

Foundational Practice: Routines & Rituals



The course aims to empower educators with the knowledge and skills necessary to establish meaningful and effective routines and rhythms. By recognising children's voice, valuing consistency, embracing flexibility, and supporting smooth transitions, educators can create nurturing and responsive environments that promote children's well-being, engagement, and sense of agency in their daily experiences.

Areas covered within the course include:

- Recognising children's voice as a lead in their routines and rhythms
- Understanding the positive impact of consistency
- Emphasising the need for flexibility
- Supporting smooth transitions.

Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 1.1 – Program The educational program enhances each child's learning and development.</p> <p>Standard 1.2 – Practice Educators facilitate and extend each child's learning and development.</p> <p>Standard 1.3 – Assessment and Planning Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p>Standard 3.1 – Design (Physical Environment) The design of the facilities is appropriate for the operation of a service.</p> <p>Standard 3.2 – Use (Physical Environment) The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <p><i>Continued on next page.</i></p>	<p><u>EYLF Principles</u></p> <ul style="list-style-type: none"> • Secure, respectful and reciprocal relationships • Partnerships • Respect for diversity Aboriginal and Torres Strait Islander perspectives • Equity, inclusion and high expectations • Sustainability Critical reflection and ongoing professional learning • Collaborative leadership and teamwork <p><u>VEYLDF Practice Principles</u></p> <ul style="list-style-type: none"> • Reflective Practice • Partnerships with families • High expectations for every child • Respectful relationships and responsive engagement • Equity and diversity • Assessment for learning and development • Integrated teaching and learning approaches 	<p><u>CHCECE034:</u> Use an approved learning framework to guide practice</p> <p><u>CHCECE03:</u> Support the holistic learning and development of children</p> <p><u>CHCECE03:</u> Provide experiences to support children's play and learning</p>

Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 5.1 – Relationships between educators and children</p> <p>Respectful and equitable relationships are maintained with each child.</p> <p>Standard 5.2 – Relationships between children</p> <p>Each child is supported to build and maintain sensitive and responsive relationships.</p>		