4.5: Creating Effective Curriculum

Children reveal their thinking through their behavior in play and interactions with others. The thinking children reveal informs the reflective curriculum planning process. As described in the introductory chapter of this book, the Curriculum-Planning Process begins with observation and reflection of children’s play and interactions. Teachers document significant moments they wish to remember about what they see or hear, in order to share their observations with others. They discuss and interpret the documentation in order to plan what to do next to support the children’s thinking and learning. A plan is then put into writing and implemented, and as it is implemented, teachers continue to observe, reflect, document, and interpret. This ongoing process generates a cycle of curriculum planning that incorporates the essential components of observation, documentation, interpretation, planning, and implementation.

Curriculum for young children is most effective when it is dynamic, co-constructed, and responsive.[1]

References

[1] The Integrated Nature of Learning by the California Department of Education is used with permission