

Structure & Routines

TIER 1

What does it mean?



In preschool, structure and routines involve having a predictable sequence of activities throughout the day. It is not related to the school bells, and it is not either reliant upon a clock.

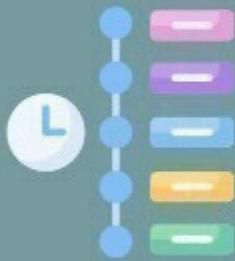
Why?

Having a clear and predictable classroom structure will help children to:



- Feel secure
- Understand expectations
- Become more autonomous
- Feel more confident

Visualizing the routines



Using a visual schedule that is displayed and referred to throughout the day, will help children anticipate and adjust to the classroom routines. Find out more and access printable material [HERE](#).

Teaching



All routines need to be explicitly modelled and practiced throughout the year. Expected classroom routines should be introduced and implemented as soon as possible. They should also be reviewed during the year.

The how & when



- Mini lessons should last no more than 2 minutes
- Routines need be revised daily at the beginning of the year, and their use should diminish as the year progresses.
- If children begin to struggle with the expectations, the process should be revisited.

Practicing



- Asking a child to demonstrate the 'right' way to complete a routine. Then, inviting another child to model the incorrect way. Explaining to the class why this was not the 'right' way, and then asking them to recreate the routine properly.

Practicing routines through play:

- Reading stories related to class routines
- Singing songs or chants with prompts for expected behaviours
- Offering puppets for children to re-enact their day while practicing routines. *Adding a mini visual in the dramatic play center
- The whole class can take part in role-play activities, either one child at a time, or all children together. For example, the teacher asks the children to pretend how to clean up or how to stand in line, etc.

