

1.1.3

Program Learning Opportunities

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



Week 4
19.2.2024

Section 6. Exceeding: Critical Reflection (Educational Leader)

Educational Leader to manage whole service critical reflection.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

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.

If you are doing similar practices to the example, use the below question to help you write your 'exceeding practice for embedded' description so you can add it to your QIP or SAT (NSW only).

Critical Reflection

Give me an example of how you use routines/transitions as opportunities for collaborative learning.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Example of Using Routines/Transitions: This part is asking you to provide a specific instance where you utilised daily routines or transitions within your educational setting. It's about describing a practical situation where routines or transitions were involved in the learning process.

Opportunities for Collaborative Learning: This part is asking you to explain how you turned those routines or transitions into opportunities for collaborative learning. It's about describing how you engaged children in active participation, cooperation, and shared decision-making during these routine activities.

Putting it together, the question is prompting you to share an example of how you integrated collaborative learning into routines or transitions within your educational environment.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Give me an example of how you use routines/transitions as opportunities for collaborative learning.

Group Time: During the group time, educators involved children in collaborative activities such as discussing the schedule, setting goals for the session, and sharing ideas for group activities. This fostered a sense of belonging and community among the

children as they contributed their thoughts and ideas, promoting social-emotional development.

Line-up Procedures: Instead of simply lining up to transition to another activity, educators turned this routine into a collaborative learning opportunity by assigning roles to children, such as line leader or snake, and encouraging them to work together to maintain order and cooperation. This encouraged children to take on leadership roles and promoted teamwork and responsibility.

Mealtime Discussions: During mealtime, educators facilitated collaborative discussions by encouraging children to talk about their favourite foods, share stories about their day, or discuss healthy eating habits. This fostered communication and social interaction among peers, while also promoting language development and building relationships.

Clean-up Time: Instead of cleaning up individually, educators turned clean-up time into a collaborative activity by assigning children specific tasks and working together as a team to tidy up the classroom or play area. This promoted teamwork and responsibility, while also teaching children the importance of cooperation and contributing to the community.

Transition Songs and Rhymes: Incorporating songs or rhymes into transition times between activities engaged children in collaborative learning as they sang or chanted together. Educators encouraged children to come up with their own verses or actions, promoting creativity and cooperation, while also helping to ease transitions and create a positive classroom atmosphere.

Group Storytime: During group Storytime, educators involved children in collaborative learning by encouraging them to discuss the story, predict what might happen next, or even act out parts of the story together. This encouraged active listening, critical thinking, and imagination, while also promoting social interaction and language development.

Outdoor Play Transitions: When transitioning from indoor to outdoor play, educators involved children in collaborative decision-making by asking them to choose which outdoor activities they would like to

engage in as a group. This empowered children to make choices and promoted negotiation skills, while also encouraging cooperation and teamwork as they engaged in outdoor play together.

Your example. Select a point from above and break it down into the subsections.

Please give examples of using routines and or transitions

How has this given children opportunities for collaborative learning?