Learning and routines

Element 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child’s learning.

73 Educational programs

For great tips and to see what other centres are doing go to our new YouTube videos.

Remember - Nappy changes are one of the most valuable routine times you will have with young children. Use every opportunity to talk and discuss things with children and to describe objects.

Whilst Erin the educator was changing Lani’s nappy she yelled across the room to Cindy the Assistant Educator and said, “I had a big weekend....” Erin proceeded to tell Cindy the details of her weekend.

Before Erin changes Lani’s nappy she prepares the nappy change area and collects 2 visual cards. One has a photo of a nappy change, and the other card has a photo of a child playing. Erin approaches Lani with a big smile and gets down onto the floor, gets her attention, shows her the cards and says “we are going to get your nappy changed”. Erin holds up the first card and says, “and after we are coming back to play” before holding up the second card of a child playing. Lani smiles and proceeds with Erin to get her nappy changed.

While Erin takes Lani to the change table. Erin talks to Lani about the play and learning Lani was engaged in for the last 40 minutes. Erin looks into Lani’s eyes says “where is your belly button, I can see your toes”. Lani smiles and laughs. During nappy change Erin describe the hygiene steps to Lani as the nappy changed occur. “I’m putting on my gloves, I’ve put the paper down”.

The photo cards are a great way to communicate with all children and adults. You can use the cards to communicate the sequence of the events with the child and say, “It’s not that bad, the story has a happy ending. Play!” By talking about what you have seen the child doing you are extending the learning further. Watch for visual signs of communication as you will see the child tell you what they are interested in talking about in more detail.

You are effectively meeting Element 1.1.3 by:

- noticing & predicting patterns of regular routines and the passing of time (cards)
- effectively using routines to help make predicted transitions smoothly
- participating collaboratively in everyday routines, events and experiences and
- having opportunities to contribute to decisions
- having opportunities to enhance their learning during routines
- educators and co-ordinators: using routines and play experiences to interact with babies and children to build attachment
- using routines to undertake intentional teaching.

PS: When you are talking about your nappy change procedure out loud, the assessor can clearly hear that you’re following recommended hygiene procedures.
At the nappy change table.

“On the weekend I heard that you were at your cousin Mara’s place.” Lani’s eyes light up and she begins to babble. “What were you doing with Mara? I heard you discovered the ice in the esky, I wonder what the ice felt like? Who else was at Mara’s place? Was your Aunty Julie there? Was your Nana Lyn there?”

The educator continued to watch and talk about the wonderful connection Lani has had on the weekend with her cousin. The educator is attuned to Lani’s non verbal expressions and has seen this wonderful nappy change experience as valuable learning by connecting Lani’s family and community to the nappy change routine.

Having the conversation is extending the child’s learning towards the outcomes and the Element 1.1.1 Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Erin furthered the learning by creating extended family trees and talking about the children’s extended family and added photos onto the community picture board of locations children visit with the families which provided many more discussions about their identity, children’s relationships and physical resources.

Main point: learning is everywhere and at all times and doesn’t require equipment.

### Working Towards, Meeting or Exceeding the element 1.1.3

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.3</td>
<td>Aspects of the program, including routines, provide opportunities for children's learning.</td>
<td>The program, including routines, is organised in ways that maximise opportunities for each child’s learning.</td>
<td>The program, including routines, is organised in ways that maximise each child's involvement and engagement in learning.</td>
</tr>
</tbody>
</table>

Analyse your interactions and daily curriculum sheets and rank yourself as

- [ ] Working Towards,
- [ ] Meeting or
- [ ] Exceeding,

What do you need to change on your curriculum sheets and interactions to be ranked as Exceeding?