theory and milestones. Opportunities and experiences are planned to achieve developmental goals and milestones.

Theoretical perspective	Theorists	Key ideas	Practices
Progressive	Montessori	Freedom Self-development Adapted environment	The teacher finds out what a child is ready for and then devises appropriate materials and methods The exercise of practical life The exercise in sensory training.
Structural	Gestalt  Noam Chomsky	Experience Wholeness Language structure	Teacher’s task is to help and moderate the learners’ active construction structural nature of advanced cognitive learning
Pragmatist	J.Dewey	Learning by doing Integration of life and subjects Catering to child	Development of child’s powers and abilities Creating social



## Theoretical perspectives when planning a curriculum for children

Theoretical perspective	Theorists	Key ideas	Practices
Socio-cultural	<p>Vygotsky</p> <p>Malaguzzi</p> <p>Rogoff</p> <p>Fleer</p>	<p>Relationships and cultural participation are the foundation for learning.</p> <p>Learning drives development.</p> <p>Learning is scaffolded by other adults and peers.</p> <p>Children are active participants and contribute to their own learning.</p>	<p>Planning is informed by children's social and cultural contexts.</p> <p>Opportunities and experiences are connected to children's lives.</p> <p>Educators use intentional teaching and scaffolding to support learning.</p> <p>Children's learning is captured in various forms that make the learning visible in meaningful ways.</p>
Critical	Friere	<p>Children have a right to be heard and consulted.</p> <p>Children have a sense of agency.</p> <p>Social justice and equality can be supported through education.</p>	<p>Programs are co-constructed with children and families.</p> <p>Planning considers learning from the child's perspective.</p> <p>Educators use critical reflection to make curriculum decisions.</p>
Post-structuralist	<p>Foucault</p> <p>MacNaughton</p> <p>Canella</p> <p>Grieshaber</p>	<p>There are many ways of knowing and learning.</p> <p>Children's identities shift when they participate in different social groups</p>	<p>Planning reflects children's diverse knowledge and experience.</p> <p>Teaching strategies consider power and equity in relationships, and actively promote social inclusion.</p> <p>A range of assessment methods are used, incorporating the analysis of different perspectives.</p>

# DEVELOPMENTAL PROCESSES IN PRESCHOOL AGE CHILDREN

<b>Emotional and Social Changes</b>	children develop an awareness of others' emotions and view points; they develop the ability to regulate their feelings, adapt their behavior to engage in current activities and are able to delay gratification. They acquire life skills and social norms and learn to solve conflicts in ways that enable social relationships and friendships.
<b>Language Development</b>	there is a deeper understanding of spoken language and children become more articulate, expressing themselves more fluently. Lingual abilities develop and they are able to hold a conversation; their vocabulary and conceptual abilities grow as well as the correct use of syntax in speech. Their introduction to books and other reading material encourages them to learn to read and write.
<b>Sensory-Motor Development</b>	children grow and improve their physical prowess, their spatial orientation and their independence. They become aware of their body and are able to use it efficiently and derive enjoyment from doing so. Their control of the environment and their ability to use different tools and props assist them to widen their range of activities.
<b>Cognitive Abilities</b>	cognitive abilities develop and they begin to use complex processes to learn about and understand the world around them. Their curiosity heightens and they want to research, solve problems and find explanations for different phenomena; they begin to understand and construct symbols; their rich imagination is expressed in play and they develop abstract thought processes

The plan for the upbringing work of a class teacher can consist of six sections:

Analysis of upbringing work for the past year	
Goals and objectives of upbringing activities.	
The main directions and affairs of the class.	
Individual work with students.	
Work with parents.	
The study of the state and effectiveness of upbringing work in the classroom	

# THE EDUCATION WORK PROGRAM

## **Annual planning**

Determine general goals showing the direction to be taken with each child  
(Determine the main, general ways to be repeated throughout the year)

## **Medium-term planning**

After acquaintance with the children, determine specific goals for the next few months  
(Determine subjects, main goals, activities, changes in the preschool environment and set timetable)

## **Short-term planning**

Determine detailed goals for activities with the all the children and with various groups of children  
(Detailed activities for all the preschool children and for various different groups of children)

# Types and structure of the training work plan

A calendar and perspective plan of training work.

Sections of the training work plan.

Reflection in the content of the plan of the main activities of junior schoolchildren.

V.P. Sergeeva recommends the following structure of the training plan work:

- 1) Characteristic of a class group (features of class composition, degree of student cohesion, performance, achievement, level of the formation of a class group, the availability of children and families, requiring the increased attention of the teacher).
- 2) Educational tasks for the given period.
- 3) Vital activity of a class group.
- 4) Working with parents.
- 5) Individual work with students.

# Planning stages :

- preparatory (definition of the subject and the length of time);
- analytical (determination of the level of class education);
- modeling (development of extracurricular activities);
- final (execution of the plan)

# Plan of upbringing work-

a pre-planned system of measures that provides for the order, sequence, terms of execution and expected responsible

# The contents of a class teacher's diary:

- Information about students and their parents with phones;
- Information on the employment of students in after-hours by days of the week;
- Information on the health of students;
- Nutrition information;
- Information on the preparation and participation of students for general school affairs;
- Information on the participation of pupils in the classroom on duty for class, at school;
- Working with parents;
- Work with teachers-subjects;
- Individual work with students.



APPROACH ==> ASSUMPTION :An approach is a set of correlative assumptions could be seen as your perspective, ideology, belief or theoretical stance on something

METHOD ==> PLAN :A method is a plan or set of procedures. It reveals what needs to be done in a systematic way and how to focus on achieving those goals.

TECHNIQUE==> TRICK :A technique is a very specific, a precise strategy, concrete trick or a tested and trusted tip that's designed to help you reach your goals.

## Seminar Tasks

1. Training work of children in school: New approaches and technologies
2. Planning. Monitoring the development of students
3. Organization of upbringing work in school
4. Forms and methods of training work planning in the classroom.
5. Variety forms of planning upbringing work
6. Principles of pedagogical modeling - the basic class teacher's actions.