

Curriculum-Planning Cycle

- The curriculum-planning cycle is a recurring cycle.
- Any part of the cycle can be engaged for individual children, for small groups, and for large groups.
- The components of the cycle are implemented repeatedly in daily routines and activities and across environments, materials, and interactions.

Curriculum-Planning Cycle

- Reflection is the “glue” that connects the various components of the cycle.
- Documentation is a process as well as a product.



Curriculum-Planning Cycle

Review pages 27-31 in the framework to define:

- Observing
- Documenting
- Planning
- Implementing

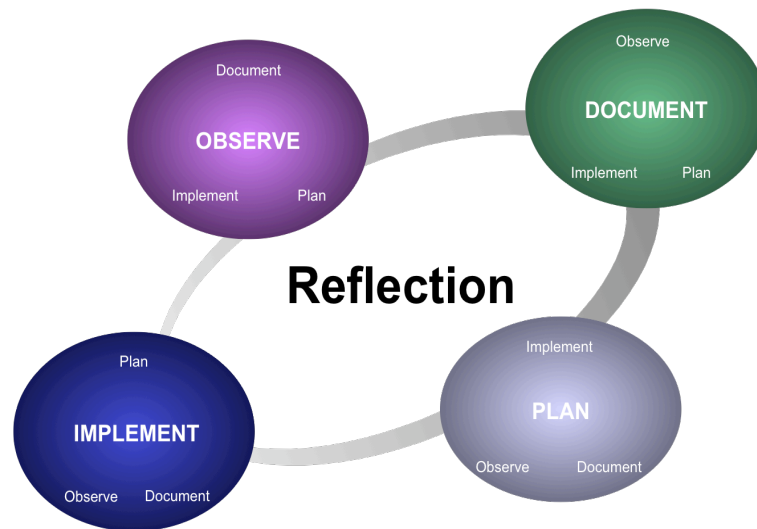


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The Reflective Curriculum Planning Process



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Review pages 27-31 in the framework to find examples of **reflection**.

- How can reflection and discussion based on reflection be helpful as you move through the cycle?
- How is reflection helpful in going from documenting to planning or from observing to documenting?
- What does reflection add to the process?

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How could you partner with families in each component of the curriculum planning cycle? (pages 31-34)



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Curriculum-Planning Cycle

- How are observations recorded?
- How is reflection supported and facilitated?
- What are your systems for documentation?
- How and when does planning occur? Who is involved?
- How does planning account for individual work, small group activities, and teacher-directed activities?
- How do observations and reflection influence daily routines?
- How are families involved in the planning cycle?

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- Were there any new insights in this key topic?
- How did this new information surprise you?
- What was familiar?
- How can you use this in your work now or in the future?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

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Curriculum-Planning Cycle

Compare the curriculum-planning cycle in the *California Preschool Curriculum Framework, Volume 2* to the cycle in the other curricula.

- Are the components the same?
- Is the cycle the same?
- Where are there differences?
- What do these similarities and differences say about the curriculum-planning cycle in early care and education?