FACILITATOR'S GUIDE
RESPONSIVE LEARNING EXPERIENCES

INTENTIONAL INTERACTIONS IN TEACHING

Being Responsive to Children and Families: *Responsive Learning Experiences*

WHAT'S IN THIS PD2GO PACK?

Young children learn best when teachers/providers plan learning experiences that are responsive to the children's development and interests. This pack highlights key choices teachers/providers make when planning responsive learning experiences: what to explore, what materials to provide, and how to organize the group.

Your Participants Will...
increase their capacity to plan learning experiences responsive to individual children's development and interests.
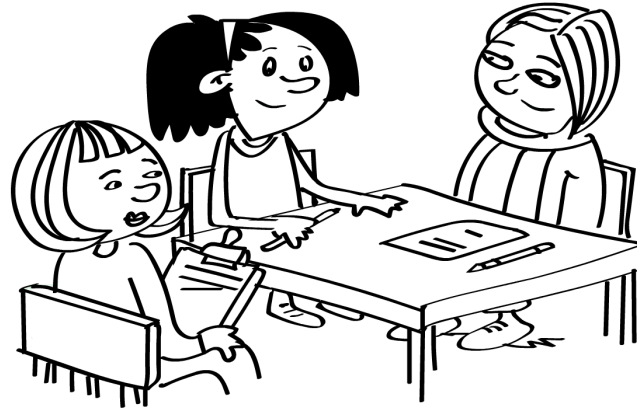
SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Responsive Learning Experiences*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend opening the pack presentation as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

Other text, marked with this icon ⓘ, offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ **Steps**

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.
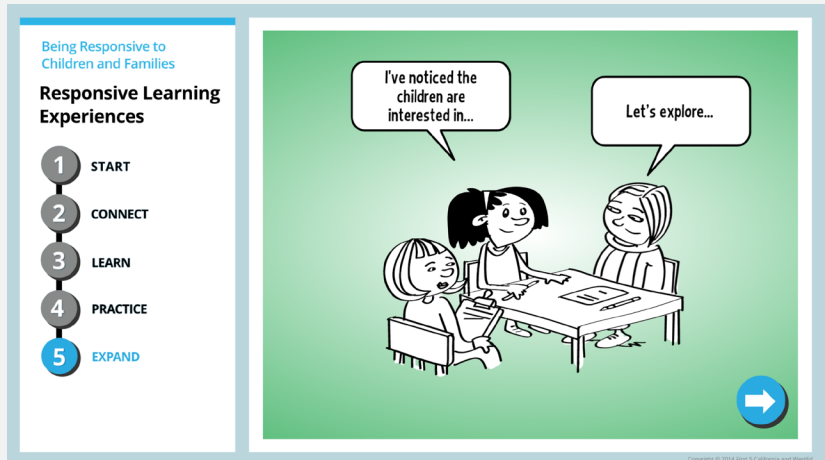
DOWNLOADABLE MATERIALS

■ **In This Pack**

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ **In This Bundle**

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

EXPANDING ON THIS PD2GO PACK

This presentation on *Responsive Learning Experiences* can be used individually or in conjunction with related packs in the bundle, including *Culturally Responsive Practices,* and *Engaging Families*. Additional resources and materials in this bundle (*Digging Deeper, Resource Links,* and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find:

Download all *(4.9 MB)*

⬇ **Facilitator's Guide** *(4.7 MB)*
Everything you need to facilitate this PD2GO presentation on Responsive Learning Experiences, including an interactive presentation page along with step-by-step presenter's notes.

⬇ **Coaching Corner** *(160 KB)*
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

⬇ **Handout - Responsive Learning Experiences in Eric's Classroom** *(500 KB)*

⬇ **Handout - Scenarios** *(230 KB)*

In this bundle, you will find:

Download all *(280 KB)*

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

⬇ **Digging Deeper** *(150 KB)*

⬇ **Family Connections** *(210 KB)*

⬇ **Resource Links** *(170 KB)*

STEP 1:
START

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Step 1

Imagine you are an event planner organizing an event for families in your community.

[1 min]   CLICK   **Step 1 - Start**

Facilitator: *Imagine you are an event planner organizing an event for families in your community.*

CLICK

Facilitator: *What food would you include on the menu?*

What food would you include on the menu?

(i) Invite participants to share their ideas. Some possible responses include:

- Carne asada
- Fried chicken
- Veggie burgers
- Chinese chicken salad
- Fruit salad
- Pita and hummus

CLICK

Facilitator: *What activities would you plan?*

What activities would you plan?

(i) Invite participants to share their ideas. Some possible responses include:

- Raffle
- Relay race
- Bake-off
- Water balloon toss
- Hide and seek

Facilitator: *You would choose foods based on individual dietary needs and the families' cultures. You would plan activities based on the ages, hobbies, and interests of children and adults.*

CLICK

STEP 1: *Continued*
START

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
To successfully plan an engaging, personally meaningful experience, it's important to consider diverse needs and interests. Go to step 2: CONNECT	**Facilitator:** *To successfully plan an engaging, personally meaningful experience, it's important to consider diverse needs and interests.*

STEP 2:
CONNECT

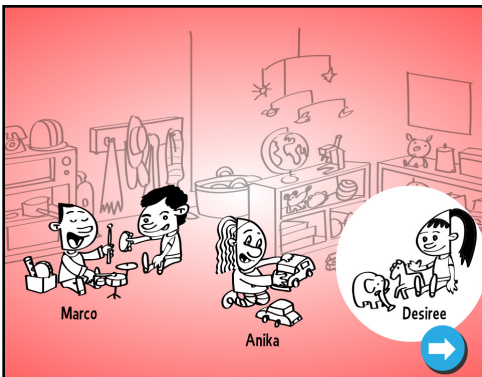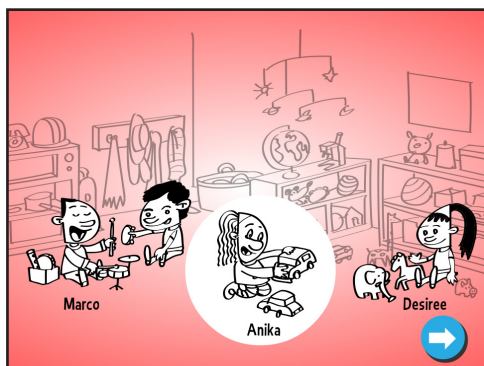| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Step 2 When you plan learning experiences, you want to offer options that diverse children would find engaging and personally meaningful.	[3 min] **CLICK** **Step 2 - Connect** **Facilitator:** *Likewise, when you plan learning experiences, you want to offer options that diverse children would find engaging and personally meaningful. Children are motivated to learn when experiences are responsive to their interests and development.* ℹ Reference handout. 📄 *"Responsive Learning Experience in Eric's Classroom"* Pass out the handout. **CLICK** **Facilitator:** *In Pack 4 of this PD2GO strand, Scaffolding, we met Desiree, Marco, and Anika in Eric's classroom. Eric observes that Desiree often chooses to play with animals.* **CLICK**
Marco Anika Desiree	

STEP 2: CONNECT *Continued*
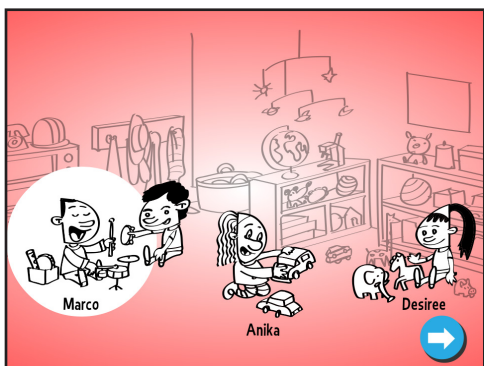
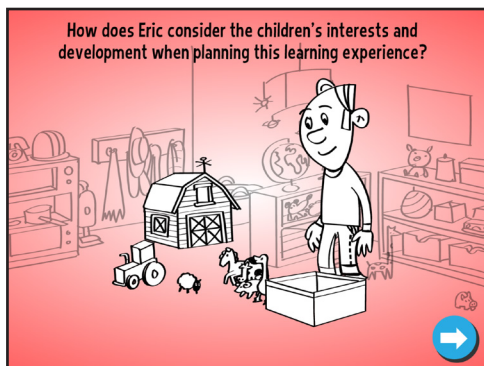| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	Facilitator: *Marco enjoys music.*
	CLICK
	Facilitator: *Anika frequently plays with cars and trucks. Eric also knows these children have different levels of expressive language. Let's see how Eric plans a responsive learning experience based on the children's interests and development.*
	ⓘ Invite a volunteer to read aloud the scenario on the handout.
	CLICK
	Volunteer: *Eric decides to set up a barn with farm animals and tractors. He will introduce the children to these new materials during circle time. To promote children's expressive vocabulary, Eric will ask some children to identify the animals and others to describe the animals. The group will sing "Old MacDonald," and Eric adapts a verse to include farm vehicles.*
	CLICK
	Facilitator: *Turn to a partner and discuss the following question:* ■ *How does Eric consider the children's interests and development when planning this learning experience?*
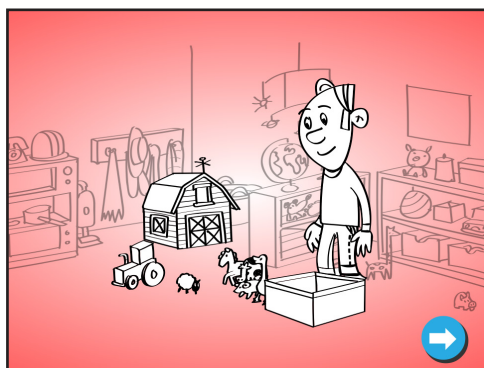
STEP 2:
CONNECT *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	(i) After partners finish their discussion, ask for volunteers to share their responses. Some potential responses include:

- Eric observes in order to learn about the children's interests.

- Eric provides materials based on the children's interests.

- Eric finds a way to bring music into the learning experience based on Marco's interest. Eric chooses a song relevant to Desiree's interest in animals and adapted a verse to bring in Anika's interest in vehicles.

- Eric thinks about the children's different levels of expressive language when planning questions to ask during circle time.

Facilitator: *From his ongoing assessment of children's behavior and learning, Eric understands the interests and development of the children in his group.*

(CLICK →)

Facilitator: *Understanding children's interests and development helps us plan responsive learning experiences.*

Understanding children's interests and development helps us plan responsive learning experiences.
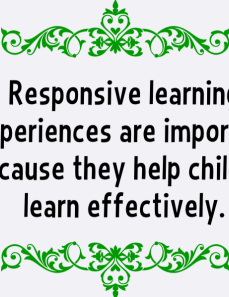
Go to step 3: LEARN

STEP 3:
LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Step 3

Responsive learning experiences are important because they help children learn effectively.

[3 min]   **CLICK** ➡   **Step 3 - Learn**

Facilitator: *Responsive learning experiences are important because they help children learn effectively.*

Responsive learning experiences consider children's:

- Development
- Interests
- Culture and language

CLICK ➡

Facilitator: *In being responsive to children, we need to ask ourselves, "What do I know about the children in my group?" Responsive learning experiences consider children's:*

- *Development*
- *Interests*
- *Culture and language*

Here are some key choices you make when planning responsive learning experiences.

What to Explore

What Materials to Provide

How to Organize the Group

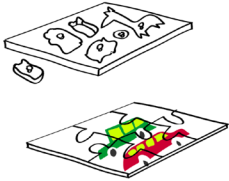Consider children's interests and learning goals

CLICK ➡

Facilitator: ***What to explore.*** *Consider children's interests and learning goals when deciding what to explore with them.*

What to Explore

What Materials to Provide

How to Organize the Group

Various interests and developmental levels

CLICK ➡

Facilitator: ***What materials to provide.*** *Offer materials that build on children's various interests and can be adapted to different developmental levels.*

CLICK ➡

STEP 3: LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	Facilitator: ***How to organize the group.*** *Consider whether a one-on-one interaction, small group, or large group would best support individual children's learning goals.*
	When we consider all of these things, we are better able to plan learning experiences that are responsive to children's interests and development.
	CLICK
	Facilitator: *Offer a range of experiences that support a variety of interests and developmental levels.*

STEP 4: PRACTICE

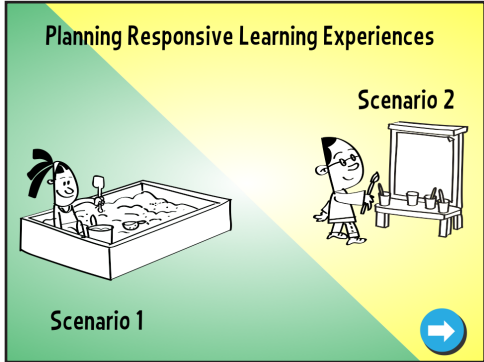| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	[7 min] **CLICK** **Step 4 - Practice**
	Facilitator: *Let's practice!*
	Break participants into small groups. Assign each of the groups to one of the two scenarios provided. If you are working with a small group, you can all work together on one or both of the scenarios.
	Reference handout. 📄 ***"Scenarios"***
	Pass out page 1 of the handout, "Scenarios."

STEP 4:
PRACTICE *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	Facilitator: *Read the brief scenario about a teacher's/ provider's observations of a child's development, interests, and learning goals.*

Planning Responsive Learning Experiences

Scenario 2

Scenario 1

CLICK

Facilitator: *In your small groups, plan a learning experience that is responsive to the child's interests and learning goals. The experience does not have to focus on all of the child's interests and learning goals, but it should address some of them.*
The following questions can help guide you in planning a responsive learning experience:

- *How will you build on the child's interests and learning goals when deciding what to explore?*
- *What materials would you provide?*
- *Would this learning experience work best in a one-on-one interaction, small group, or large group?*

Scenario 1

Marisa cares for a group of mobile infants and young toddlers. At pick-up time, Marisa shared with Claire's mother how Claire spent several minutes slowly shoveling sand into a bucket and then dumping it out. Claire's mother mentioned that Claire recently filled a large pot at home with toy foods and then dumped it. Claire also has been using her hands to sign for "more" when she's eating.

Marisa wants to support Claire's exploration of more complex fine motor movement. Marisa also wants to support and extend Claire's exploration of quantity concepts.

STEP 4:
PRACTICE *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	Scenario 2 Miguel recently transitioned into Eric's preschool classroom. After a few weeks, Eric still observes Miguel mostly playing by himself. When he arrives in the morning, Miguel almost always spends time in the art area—painting on the easel, drawing with crayons, or cutting paper. Eric also notices that Miguel often plays with dinosaurs in the dramatic play area. Because Eric has not observed much expressive language from Miguel, Eric asks Miguel's father about Miguel's language at home. Miguel's father shares that Miguel is quite talkative with his older sister and parents. Eric wants to support Miguel in interacting with peers and adults in the classroom and in using his language to communicate ideas and feelings. Invite each group to share the responsive learning experience they planned. Pass out page 2 of the handout, "Scenarios," as a reference to provide participants with additional examples of responsive learning experiences based on the scenarios.

CLICK ➡

Facilitator: *Communication with families and ongoing child observations provide us with information about children that helps us plan responsive learning experiences.*

See *Effective Assessment* Pack 5, *Observe with Purpose*, to learn strategies for observing children's development and interests. See *Effective Assessment* Pack 7, *Interpreting Observations*, for guidance on how to reflect and plan based on your observations.

Communication with families and ongoing child observations provide us with information about children that helps us plan responsive learning experiences.

Go to step 5: EXPAND

STEP 5:
EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

[2 min]   CLICK →   **Step 5 - Expand**
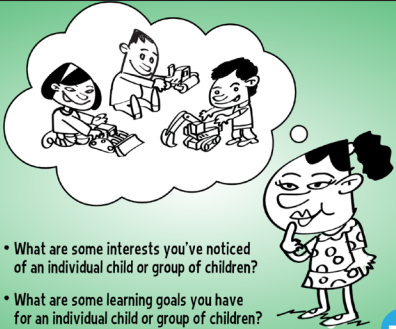
Facilitator: *How can we start to think about planning responsive learning experiences for children?*

CLICK →

Facilitator: *Think about the children in your care, and respond to the following questions. Write down your ideas.*
- *What are some interests you've noticed of an individual child or group of children?*
- *What are some learning goals you have for an individual child or group of children?*

ⓘ   Give participants time to respond to the questions.

Facilitator: *Using the information you've just written down, brainstorm some ideas for responsive learning experiences for the child or children you described.*

ⓘ   Give participants time to brainstorm some ideas.

CLICK →

Facilitator: *Work with your colleagues to reflect on the interests, development, and learning goals of all children in your care. Use this information to plan learning experiences that are responsive to the children.*

CLICK →

STEP 5:
EXPAND   *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Planning responsive learning experiences helps children flourish and reach learning goals.	**Facilitator:** *Making the effort to know children well helps us effectively address their needs and interests. Planning responsive learning experiences helps children flourish and reach learning goals.* This pack focused on designing learning experiences responsive to children's development and interests. Pack 10 in this PD2GO strand, *Culturally Responsive Practices*, focuses on learning experiences responsive to culture and language.

THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

Buell, M. J., & Sutton, T. M. (2008). Weaving a web with children at the center: A new approach to emergent curriculum planning for young preschoolers. *Young Children* (July). Washington, DC: National Association for the Education of Young Children.

California Department of Education (2010). *California Preschool Curriculum Framework* (Vol. 1). Sacramento, CA: Author.

California Department of Education (2014). *The California Early Childhood Educator Competencies: Learning Environments and Curriculum*. Sacramento, CA: Author.

Copple, C., & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (3rd edition). Washington, DC: National Association for the Education of Young Children.