

## Seeds of Partnership Website Video Descriptive Text Transcription High Quality Early Learning Environment, HQELE

Key Element: Routines

Sarah-A Teacher's Perspective on Routines

<http://www.seedsofpartnership.org/hqele/routines.html>

*The following is a text transcript of the High Quality Early Learning Environment, HQELE, Key Element: Routines, Sarah-A Teacher's Perspective on Routines.*

**(Description: Teacher Sarah sitting on couch in a classroom)**

Routines within our classroom are very important. They help children to be able to predict events.

**(Description: A mother smiling while signing-in and looking at her smiling son)**

and have a sense of how the day is going to unfold and a sense of confidence. So every child in our classroom has a cubby.

**(Description: Teacher Sarah sitting on couch in classroom)**

It has their name on the front and also in the back. It says their name and then it says son or daughter of and it has their parents' names because we also want to show the parents that we value them as well.

**(Description: A mother kneels next to daughter who shows her a painting)**

This is a partnership. This is not just us teaching their child and within their cubby they also have a picture

**(Description: Teacher Sarah sitting on couch in a classroom)**

so they got to bring that picture from home and put it in their space. So children come in in the morning and they'll drop stuff off

**(Description: Photo of cubby holes with family photos on top)**

in their cubbies. Some stay for naps so they'll put their nap stuff in there, like their pillow or their blanket, or some children have attachments to toys

**(Description: Photo of 4 toy cars in cubby hole)**

and we ask that they not be used in the classroom so they can leave them in their cubby if they want and visit their toy through the day.

**(Description: Teacher Sarah sitting on couch in classroom)**

But that's part of that element when they come in they have a space that belongs to them,

**(Description: Photo of cubby labeled with child's name with a jumper, folded paper, and spoon inside)**

that's theirs, and other people won't go into that space and they just can drop their stuff as they come in every day. We start our day, children come in in the morning

**(Description: Teacher Sarah sitting on couch in classroom)**

and they go through a transition every day with their parents, they come in and use the restroom, wash their hands, and then come on outside, where they just get to spend a little free play time outside and then we have a group. We sit together, the entire classroom sits together and has this small group time where we sing "Hello" and then then we divide into two different groups some come inside, some of the children come inside some stay outside. They get almost an entire hour of uninterrupted free choice time, at that point so that they can really get engaged and go into deeper thought in the space that they choose to be in and then they sit down and have a snack

**(Description: Child seated at table eating snacks with glass plate and cup on table)**

and something that's really important at our center, that other people might not do or might be surprised, is we use glass plates and we use real utensils and we have fresh snack made every day by another teacher at our center so that's really neat

**(Description: Teacher Sarah sitting on couch in classroom)**

and I think it's valuable because I know I talk to other people in the field and they have crackers that come out of a plastic bag

**(Description: Children seated at table eating snacks)**

then they toss them away at the end of snack. I think it's an important part of our philosophy to show value to the children. So then after snack

**(Description: Teacher Sarah sitting on couch in classroom)**

they switch: so if they've been playing outside they come inside and if they've been inside, they stay outside and then after that. After about an hour we get back together and have a little closing group and say goodbye to our friends. It's really neat to see children understanding the routine. We sing, before our transitions, we'll sing a five-minute song, five-minute warning song before clean-up time

**(Description: Boy wiping table)**

and then when it's clean-up time we'll sing the clean-up song. So three months into the semester last fall someone sang the five-minute song and I was observing and this child walked over to our snack cart because that was what was happening next and he pushed it from one end of the room to the other where it goes outside for snack because he said, "Oh, it's the five-minute song. I know I'm going to go outside and have snack next." And it was just a really easy way to see how he internalized the routine and he understood and how that made him feel comfortable with what was going to happen next because so often children have no say about what's happening in their day and so the routine element is important for them to know and have a handle on what's going on.