The Importance of Routines in E.C.E Settings

How can I use routines positively outside of early childhood education?

The most important element about routines both inside and outside of the centre is making sure that it involves the interests of the child, and they enjoy completing these tasks. If you don’t included the child’s interest throughout their routine the child will not benefit from this (Arthur, 2012).

Buy allowing a child to complete routines outside of the centre you need to allow the child to flow from one activity to another; if the routines are too jagged the child wont gain a good sense of time. It is also very important to encourage and praise your child on completion of tasks and activities so they have a sense of achievement (Deans & Barry, 2008).

Not having some sort of routine or rhythm within a home environment will prohibit the child to have no sense of time, which therefore leaves the child feeling insecure and confused of their setting (Arthur, 2012).

How can parents be involved with routines?

Parents need to have a good understanding of the basic routines that are used within an early childhood centre, so they can apply these routines to their child’s everyday life outside of the centre (Arthur, 2012).

By allowing parents to have a good understanding of the routines that the child follows on a day to day basis will allow the parent to have a good sense of the child and have an understanding to why the child might be distressed throughout certain times of the day (Deans & Barry, 2008).

Parents need to be involved when it comes down to centre routines as parents have the strongest bond with their child. This will allow the teachers to work alongside the parents to incorporate home routines to better comfort the child. Parents of the child are able to communicate expectations, special requests as well as culturally sensitive practices that can be beneficial and vital towards the child’s routine (Arthur, 2012).

It is important that the parents and teachers have a strong relationship so that they can discuss the needs of the child and what can improve their daily routines.

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Can routines within a centre have a positive impact for your child?

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What are routines?

Routines are set but flexible time periods within a centre that allows the child to grasp an understanding of what is happening throughout the day. Deans & Barry (2008) discuss that centre activities such as napping, eating, mat time, play time etc., helps the children feel comfortable and secure in their environment and allows the child to have a sense of time throughout the day.

Routines are set within an early childhood centre to organise the children, teachers as well as the outside community for the coarse of the day (Salmon, 2010).

Allowing routines within a centre helps with structure, planning and learning.

Salmon (2010) discusses that 'consistency, confidence, security, trust and a sense of safety' are just a few elements that children build when routines occurs within a centre.

Can routines within a centre actually benefit my child?

Your child can highly benefit from routines within an early childhood centre, as it can positively affect the child’s learning and positive manner. Enabling routines gives the child experiences with a set rhythms throughout their life, which allows the child to have greater time management skills (Butterfield, 2002).

Routines can be very beneficial as it allows the child to have an understanding of identity patterns that help them predict what is going to happen next through the coarse of the day (Salmon, 2010).

New Zealand’s Early Childhood Curriculum ‘Te Whāriki’ discusses the importance of keeping the child safe and secure within their settings. This links to routines as children within the centre need to have a sense of belonging and to feel apart of the centre by contributing to their own caregiving (Ministry Of Education, 1996).

Can routines have an impact on my child’s behavior?

Routines can have a significant impact on the child’s behaviour. When a child is set within a rhythm of a routine they start to feel in control of their body and have a great sense of what is next to be accomplished for the day. When something happens that interferes with the flow of the routine this can disrupt the child from accomplishing their set goal, which can lead the child to act out irrationally (Arthur, 2012).

It is important for the child to have a good sense of what is happening for the duration of the day. This is so that they are in control of their motions and understand the consequences if their set routine doesn’t go to plan (Bruce, 2010).

When children have less sleep or do not eat on time the child feels vulnerable and uncontrolled of their feelings and emotions. It is important to have set times throughout the day for important activities such as sleeping and eating so children feel more in control of their bodies (Deans & Barry, 2008).