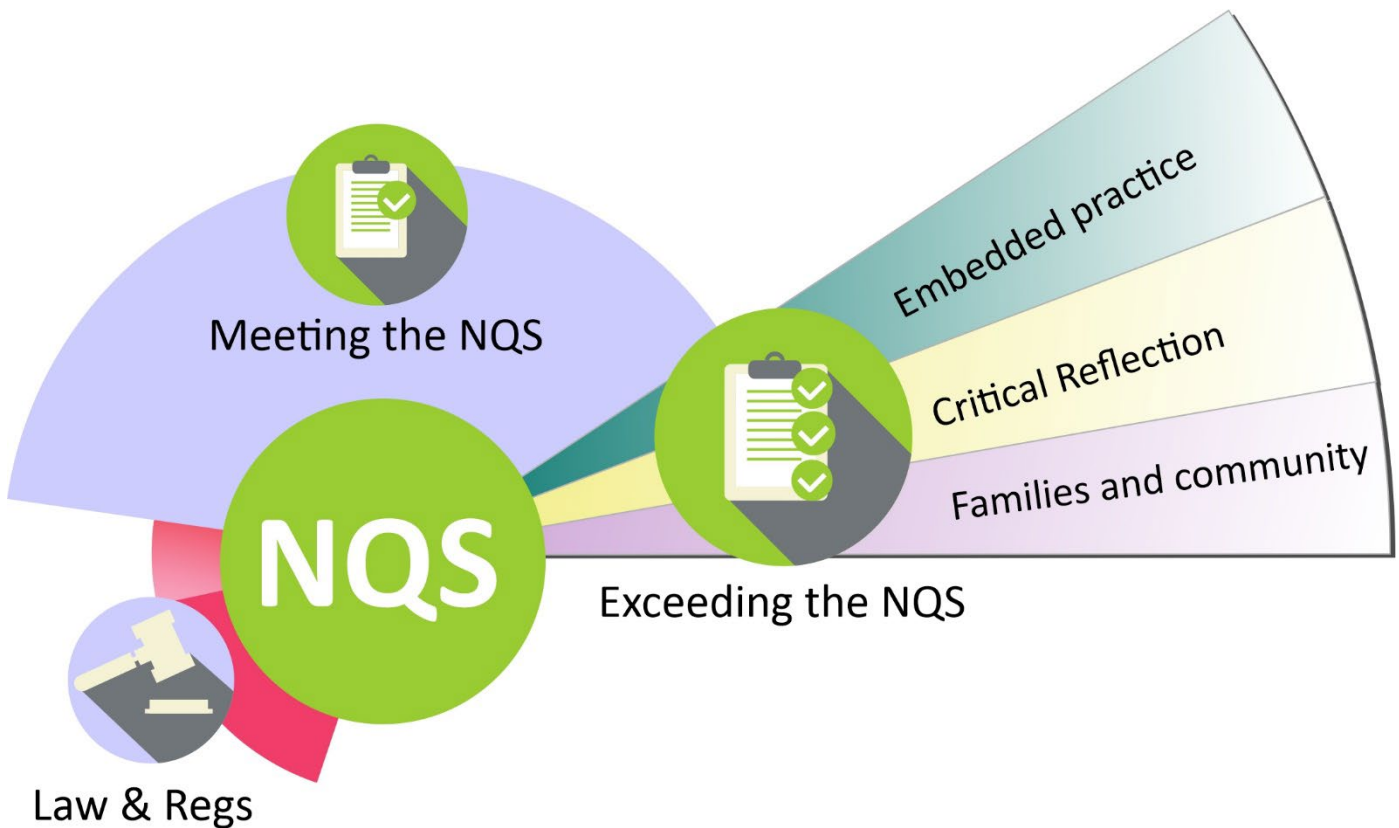


All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

**Section 1. We show you exactly what is required for this element to be meeting and exceeding.**



**First step:** We must ensure the Law and Regulations are always met. **Second step:** look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

***The Educators and Educational Leaders pages give you exactly what you need to be meeting and exceeding.***



## Law & Regs

There are a lot of Laws and Regulations that cover routines and transitions. They provide many opportunities to extend learning.

**Law section 167 Offence relating to protection of children from harm**

**and hazards** Penalty: **\$10 000, in the case of an individual. \$50 000, in any other case.**

(1) & (2) The approved ...and nominated supervisor must ensure that every reasonable **precaution** is taken to protect children ... from harm and from any hazard likely to cause injury.

**Regulation 77 Health, hygiene and safe food practices -**  
Penalty: **\$2000.**

(1) & (2) The approved provider and nominated supervisor ... must implement, and ensure that all staff members of, and volunteers at, the service implement—(a) adequate health and hygiene practices; and  
(b) safe practices for handling, preparing and storing food—to minimise risks to children being educated and cared for by the service.

**Regulation 78 Food and beverages-** Penalty: **\$2000.** (1) & (2) The approved provider and nominated supervisor ... must ensure that children ...—

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- (a) have access to safe drinking water at all times; and
- (b) are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day.

**Regulation 79 Service providing food and beverages -**  
Penalty: **\$2000.**

**(1) & (2)** The approved provider and nominated supervisor of ...service that provides food or a beverage to children ... must ensure that—

- (a)** the food or beverage provided is nutritious and adequate in quantity; and
- (b)(ii)** the food or beverage provided is chosen having regard to the dietary requirements of individual children taking into account any specific cultural, religious or health requirements.

**Regulation 81 Sleep and rest -** Penalty: **\$1000.**

**(1) & (2)** The approved provider and a nominated supervisor ... must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children.

**Regulation 97 Emergency and evacuation procedures -**  
Penalty: **\$2000.**

**(3)** The approved provider ... must ensure that—

- (a)** in the case of a centre-based service, the emergency and evacuation procedures are rehearsed every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal; and...

- (b)** the rehearsals of the emergency and evacuation procedures are documented.

**Evidence to show compliance** to the Law and Regs can be found in our curriculum,

Please note that the above in green can go directly into your QIP or SAT (NSW only).



## Meeting the NQS

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**Looking at the element in detail -** Element 1.1.3, educators must be able to:

- **identify and act** on opportunities to **extend** children's **learning** during planned and spontaneous experiences.
- use **transitions and routines** as learning opportunities – they're just as important as activities and experiences.

**Evidence can be seen in practice**, for example, educators use routines/transitions to teach children about safety, health and physical wellbeing. Educators use routines/transitions to teach life skills. Educators use routines/transitions as opportunities for children to contribute to or make choices about their learning and wellbeing. Educators ensure children don't wait long periods during transitions without engaging in play or activities.

Please note that the above in green can go directly into your QIP or SAT (NSW only) with your examples added to it.



## Exceeding the NQS



*Educators have worked with the educational leader to improve the room routine. For example, relating to*

- lesson plans
- detailed routines

Embedded practice

We work with the Ed Leader to improve the room routine. We have developed detailed learning routines that break down each educator's day into 15-minute blocks. We enhance this with visual routine cards the Ed Leader makes that allow educators to guide children through the routine. We embed lesson plans into the routine and each room has a folder with detailed routine sections. We developed this after critical reflection on a room that wasn't working.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



### Critical Reflection

**Critically Reflecting** - educators have worked with families to improve our room routine. For example:

- recognising family groupings
- making appointments for conversations about child's learning rather than at drop-off/pick-up
- changing meal/snack times
- changing child's sleep/rest routine
- increasing/decreasing physical activity at certain times of day
- collaborating with families to form behaviour-management plans
- planning routines/learning for additional needs children
- timing family involvement in activities/experiences (for example, mornings not afternoons)
- timing visits/excursions.

### Critical reflection has changed our practice and include

We work with families to improve our room routine. For example, we developed behaviour management plans in collaboration with families based on their routines and our routines. We adjusted excursion times to better suit the children's rest requirements. We have increased physical activity at certain times of day to help children sleep at night. We adjusted afternoon activities & experiences times to ensure children could participate before early collection.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



### Families



### Community Links

*Educators use routines and transitions as opportunities for collaborative learning.*

Examples include learning about:

- safety – road safety, stranger danger, risk assessment
- socially acceptable behaviour in public during excursions
- emotions and feelings
- health and physical wellbeing
- the human body – how it works and what it needs
- self-help skills
- sun safety, UV levels, and skin cancer
- healthy/unhealthy food
- sustainability and environmental responsibility

**Exceeding – families and community** We use routines and transitions as opportunities for collaborative learning. Daily excursions in the business park teach road safety, sun safety, UV levels and skin cancer, stranger danger, risk assessment, socially acceptable behaviour when visiting businesses, and healthy/unhealthy food at McDonald's. Visits to the mobility shop teach diversity and disabilities. Extended walking to the pond in the park enhances physical wellbeing and teaches environmental responsibility.

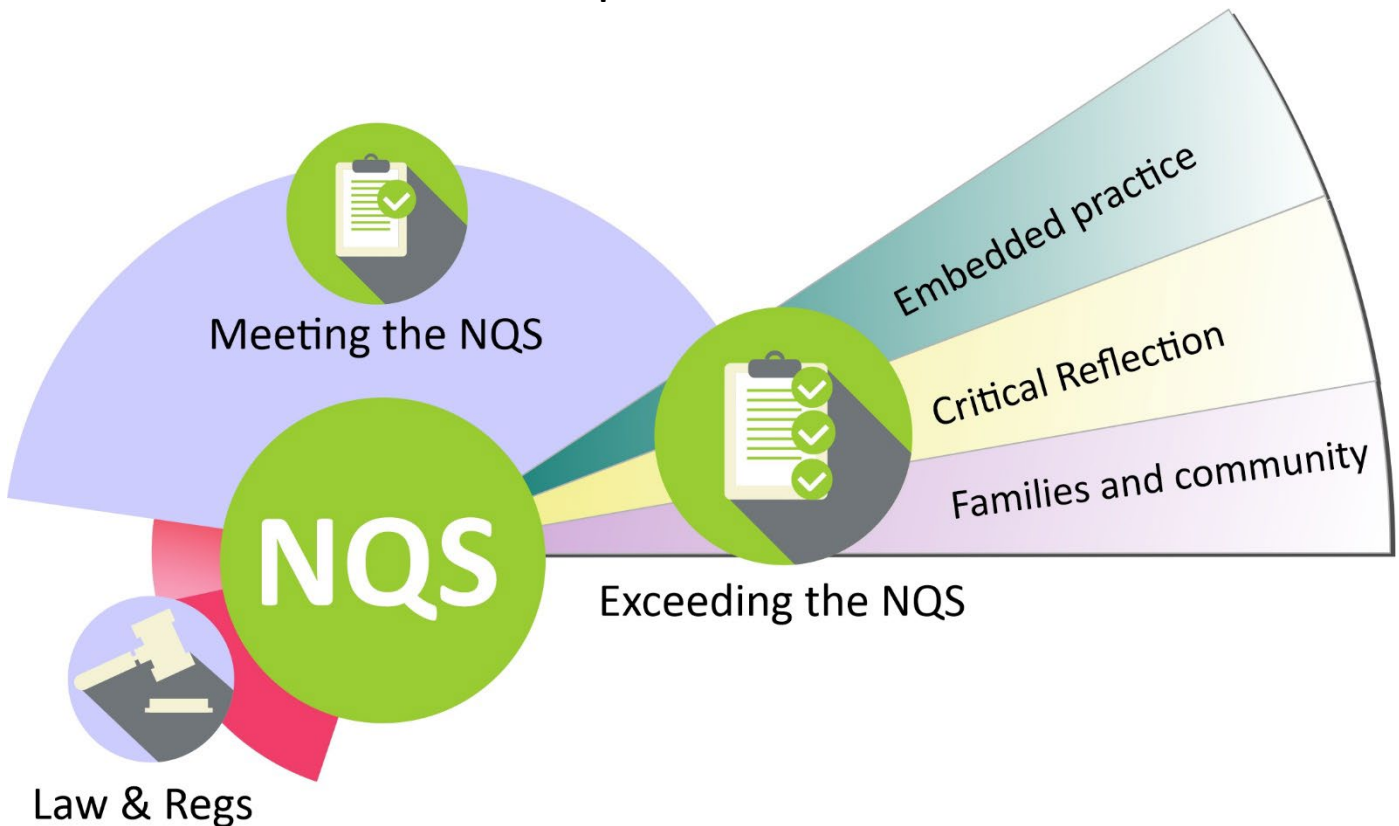
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All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

### Educational Leader and Nominated Supervisor




**First step:** We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **7 things** that you need to do with your service and educators.

- (1) Review the points from the Law and Regulations and make yourself familiar with them.
- (2) To help your educators learn watch this online video explaining why adult routines are important for children. Click below.
 



Video Training

<https://vimeo.com/654700159/2c7371bc2e>
- (3) Add to your folder the daily planner so you can document and show the assessor how you

are working with educators. Use documents provided in this section.

- (4) Guide your educators to ensure they are at the meeting level, use the examples in their section and the checklist to help you know exactly what is required.
- (5) Work through the 'Exceeding Embedded' theme sheet with your educators found in the 'Room Leader and Educators' section.
- (6) Ensure your service is connecting with families to create routines for children.
- (7) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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### Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Rose asks whether there are any Regs covering routines and transitions which educators could use to extend children's learning. Are there?		
Miss Tamara asks for examples of the learning that could be promoted in relation to these Regulations. Please respond.		
Mr Tom asks if anything in the National Law is relevant as far as promoting element 1.1.3. Please respond.		

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# 1.1.3

## Program learning opportunities

Week 3 – 13.2.2023

Monday to Friday

### Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 13.2.23	Coaching educators with their transition. Worked on group time, to hand washing to morning tea.	Toddlers	The children who we previously running around the room were stopped and taken to group time by the educator. More communication needs to occur between educators.	I set an alarm to ensure I could go into the room to support and coach them through a few more transitions with meals.  Sleep and rest time is next.
Monday 13.2.23				
Tuesday 14.2.23				
Wednesday 15.2.23				
Thursday 16.2.23				
Friday 17.2.23				

General thoughts or ideas

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Exceeding the NQS



Embedded practice

*Use the prompts below to ensure you are documenting your exceeding practice. I see many services that do great exceeding things but are not great at documenting them and when it comes to an A&R visit, they forget to discuss what they do. What is more difficult, is if you need to go to a first-tier review. It takes a lot of time and stress when you have to really look hard to gather what you need to prove that you are exceeding.*

*Our educators' curriculum decisions support Element 1.1.2 and connect to the **service's philosophy**. Select two or three points below and write your example.*

Educators have worked with the educational leader to improve the room routine. For example, relating to lesson plans and detailed routines.

We work with the Ed Leader to improve the room routine. We have developed detailed learning routines that break down each educator's day into 15-minute blocks. We enhance this with visual routine cards the Ed Leader makes that allow educators to guide children through the routine. We embed lesson plans into the routine and each room has a folder with detailed routine sections. We developed this after critical reflection on a room that wasn't working.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

**All educators need to know exactly what is expected of them.**



Cinderella's is a magical long day care service that had two incredible people working there together for the past 30 years. These two women were so in tune with each other few words were needed as they did this magical dance in the rooms and outdoors with each other. They knew exactly what to do to make a day flow. If one did a task, for example ran group time, the other set the room up for the next experience. This magical teamwork flowed because they both knew exactly what was needed when working with the children. When a little mishap occurred, which it always will with children, the flow continued with the issue easily resolved.

Each educator could step in and do the other's job when required - no asking or directing. They just knew what was required, could sense all problems, and solve them before they even occurred. One time a child was doing something he wasn't supposed to. Facing the opposite direction, the educator, without looking up from wiping the tables, redirected the child who was about to climb the bookshelf to a more appropriate area. The child looked amazed as the educator appeared to have eyes in the back of her head.

Unfortunately, Cinderella's doesn't exist in most services, especially with our high staff turnover, but don't fear, a proper run sheet for the room can make any service a Cinderella's. While a routine is a broad-brush stroke of the day, a run sheet breaks the routine down and assigns jobs to specific educators to ensure the routine is completed. Please note strict

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routines with exact times like this are not needed for everyone or every room. However, walking into a room where it is complete chaos because no educator knows what to do indicates the room requires a run sheet.

## We all need to remember – no one is a mind reader.

**Use Run Sheets to fix this problem. They provide a very detailed routine with everybody's role included.**

This may seem like an over controlling system, but when everybody knows what to do they feel a sense of security which allows them to get to the next level.

Run Sheets let educators know exactly what they have to do and when. With the EYLF there is freedom to do what children want to do which is fantastic but I see people (particularly young educators) entering the early childhood sector without the skills sometimes to even do the basics. When the basics are not in place everything falls apart. A great example of this is when we transition children to the mat for group time. If no one is there ready for them with little pre-activities and songs it usually ends up as an unruly mess and children leave. What follows is the constant “please return to the mat everyone,” then children are dragged back to the mat in a noisy mess.

**Step 1** Room Leaders develop a run sheet. This routine may have strict timing or it might just consist of ‘things that must happen during the day’. For example, Kate the Room Leader needed a strict routine for her younger educators, while Tara didn’t require exact times, but required more of the things that must occur, especially when she takes her lunch break. These needed to include care practices for a child on the autistic spectrum. The babies’ rooms don’t need strict routine as they are working with the young children’s timeframes. However, they still require certain activities to occur, like sleep checks etc.

**Step 2** Break that run sheet down into main activities and support activities

**Step 3** Assign a person to the main and support activities

**Step 4** Display the run sheet and practice with educators

**Step 5** Adjust as required.

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Time	Main Activity -	Chelsea Educator 1	Johnise Educator 2	Lucy Educator 3
7:45				
8:00				
8:20				
8:30	Outdoor play		<u>Start of shift</u> Greet children	
9:00			Read rhymes/poems, outdoor	
9:15	Indoor/Outdoor			
9:30		<u>Start of shift</u> Greet children Group meeting with other educators	Group meeting with other educators	<u>Start of shift</u> Greet children Group meeting with other educators
9:45	Group time/ hand washing	Set up tables for morning tea, children to assist	Group time Animal learning	Assist at group time Encourage children to sit with their legs crossed and participate
10:00	Morning Tea	Sit with children	Sit with children	Sit with children
10:15		Children to put their plates on trolley and drink bottles away	Children to put their plates on trolley and drink bottles away	Children to put their plates on trolley and drink bottles away
10:30	Prepare for excursion	Wipe tables and chairs Sweep floor, children to assist	Wipe children's faces Sunscreen Vests Hats	Wipe children's faces Sunscreen Vests Hats
11:00	Excursion	Excursion (cooking experience if no excursion)	Lunch	Excursion (read rhymes/poems outdoors if no excursion)
11:50	Group time/ hand washing	Group time Talk about excursion at group time Prepare rest beds, children to assist		Set up tables for lunch, children to assist Assist with hand washing
12:00	Lunch	Prepare craft activities	Sit with children	Sit with children
12:15	Tidy up after lunch, children to rinse own dishes	Transition children to outdoors Sunscreen, hats, shoes on	Wipe tables and chairs Sweep and mop floor	Science experiment
12:30	Rest time	Craft activities	Assist children to rest on beds	Write curriculum with children, outdoors

1:00	Indoor/outdoor	Bathroom cleaning checklist, children to assist Sweep yard	Name tracing, indoor	Lunch
1:15		Write curriculum with children, outdoor	Water/check plants, children to assist	
1:30		Clean outside windows, children to assist	Clean inside windows, children to assist	
2:00	Indoor/Outdoor	Lunch	Write curriculum with children, indoor	Cutting activity based on children's interests
2:15		Lunch	Salon extension (feet tracing)	Cutting activity based on children's interests
2:30	Children's belongings organised		Ensure children have all belongings and clean faces	Ensure children have all belongings and clean faces
2:45	Group time/ hand washing		Assist children with hand washing	Walk like an animal, to bathroom to wash hands Serve afternoon tea
3:00	Afternoon Tea (outdoor)	Sit with children	Sit with children	Sit with children
3:15	Tidy up after afternoon tea	Children to put their plates on trolley and drink bottles in bag	Children to put their plates on trolley and drink bottles in bag	Wipe tables and chairs Sweep floors (mop again if needed)
3:30	Outdoor	Vacuum room, children to help	Sweep yard, children to help	Pencil control activities, outdoor
4:00	Outdoor	Sensory activities, outdoors	Hide and seek	Hide and seek
4:15		Dancing, outdoors	What's the time Mr Wolf Red light, green light	Read rhymes/poems
4:30	Tidy yard Transition to toddler yard	Read with children, outdoors	Clean bathroom, empty bins, clean yard, ensure room is well presented (alternate with educator 3)	Clean bathroom, empty bins, clean yard, ensure room is well presented (alternate with educator 2)
5:00		Yard checklist, children to help	<u>End of shift</u> Hand over daily information, check laundry	<u>End of shift</u> Hand over daily information, check laundry
5:15		Family grouping		
5:30		Ensure yard and rooms are well presented		
6:00		Check laundry, lock up		

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# Scripts

## Scripts may sound like this

**Kate:** "I'm taking my lunch in 5 minutes. Let's look at our run sheet and talk about what's required. Eliza, tell me what you will be doing?"

**Eliza:** "I'll be looking at the strength trees, and Ava's mum told us about the zoo visit. I'll investigate that further."

**Tayla:** "I'll keep cleaning up, but after that I'll work with Eliza and the strength tree ideas to extend."

**Kate:** "Great, so when I walk back in tell me what I need to do to take the strength tree ideas further..."

## Connecting Runsheet's to visual routines

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 discuss 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.



## Answers from last week - Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Claire says people talk about approved learning frameworks. She asks how people know what these are? Please respond.	The law defines an approved learning framework as a learning framework approved by the Ministerial Council. The approved frameworks are listed on the <a href="#">ACECQA website</a> : <ul style="list-style-type: none"> <li>• EYLF (birth-5 years)</li> <li>• MTOP (school-age children)</li> <li>• VEYLDF (for Victoria birth - 8 years)</li> </ul>	
Mr Chris says there's nothing in the National Law that talks about delivering a child-centred program. Is she correct?	No. Section 168 'Offence relating to required programs' says educators must deliver a program that is: <ul style="list-style-type: none"> <li>• based on the developmental needs, interests and experiences of each child; and</li> </ul> designed to take into account the individual differences of each child.	
Miss Skye asks whether the learning outcomes in the EYLF/VEYLDF relate in any way to the National Law or Regulations. Do they?	Yes. Reg 73 Educational program says: <p>"An educational program is to contribute to the following outcomes for each child—</p> <ul style="list-style-type: none"> <li>(a) the child will have a strong sense of identity;</li> <li>(b) the child will be connected with and contribute to his or her world;</li> <li>(c) the child will have a strong sense of wellbeing;</li> <li>(d) the child will be a confident and involved learner;</li> <li>(e) the child will be an effective communicator."</li> </ul> <p>These are the 5 outcomes for the EYLF/MTOP/VEYLDF.</p>	

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