

# SECTOR CAPACITY BUILDING PROGRAM

## RESPONSIVE ROUTINES AND TRANSITIONS TOOL



### Why are effective routines and transitions important?

Effective routines provide children with a sense of predictability and consistency that help children to feel safe, secure and supported. Inclusive routines and transitions are responsive, flexible and enable all children to meaningfully participate.

Routines and transitions are important learning experiences that can become more inclusive when we are purposeful, aware, and intentional in both our planning and practice. Through critical reflection we can create routines and transitions that consider the needs of the individual within the routine, as well as the potential for learning and nurturing of relationships. Routines and transitions that are inflexible and do not accommodate the diverse needs of children, may prevent them from fully participating and can be a source of stress and frustration for educators and children. Effective routines and transitions are those which are designed to meet the needs of children, not the needs of educators.

Educators can support children to understand the routines, rituals and practices of their preschool setting. When educators work in partnership with families and other professionals, this can support children to participate more meaningfully in routines and transitions. Educators who “value the role of familiar routines and everyday rituals in children’s lives”, can help children to “develop the abilities and skills, such as self-regulation, and understandings they require for interacting with others.” (Australian Government Department of Education, 2022, p 14)

### Rationale

The aim of the *Responsive Routines and Transitions Tool* is to encourage your team to closely examine and critically reflect on how and why routines and transitions are implemented in your setting. It can support you to consider how you can implement changes to practices to ensure they are inclusive and responsive to the needs of all children. The tool encourages educators to consider who may be advantaged or disadvantaged by a particular practice.

### Definitions:

- ▶ **Routines** are regular, everyday events in early childhood settings such as mealtimes, sleep/ rest times, group times, getting ready for outdoor play, nappy change/toileting, hygiene, arrivals and departures. Routines are a key component of the curriculum and program. Effective routines provide children with a sense of predictability and consistency that help children to feel safe, secure and supported.
- ▶ **Rituals** educators develop rituals to embed daily events and to enhance predictability and support the familiarity of routines and transitions. Rituals can also ease emotionally challenging events, such as arrival where a ritual for individual children may be developed in partnership with families.
- ▶ **Temporal environment:** refers to the timing, sequence and pace of routines and activities that take place throughout the day.

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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- ▶ **Transitions** can be everyday occurrences between routines, play spaces or settings, as well as bigger transitions including from home to starting at school or an early childhood setting, or from one early childhood setting to another. All transitions offer opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things. (EYLF V2.0 Australian Government Department of Education, 2022)

## How to use the Responsive Routines and Transitions Tool

This process involves educators coming together to examine current practices, identifying a priority routine or transition to critically reflect on and developing a plan to implement any changes your team would like to make. Educators are also encouraged to consider how they can incorporate children's voices and views. The *Responsive Routines and Transitions Tool* can be used as part of an ongoing cycle of reflection on practice. This process can be revisited to respond to the needs and strengths of individual children and changing group dynamics. Your *KU Preschool Inclusion Consultant* is available to support your team through this process.

## References

- ▶ Australian Government Department of Education (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*
- ▶ Australian Children's Education and Care Quality Authority. (2018). *Guide to the National Quality Framework*.
- ▶ The Inclusion and Support Program. (2011). *Developing Responsive Routines and Transitions Self-Guided Learning Package*. Community Child Care. Victoria.

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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Diagram: Using the Responsive Routines and Transitions Tool (RRTT) in the context of the EYLF planning cycle.



(Adapted from Australian Government Department of Education, 2022, p.27)

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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Service Name: \_\_\_\_\_ Room: \_\_\_\_\_ Date: \_\_\_\_\_

List all transitions and routines across your whole preschool day (consider both children and educators)

When thinking about your whole preschool day:

- ▶ Are there certain routines or transitions that children often find challenging?
- ▶ Are there certain routines or transitions that educators often find challenging?

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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Choose a specific routine or transition that you want to focus on.		Briefly describe what this routine or transition currently looks like.
What is the purpose of this routine or transition for children?		
What is the purpose of this routine or transition for educators?		
Are there individual learning outcomes or considerations relating to specific children in relation to this routine or transition?		
What aspects of this routine or transition are essential?		

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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Why do we implement this routine or transition in this way?	
What are the expectations for all children during this time? Are expectations clear, consistent and realistic for all children during this routine or transition?	
How do we communicate expectations e.g., use of visuals/ songs? Consider children's differing learning styles, needs, interests and abilities.	
Who does this routine work well for and who has difficulties with this routine?	
What does this routine or transition look and feel like for all educators?	
What does this routine and transition feel like for all children? How will we find out? E.g., might children feel rushed or need to wait for too long? Consider the routine from a child's perspective.	

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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<p>Are other experiences interrupted for children to participate in this routine?</p>	
<p>What agency do children have during this routine? What opportunities do they have to be actively involved?</p>	
<p>Are we intentional in our practice and truly aware of our interactions with all children during this routine/transition?</p>	
<p>Are there particular aspects of this routine or transition that we want to keep, and why? What aspects do we want to change, and why?</p>	

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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<b><u>Observe and assess:</u> What information have we gathered and what does the data tell us?</b>	<b><u>Plan:</u> What can we do differently during this routine or transition time to ensure responsiveness to all children's needs and abilities? How will this be implemented successfully?</b>	<b><u>Implement and enact:</u> Outline responsibilities and timeframe. Put changes into practice.</b>
<b><u>Evaluation:</u> What worked? What didn't work? What else could we try? What could we do differently?</b>		

# RESPONSIVE ROUTINES AND TRANSITIONS TOOL

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## Useful Links

- ▶ <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/disability-and-inclusion-program/templates-for-preschool-observations>
- ▶ [https://www.acecqa.gov.au/sites/default/files/2023-07/QA1\\_DevelopingaCultureofLearningThroughReflectivePractice.pdf](https://www.acecqa.gov.au/sites/default/files/2023-07/QA1_DevelopingaCultureofLearningThroughReflectivePractice.pdf)