



Small group planning with children in kindergarten

This resource provides information about how one teacher plans collaboratively with kindergarten children. It is recommended that you allocate approximately 30 minutes to view the *Planning with children in kindergarten: Small group example* video at www.qcaa.qld.edu.au/32022.html and read and reflect on this document.

This resource supports teachers to meet elements of Standards 3 and 4 of the Australian Professional Standards for Teachers (www.aitsl.edu.au/australian-professional-standards-for-teachers).

Planning meetings with children

Within a kindergarten program, there are opportunities to create time and space for children and teachers to engage in the process of planning.

Purpose

Planning meetings introduce children to multiple ways of organising thinking, representing ideas, and developing an awareness of their own interests and strengths. These meetings are flexible and may include whole groups, small groups or individuals.

The purpose of planning meetings is to:

- revisit previous interests and work
- introduce and explain new possibilities for learning using new spaces and resources
- explain and make connections between tools and resources for new ways of working
- model the use of drawing as a way to represent and communicate ideas
- provide space for children's own ideas (in the video, the small group uses a light bulb drawing to show where children have contributed to the planning).

Process

The planning session featured in the *Planning with children in kindergarten: Small group example* video (www.qcaa.qld.edu.au/32022.html) began with a small group planning meeting for the children to share ideas and collaborate. The meeting provided an opportunity to talk about particular spaces, tools and resources within the kindergarten room for children to plan their learning.

After group planning, the children were invited to go into their 'thinking bubbles'. Thinking bubbles provide a quiet moment to clarify thoughts and plan their play and learning.

After thinking time, children draw their plans in their individual planning journals — to communicate their ideas and make their thinking visible. The drawing can be simple, e.g. using basic shapes and lines. In this instance, children selected from the spaces identified in the planning meeting and drew their plans for their own activities and play.

Teacher insights

The *Planning with children in kindergarten: Small group example* video demonstrates one approach to planning, showing how the teacher and children work collaboratively to share their thinking. The children not involved in this small group planning session were involved in another meeting facilitated by a teaching assistant.

Teachers can create time and plan opportunities throughout a day and across a kindergarten program for engaging in small group planning. These opportunities may include meal times, rest times, play sessions, or by dividing the group and having two separate planning meetings.

Collaborative planning

Collaborative planning can be used across the Learning and development areas (*Queensland kindergarten learning guideline (QKLG)*, pp. 32–33):

Collaborative planning involves:	Learning and development area (QKLG, pp. 32–33)
<ul style="list-style-type: none">• <i>developing strong reciprocal relationships</i> to help children feel safe and develop strong self-identities	Identity
<ul style="list-style-type: none">• <i>communicating using drawing</i> to express ideas	Communicating
<ul style="list-style-type: none">• <i>sharing</i> ideas, skills, resources and time	Connectedness & Active learning
<ul style="list-style-type: none">• <i>listening</i> to children express ideas and communicate their thinking and their plan for learning	Connectedness
<ul style="list-style-type: none">• <i>collaborating</i> with children to plan, build confidence and positive dispositions to new learning	Wellbeing & Active learning



Children engaged in collaborative planning with their teacher.

Intentional teaching

The table below identifies the intentional teaching practices used during planning, evident in the video (QKLG, pp. 63–64).

Intentional teaching practice	Teacher actions in small group example
Challenging	Extending children's thinking and interests by building on previous knowledge of line as an element in art, then engaging with new resources and spaces and interacting with other children.
Collaborating	Engaging in shared thinking and planning to work collaboratively to extend learning.
Encouraging	Encouraging persistence by supporting children to be active participants in all aspects of the planning process.
Explaining	Explaining new spaces and resources for learning.
Identifying	Identifying new ways of working and resources for learning.
Listening	Listening to the teacher and each other to understand and ask questions about plans and learning.
Providing for choice	Providing choice for learning spaces, new resources, children's ideas and new partners for collaborative learning.
Questioning	Posing questions that provoke further thought and ideas for planning and working.
Making connections	Making connections to prior knowledge and new spaces, resources and people for learning.

Reflecting on and recording your intentional teaching

Use the table below to reflect on and record your intentional teaching in planning (QKLG, pp. 63–64). Please add/delete rows as required.

Intentional teaching practice	Evidence of how you have used these in planning
Challenging	
Collaborating	
Encouraging	
Explaining	

More information

If you would like more information, please visit the QCAA website at www.qcaa.qld.edu.au and search for 'Planning'. You can also view the children's plans in action at www.qcaa.qld.edu.au/31999.html.

If you have questions or feedback, please email the K–12 branch at qklg@qcaa.qld.edu.au.