

# Routines and Transitions Policy

## National Quality Standards

1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

## Aim

To use routines to enable the children to anticipate what happens next and give them control over what they do during each part of the day.

## Rationale

Routines and transitions are patterns of behaviour that once learned, are incorporated into the daily life.

Transitions can be classified as a passage, a change from one place, a state, an act or a change in one set of circumstances to another.

Routines and transitions work together to give children a sense of knowing, adds to the predictability and can be used as valuable learning opportunities for children to explore and experimenting a safe and secure environment. Routines and transitions help children to develop self control, independence and decision making. Consistent daily routines support active learning.

Routines and transitions can be used effectively to meet individual children's needs and challenges. Appropriate routines and transitions welcome children, connect the daily activities and help keep children focused. These times need to be planned to optimise valuable learning opportunities. Learning opportunities can occur through experiences during morning tea, helping a child with their clothes as well as making the most of routine times for one on one or small group experiences.

Routine and transition experiences throughout the day can include, but are not limited to arrival times, self selected activities, meal times, rest time, packing away and farewell.

## Who is affected by this Policy?

- \* Management
- \* Educators
- \* Children
- \* Families

## Implementation

Involve the children in the transition/routine rather than directing them.

- \* Consider each routine and transition in terms of what children are learning
- \* Actively engaging the children in routines/transition eliminates waiting time and increases learning opportunities
- \* 'Warn' children before transition occurs
- \* Use songs, sensory cues, for warning (E.g. getting ready to pack away etc)
- \* Consistency in routines and transitions support appropriate behaviour and a sense of independence for the children
- \* Avoid moving children in large groups through routines and transitions
- \* During transition times, be aware of the waiting times as this can be stressful for both child and adults and create inappropriate behaviour
- \* Rather than seeing the routines and transitions as a means to get to 'learning experiences', utilise these times FOR learning
- \* Routines and Transitions provide ample opportunities for social development including turn taking, empathy and respect for others.

## Examples of routines and Transitions Experiences

### Routines

Arrival Time: Consistent greeting, using sensory cues such as step by step pictures.

Acknowledging each child as they enter; acknowledging that they have arrived and letting other children know that the child is here and that you are happy to see them (Social Skills)

Morning Tea: Involve the children to assist in preparing for morning tea; setting the table, getting cups etc ready (Social and language development)

Bathroom: Allowing the children to the bathroom to prepare for morning tea/lunch can be done in pairs, colours, names beginning with the same letter of the alphabet (Social, turn taking, language and daily hygiene practices)

Packing Up: Establish a process that makes packing up enjoyable. Have containers ready for easy packing, utilise language interaction to talk about what goes where, sizes, shapes etc. Ensure that packing away is not too big to make the task a chore (Social, helping skills, maths, language)

End of the day: Provide small individual experiences for each child to prepare to go home. Remember to include individual farewell to each child, including looking forward to seeing them the next time ( Winding down, relaxation, memory)

### Transitions

The following examples are some ideas to use during the transition times;

- \* Move Your Body Cube (Used to assist children to move from one activity to another)
- \* Pass the bean bag (Used for children to go to the next activity or bathroom)
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## Resources

- Early Childhood Australia: <http://www.earlychildhoodaustralia.org.au/>
- 'Developmentally Appropriate Curriculum" - Merrill Prentice Hall 2007
- [www.inclusionworks.com.au](http://www.inclusionworks.com.au)

**Last Reviewed:** April 2019.

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