

Routines and Activities Educators

NQS Element 1.1.3 Programming and Learning Opportunities

NQS Element 5.2.1 Collaborative Learning

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

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.

	ED1	ED2	ED3	ED4	ED5
Room Routine					
Do you implement regular routines to give children a sense of security and confidence?					
Do routines include plenty of opportunities for children to engage in indoor and outdoor play?					
Are you willing to change the routine if children are focused on an activity or experience which is holding their interest?					
Are you willing to change the routine so you can extend learning on the spot?					
Does your 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?					
Learning through activities and routines					
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 literacy and numeracy concepts eg angles, speed?					
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, 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?					

Actions required

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