

The Daily Schedule

In planning the pace, rhythm and integration of the daily schedule, be aware of both the child and teacher's perspectives and needs (Hand & Nourot, 1999).

The Child's Eye View	The Teacher's Eye View
The perspective of the classroom and its activities from the child's vantage point.	This viewpoint examines constraints resulting from adults' considerations, e.g. bus schedules, meetings, bathroom time...

Planning requires predictable routines and patterns and purposefully planned times which allow for child-directed activities and play, experimentation, reasoning, social collaboration, problem solving and the completion of teacher-directed activities. Routines and patterns, though predictable, should also be flexible to accommodate the various needs of the children. Every effort should be made to ensure that interruptions of the core learning periods are extremely rare.

- ☐ Comfortably pace the day in order to teach principles of order, forward planning and time management.
- ☐ Learning projects should have specific learning goals that help to focus the direction of the learning/teaching process.
- ☐ Provide for subject integration through the use of interdisciplinary theme-based units and projects to reinforce concepts and principles.
- ☐ Learning center experiences should be focused so as to enhance the learning goals of the topic(s) under study.
- ☐ Allow for task completion and clean up to emphasize thoroughness and completeness.
- ☐ Enhance theme-based units with long-range projects, individual creativity and personal interests.

*“Cutting loose from
all structure will not
free children to be
creatively
imaginative”
– Kirsten Haugen.*

References:

Haugen, Kirsten. (Nov. 2002). Time, trust, and tools: Opening doors to imagination for all children. Child Care Information Exchange, p. 37.

Hand, Ada and Nourot, Patricia. (1999). First class, a guide for early primary education, preschool-kindergarten-first grade. Sacramento, CA: California Department of Education.