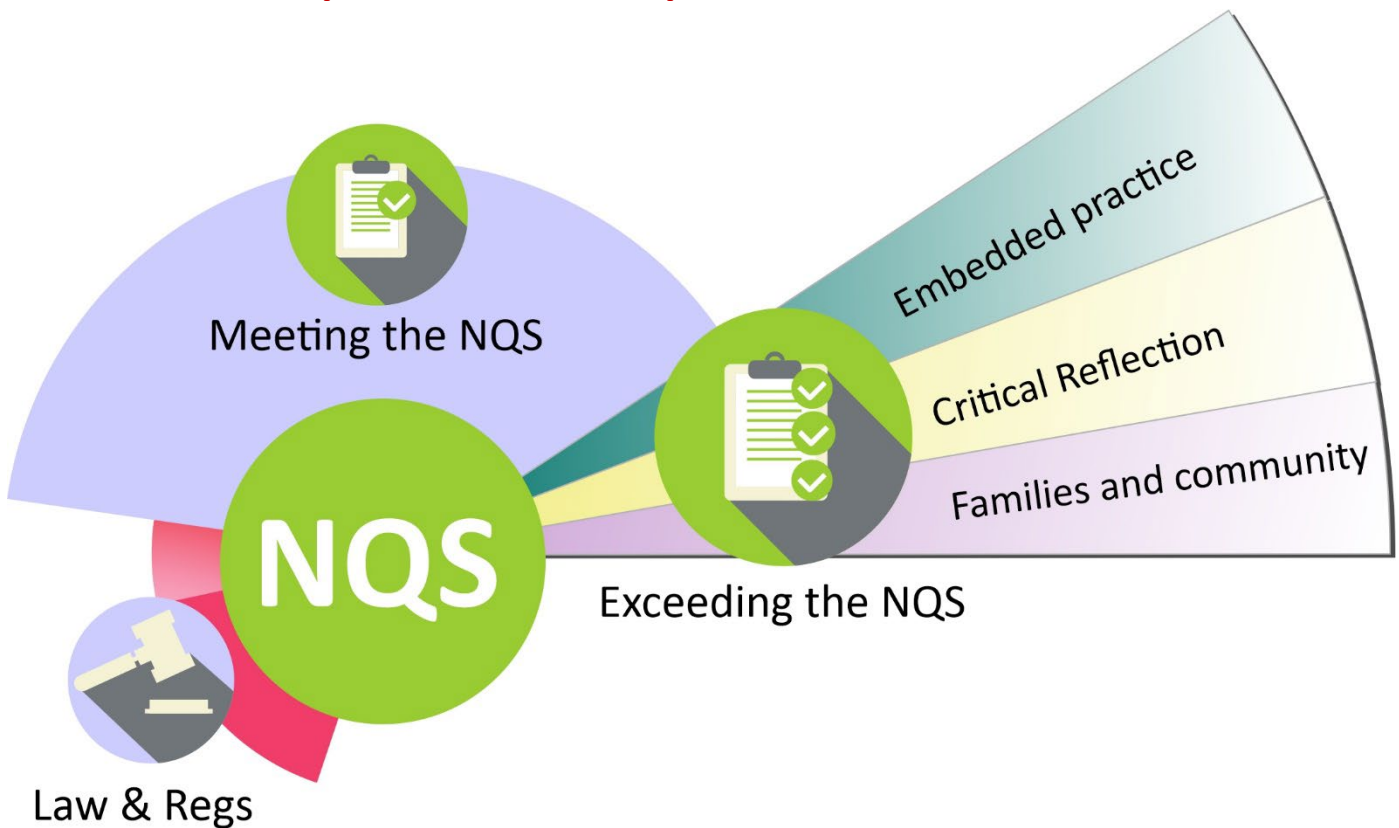


All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Section 2. Examples of what's required for educators.



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.



Law & Regs

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

Law section 167 Offence relating to protection of children from harm and hazards - 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 ... must implement, and ensure that all staff members of, and volunteers at...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- ... must ensure that children ...—(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 - ...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

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children taking into account any specific cultural, religious or health requirements.

Regulation 81 Sleep and rest - ... 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 - in the case of a centre-based service, the emergency and evacuation procedures are rehearsed every 3 months...
(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 safety checklist, our risk assessments, our procedures for serving food and handling food, our sleep rest procedures, emergency rehearsals, and collection of children procedure.



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

Meeting the NQS

- 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.

Below are **four detailed lists** of things that you could focus on improving withing your routine to ensure children's learning is maximised.

*Educators use routines/transitions to teach children about **health and physical wellbeing**. For example:*

- when applying sunscreen, to teach sun safety.
- when washing hands, to teach hygiene/infection control.
- during meals/snacks, to teach healthy eating; ensuring no food or drinks are shared, to teach infection control; and ensuring any food dropped on the floor is not eaten.
- when cleaning, to teach hygiene/infection control.
- when moving between rooms/groups, to promote the benefits of physical activity.
- using shade when playing outdoors to teach sun safety.

- when children are transitioning or educators identify their feelings/emotions (for example, "I can see you're sad about your friend from school not coming today ...")
- during group time, which teaches social skills such as sharing, taking turns, and considering others.

*Educators use routines/transitions to **teach life skills**.*

For example:

- washing up
- washing hands/faces
- applying sunscreen
- serving food with tongs
- cleaning our environment, for example, tables and floors
- packing up in an ordered way, for example, separating and organising resources correctly
- packing personal items in bag
- putting shoes on and off
- gardening (growing veggies)
- composting/recycling
- conserving energy conservation (lights, taps)
- rehearsing emergencies (safe evacuation).

*Educators use routines/transitions as opportunities for children to contribute to or **make choices about their learning and wellbeing**. Examples include the following.*

- The timing of the routines/transitions, for example, no outdoor play when UV is high.
- The timing of meals/snacks.
- Menu choices.
- Choices for transitioning from school to service
- The degree of involvement in the activities, for example, children as helpers/monitors checking lights/taps, feeding chickens), cleaning, and gardening.
- Rest or quiet activities.
- When deciding leadership opportunities during routines/transitions.
- Extending the learning activities that derive from routines/transitions.

*Educators ensure children **don't wait long periods** during transitions without engaging in play or activities.*

For example:

- transitioning small groups rather than all children at once
- engaging those children not transitioning in ongoing activities
- ensuring our cook provides two or three updates on food readiness, and delivering meals to groups

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- involving children in routines/transitions, for example, getting the food trolley from the kitchen
- providing multiple sunscreen stations
- communicating with other educators and using knowledge of what's happening in the room and with children to time routines/transitions.

Evidence can be seen in practice. For example, educators use routines/transitions to teach children about 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.

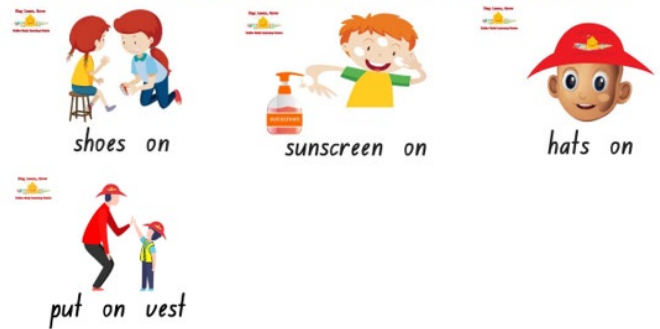
Let's look at some of these above points in practice and how the service used visual routine cards. Then evaluate your practice.

We made around 100 different routine cards and now use these to show children the routine or transition we're speaking about. Educators design the routines and transitions **with children** rather than for children, creating a sense of community. Three or so cards are assembled on the wall or a mobile board before a particular routine starts so all the children are clear about what is coming next. We also display the cards that show our session routine.



The routine cards show the children what to do.

Outdoor play – put vest and shoes on ready for excursion.



Maddi walked around and showed the children the routine card, while asking, shoes, sunscreen, hat and vest. Billy checked his feet and saw that he had no shoes and quickly jumped up and found his shoes and proceeded to put them on. Maddi was watching from across the room and caught Billy's attention and tapped her face, then head. Billy stuck his thumb up at Maddie in a sign of thanks and ran over to the sunscreen station and then found his hat.

Routine cards can be made for any part of the day.

Packing away morning tea and stack plates on trolley.



Things to say to children.

“Very good scraping Alice, I like the way you used your spoon to get all the leftover food off your plate”.

“What a lovely, neat stack of plates we have Casey, thank you for stacking them up neatly”.

“How many plates do we have stacked now Louise?”

See how this level of practice and documentation shows how they are meeting the Element 1.1.3 Program learning opportunities. A shorten example like these could be added to or referred to in your QIP. For NSW you need to make sure you can show examples like this on the day which means you must know where to access them quickly during an A& R visit.

Let's check our documentation to see if it is meeting.

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1.1.3

Program learning opportunities

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Are you willing to change the room routine if children are focused on an activity or experience which is holding their interest?					
Are you willing to change the room routine so you can extend learning on the spot?					
Does your room routine limit the amount of time children are expected to do the same thing at the same time?					
Do you involve children in setting times and schedules for daily routines?					
Do you implement routines and activities in ways that minimise the time children have to wait eg for meals, to go outside, to start activity?					
Do you encourage children to make choices, including during routines and transition times?					
Do you use routines to intentionally teach children about issues like healthy eating, physical activity, hygiene and sustainability?					
Do you use routines to intentionally teach children about things like sustainability, music, art etc?					
Do you encourage children to become more independent during hygiene and health routines?					
Do you involve children in routines that are part of their daily lives outside the service eg preparing meals, menu planning, getting dressed, cleaning and packing up, caring for the garden/family pets?					
Do you use routines to promote all learning outcomes including Outcome 1 Children feel safe, secure and supported, and Outcome 3 Children have a strong sense of wellbeing eg through positive one on one interactions?					
Do you provide opportunities during activities and routines for children to learn from and teach others?					
Do you break routines and activities into specific, small steps so children have the chance to help?					
Do you use 'spontaneous teachable moments' to extend on children's interests and learning, including during routines?					

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Program learning opportunities

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



The MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- Routines are the same everyday - am I missing opportunities to extend children’s learning?
- How could I improve my intentional teaching skills to take full advantage of teachable moments in planned and spontaneous experiences?
- Does my documentation show how I’m implementing element 1.1.3?

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>“What comes next, I want to play here, no, here, I don’t like it over there, I want to hide, I want to jump, I want to run”. Alfie aged 7yrs.</p> <p>When I look at Alfie’s behaviour, this is how I think he might be processing his day, which might contribute to his emotional outburst.</p>	<p>Educators and Educational Leader worked together to improve the routine and implement it, which included getting Alfie to group time and sitting there by rubbing his back to ground him.</p>
<p>an educator</p>	<p>“I just wish Alfie would calm down, can’t he just sit still, then he won’t have all these outbursts and crying. That would make my shift so much better”. Janet</p> <p>“I wish my educators would help Alfie get into the routine and engage him so he can have success, even if its small successes”. Nikki</p>	<p>EL gave Educators strategies like including the children with the running the activities and asking questions to keep Alfie and the others engaged in the process.</p> <p>EL and Educators worked through the routine to see where the gaps in preparation were and then started addressing them. These included:</p>
<p>your families</p>	<p>I think Alfie has ADHD</p>	<ul style="list-style-type: none"> • Ensuring the afternoon tea was ready and children didn’t need to wait. • Having activities ready to go as soon as children were showing signs of becoming disengaged.
<p>theorist and current research</p>	<p>“Familiar activities provide comfort for adults and children. Children feel more confident and secure when their daily activities are predictable and familiar. Schedules and routines help children; Feel in control of their environment; Feel safe, secure, and comfortable; Know what is happening now and what comes next; Know how to do an activity or task; Engage in learning” Head Start USA.</p>	

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Program learning opportunities

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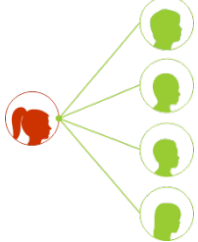
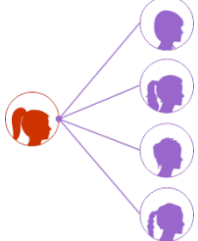
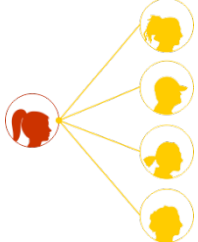
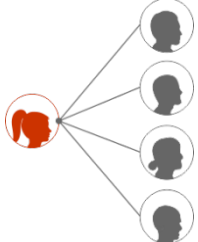
All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.



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- How could I improve my intentional teaching skills to take full advantage of teachable moments in planned and spontaneous experiences?

Does my documentation show how I’m implementing element 1.1.3?

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>		

Week 3, 13 to 17 February 2023 – 1.1.3 Program learning opportunities



Exceeding the NQS



Critical Reflection

Use the prompts below to ensure you are documenting your exceeding practice. I see many services 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. It becomes difficult if you need to go to a first-tier review as 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.

Work with your Educational Leader. Select two or three points below and write your examples.

Educators critically reflected and held discussions with families to discover they need to work together to improve room routines and sometime family routines.

The exceeding points	Our educators' decisions support Element 1.1.3, for example:	Add your example below to show exceeding embedded practice
Making appointments for conversations about child's learning rather than at drop-off/pick-up	Alfie's behaviour was creating real concerns, we needed to call a meeting and we had to ensure both parents were there as we felt not all information was getting passed on to the other parent. The timing was difficult as his dad was on shift work.	
Collaborating with families to form behaviour-management plans	The meeting with Alfie's parents was a success, it was the first time they revealed they too were struggling, but not sure about what to do. We were able to create a plan moving forward and assist them to engage an occupational therapist. The behaviour plan worked on the developing a routine at home as well as at the school and the service.	
Changing meal/snack times	Our prep and kindergarten children were looking like they were about to fall asleep at the table at the beginning of afternoon tea. This was occurring frequently, and we had a discussion with the cook to move afternoon tea, the 10-minute move has assisted greatly. No more falling asleep at the table.	
Changing child's sleep/rest routine	Evelyn's dad changed jobs and started an early shift, when he dropped her off at 6:30 am, she was asleep most morning. We created a quiet place for her with a bed to continue sleeping. Her day started off a lot better with this change.	

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Increasing/decreasing physical activity at certain times of day	Poor behaviour escalated in the playground. We documented when the behaviour changed and noticed when the children had less structured and less cognitively demanding activities before free play, the play lasted a short time. The routine was changed to add more demanding activities before free play outside and when play deteriorated we had more planned activities to implement.	
Timing visits/excursions.	Carter had an adverse behavioural reaction when he entered the service in the afternoon. He would hit, run, push and be very disruptive. We worked with his mother who would call 10 minutes before arriving and we would prepare the children for a walk and meet Carter in the carpark. When we all arrived back in the service Carter was calm and relaxed.	
Planning routines/learning for additional needs children	Charlotte, who is with autism, struggled arriving in the afternoon. She would scream, hit, kick the walls and end up vomiting. We worked with mum and the schools. We created a series of photos that showed every step of her day waking up, getting dressed, having breakfast, driving to the service, walking in, playing, eating, resting. When the mother and service used the photo series Charlotte's day quickly became settled and slowly she became more engaged.	

Exceeding – Critical Reflection We work with families to improve our room routine. For example, we developed behaviour management plans in collaboration with families based on their routines, school routines and our routines. We adjusted excursion times to better suit the children's relaxation requirements. We have increased physical activity at certain times 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).

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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
- diversity (people have different needs and strengths).

- 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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Delivery and Collection of Children Policy

- All children must be signed in and out by the person who delivers or collects the child. If this person forgets, they will be signed in or out by the nominated supervisor or an educator.
- Children can only be collected by a parent, authorised nominee, or a person authorised by a parent or authorised nominee to collect the child
- Children may leave the premises if a parent or authorised nominee provides written authorisation
- No child will leave with an unauthorised person. If the person becomes aggressive or violent and will not leave the Nominated Supervisor or educator will implement lockdown procedures and ring the police
- No child will leave with anyone not known to educators. The person must be able to produce photo identification if required
- If a parent collecting a child appears to be intoxicated, or under the influence of drugs, educators will inform the police of the circumstances, person's name and vehicle registration number if they insist on taking the child
- If an authorised nominee appears to be intoxicated, or under the influence of drugs, and staff feel the person is unfit to take responsibility for the child, they will not let the child leave with the person. They will contact the parent and advise that another person needs to collect the child
- If a child has not been collected by closing time, the Nominated Supervisor will:
 - try to contact the parents or other authorised nominees
 - if unsuccessful, leave a voicemail or SMS advising someone will wait up to **30 minutes** before ringing the police or Child Protection
- wait for **30 minutes** and, if the parents or authorised nominee has not arrived, ring the police or Child Protection for guidance

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Educator's Name	Educator's Signature

Week 3, 13 to 17 February 2023 – 1.1.3 Program learning opportunities

1.1.3

Program learning opportunities

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Add to your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice. If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

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>	Embedded Practice <i>Educators have worked with the educational leader to improve the room routine. For example</i>
<i>Give an example of how you use routines/transitions to teach self - help skills.</i>	Critical Reflection <i>Give an example of a reflection by all educators and the Educational Leader which led to stronger learning outcomes for children from everyday routines.</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>	Engagement with families and community <i>Give me an example of how you have worked with families to strengthen learning outcomes– for example to improve the room routine.</i>

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