

Foundational Practice: Running a Group Time



The course aims to equip educators with the knowledge, skills, and strategies necessary to effectively run group time activities. By implementing engagement strategies, collaborating with co-educators, facilitating child-led experiences, being prepared and flexible, inviting children to participate, and mastering story introduction and reading techniques, educators can create meaningful and engaging group time experiences that support children's social, emotional, cognitive, and language development.

Areas covered within the course include:

- Purpose of a group time
- Implementing strategies to engage and sustain children in a group time
- Collaborating with co-educators in a group time
- Facilitating child-led group time
- Preparation and flexibility in group time
- Inviting children to the group time - what does that look like
- Introducing and reading a story.

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><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>

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<p>Standard 3.2 – Use (Physical Environment) The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <p>Standard 5.1 – Relationships between educators and children Respectful and equitable relationships are maintained with each child.</p> <p>Standard 5.2 – Relationships between children Each child is supported to build and maintain sensitive and responsive relationships.</p>		