For Meeting and **Exceeding** the Self-Assessment Tool (SAT) NSW ONLY

If you are using the NSW Assessment Tool, below are meeting and exceeding examples for your Self-Assessment Tool. Your examples can be submitted into the portal on a weekly basis – NSW Services only.

# 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.

Educators can:

* 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.

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| To **MEET** the QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Give an example of how you use routines/ transitions to teach children about health and physical wellbeing.* | *Give me an example of how you have worked with your educational leader to improve your room routine.* |
| **Teaching Health and Physical Wellbeing Through Routines/Transitions**  During mealtimes, we use the routine of washing hands to teach about health and hygiene and explain why it's important to wash hands before eating in simple terms. "We wash our hands to get rid of the tiny germs we can't see, so we don't get sick." This routine is extended to discussions about the types of foods we eat and why they are good for us. Physical activity is integrated into transitions, jumping, stretching, or dancing from one activity to the next. | 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. |
| *Give an example of how you use routines/ transitions to teach self - help skills.* | *Give me an example of how you use routines/transitions as opportunities for collaborative learning.* |
| **Teaching Self-Help Skills** We teach children life skills during outdoor play transitions. We encourage them to apply sunscreen and wear sunhats independently, using phrases like, "Can you show me how you put on your sunscreen?" Offer choices, such as different sunhats or sunglasses, promoting autonomy and decision-making. This approach boosts independence and teaches vital sun safety, enhancing their health and wellbeing awareness. | 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. |
| *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.* | *Give me an example of how you have worked with families to improve the room routine.* |
| **Using Routines for Children to Make Choices About Their Learning and Wellbeing**  During the transition to outdoor play, we allow children to choose between several structured activities (e.g., riding bikes, playing in the sandpit, or engaging in a ball game). We discuss the options with the children, asking them to consider what they feel like doing and why. This not only gives children a sense of control over their learning and wellbeing but also encourages them to think about their interests and the benefits of different types of play. | 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. |
| *Give an example showing how you or your team made decisions to support the best learning outcomes for children rather than implementing options that would have been easier or more convenient for you/your team.* | *Give an example where you or your team have worked with the educational leader to ensure the content and delivery of the curriculum, including routines, helps each child build their identity and connect with their culture and community.* |
| Our team noticed outdoor play was often cut short due to setup times. Despite the easier option of reducing outdoor activities, we chose to reorganise our schedule, ensuring extended outdoor play. This decision, prioritising children's need for physical activity and exploration over staff convenience, led to observable improvements in children's engagement, physical skills, and overall wellbeing, demonstrating our commitment to their best learning outcomes. | In the "Cultural Threads: Weaving Our Identities" project, our team worked closely with the educational leader to enrich the curriculum and daily routines. We focused on activities that celebrated each child's unique identity and cultural heritage. Through storytelling, art, and community engagement events, we provided opportunities for children to explore and express their backgrounds, fostering a deep sense of belonging and connection within our diverse community. |
| *Explain how you avoid children having to wait long periods, for example during transitions, without engaging in play or activities.* | *Give an example of a reflection by all educators and the Educational Leader which led to stronger learning outcomes for children from everyday routines.* |
| To minimise waiting during transitions, we introduced 'Transition Stations' - small, engaging activity areas set up around the room. Children move to these stations while waiting for their turn or the next activity. These stations include puzzles, drawing pads, and quiet reading areas, ensuring children are continuously engaged in play. This approach keeps transitions smooth but also maintains a dynamic learning environment, effectively using every moment for engagement and development. | Critical reflection session, educators & Ed Leader observed that children were less engaged during transition times between activities. The group brainstormed ways to transform transitions into interactive learning opportunities. The solution was to introduce "Transition Learning Moments," where these periods were used for quick, educational games related to the upcoming activity, such as alphabet hunts before literacy sessions or counting games leading into maths time. |