

1.1.3

Program learning opportunities

Week 1 - 1.2.2021
Monday to Friday



Case Study



Community



Theory



Critical Reflection



Complete QIP



Educators

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Case Study - Critical Reflection

After reflecting upon last year, a Centre identified a few issues with their routines: educators wandering around not sure what to do, children not fully understanding the spoken language and an observation that educators were not always prepared.

Action from critical reflection

First, the Centre made 90 routine cards and then assembled different cards on the wall to represent the day's routine.



Educators designed the routines and transitions **with children** rather than for children, creating a sense of community. The children are becoming progressively independent, developing their knowledge and skills while becoming members of a group.

Routine in practice



5 to 10 minutes before a transition is about to occur three routine cards are placed on a board and taken around to show the children what is coming next. This method has become so popular with the children they are now

conducting the transitions. As the year progresses, the children have started to select the routine they want for the day as well. Rivah is showing the children that statues and group time are coming next. Then he runs the transition and activities.



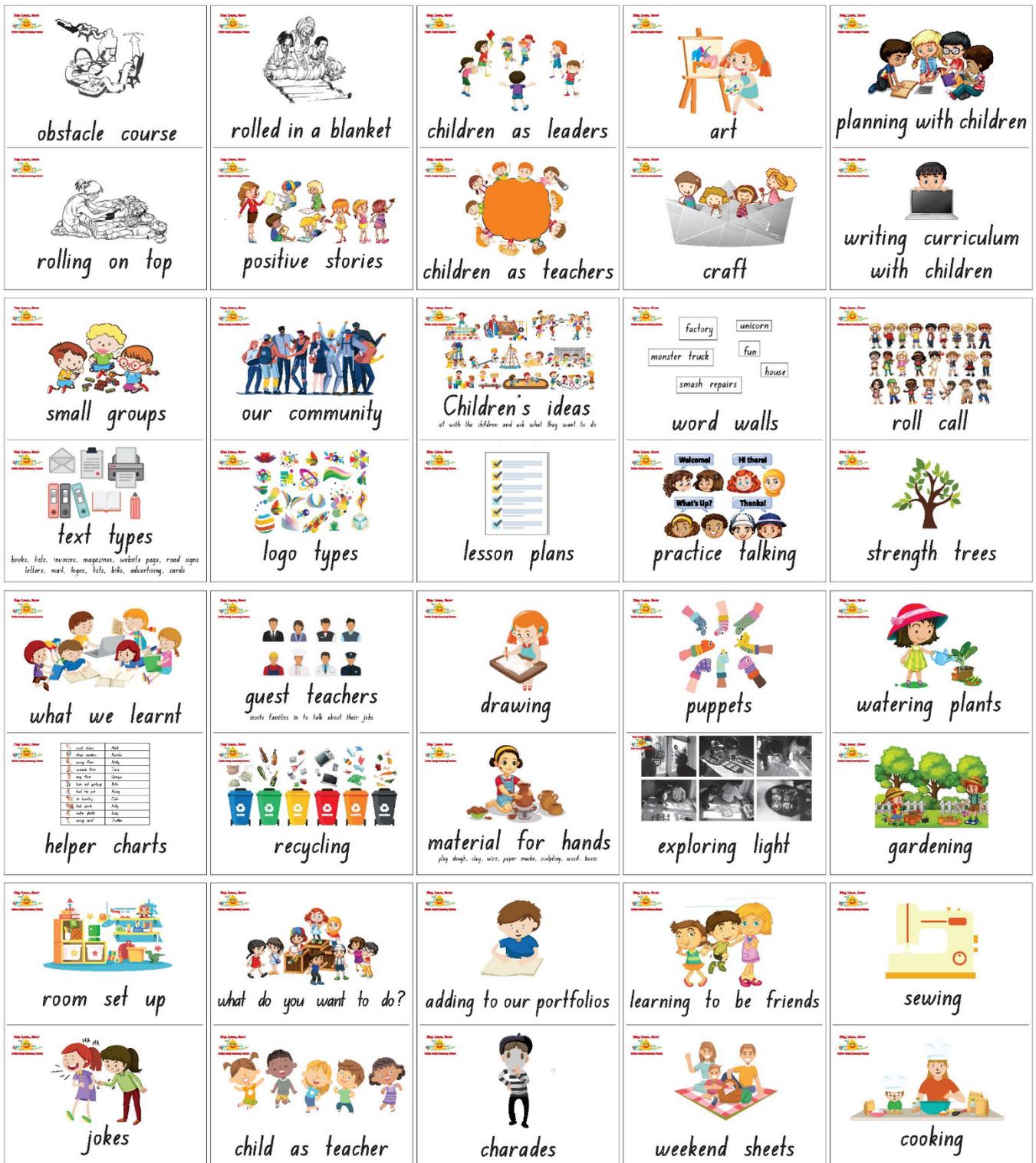
Parents are taken to the routine

Educator Zach takes the parents to the visual routine and discusses their child's day. Parents have commented that their child is running a similar routine at home, ensuring parents wash hands before dinner and conducting group times. Parents have started to discuss their work routine/schedule with their child.

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 table activities	 reading a book	 dancing	 cleaning our room	 singing
 exercise	 building	 yoga	 technology play	 maths
 excursion	 emotions	 reading	 resting quietly	 sharks
 group time	 learning	 dancing	 helping	 science <small>1. Ask a question 2. Do background research 3. Formulate a hypothesis 4. Design an experiment 5. Test the hypothesis 6. Analyse the data 7. Draw a conclusion</small>
 matthew name writing	 jobs	 morning tea	 lunch	 hats on
 meeting	 news	 afternoon tea	 shoes on	 sunscreen on
 3pm Pickup (Shoes on, belongings in bags)	 sleep in cot	 nappy change	 cutting	 imaginary play
 rest on beds	 outside play	 wash hands	 listening to music	 rhymes
 wash dishes	 statues	 guessing games	 tunnels	 human sandwich
 indoor/outdoor play	 dramatic play	 hide and seek	 push in the box	 passing the ball



Link your routine to the EYLF/MTOP to maximise learning opportunities.

Routine	EYLF/MTOP Learning
Hats and sunscreen	Children take increasing responsibility for their own health and physical wellbeing 3.1
Material for hands	Child can use their sensory capabilities to explore and

	respond to their environment. 4.1
Our community	Child accepts their right to belong to many communities.2.1
Text types	Children engage with a range of texts and gain meaning from these texts. 5.2
Watering the plants	Children become socially responsible and show respect for the environment. 2.4

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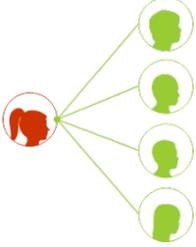
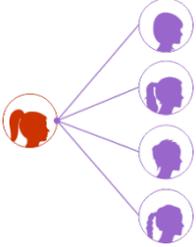
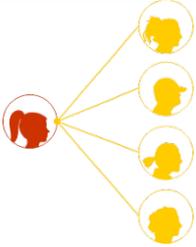
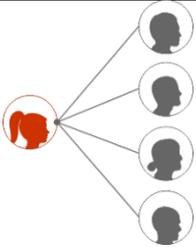
Connecting to your community – think about and list all the routines or schedules you see used in the community. For example, sporting routines, Tuesday night practice, the Saturday game, the garbage truck coming on a Wednesday. Start teaching children about these important community routines.

The theory of routines – Colwyn Trevarthen, Professor of Child Psychology at the University of Edinburgh, says babies have the natural ability to work out their mother’s routine, so they know when to get their needs met and relieve their anxiety. This concept is valid for all ages and routines. Known expectations relieve anxiety.



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- What happens when children are focused on an activity? Do you adapt routines and transitions so they can continue where possible?
- During an activity, routine or transition a child’s comment or actions shows there’s an opportunity to extend learning. Do you look out for these opportunities? How do you respond?
- Children start ‘acting up’ while waiting for the next activity/routine. What could be contributing to their behaviour and what could you change?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Give an example of how you use routines/transitions to teach children about health and physical wellbeing.</i>	<i>Give me an example of how you have worked with your educational leader to improve your room routine.</i>
<i>Give an example of how you use routines/transitions to teach self - help skills.</i>	<i>Give me an example of how you have worked with families to improve the room routine.</i>
<i>Give me an example of how you use routines/transitions as opportunities for children to contribute to or make choices about their learning and wellbeing.</i>	<i>Give me an example of how you use routines/transitions as opportunities for collaborative learning.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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