

## DAILY CLASSROOM SCHEDULES

In early childhood settings, caregivers maintain the overall routine as consistently as possible, while being flexible to accommodate individual children's natural rhythms and temperaments. Although each ELC program decides on the routine that works best for its setting, schedule, and children, the parts described below are usually included each the day. The children's schedule is anchored around a primary caregiver who works to understand the children's individual temperaments and assists with smooth transitions between activities. By following the same routine closely each day, young children gain a sense of security they need for healthy growth and development. Each classroom teacher will tweak their classroom schedules to meet the needs of their particular age group. Although we have an open door policy, we ask that parents drop off and pick up quickly so that children can get in and get involved with the school activities for the day. Parents are to drop off any forgotten items in the Director's office and not to the classroom, as this avoids unnecessary interruptions in your child's day.

### Parts of the Daily Schedule

**Arrivals** 7:00am-9:30am

All children are to be in school by 9:30am in order to participate each day.

**Departures** 3:00-6:00pm

All day school children are picked up beginning at 3:00pm and no later than 3:30pm daily. All extended day school children are picked up between 3:00 and 6:00pm.

Late fees assessed for all pickups after Noon Dismissals, 3:30pm and 6:00pm.

Caregivers work with parents to ensure that arrivals and departures are pleasant and reassuring for children. These times allow children to extend the bonds of trust they have with their parents to the caregivers in the program. This is the time when children are signed in and signed out of care each day.

### Individual Choice

Our curriculum is based on children learning through play. The teachers are attentive and offer emotional and physical support to children as they play and explore their environment at their own pace. Teachers engage in give-and-take communication with the children, support children's play with other children, and assist children in problem solving. They also support the children in planning and recalling their choice-time activities.

### Small Groups

In small groups, teachers work with children on a particular skills that focus on meeting developmental skills for the specific age group. Children who are having difficulty with any of the skills may also sit in on this small group to practice their skills. In these small group times children remain in close contact with the caregiver while having a shared experience with other children. Although the adults introduce the activities, children remain free to make choices about materials and how to use them. Children are encouraged to engage in open dialogue with their teacher about anything that interests them and is part of their daily focus.

### Outdoor Play

This part of the day allows children to explore use their large muscles while running, jumping, climbing and engaging in free play. The teachers act as supervisors to maintain safe play, but also engage the children in discussion about what interests they have outside. Oftentimes, the indoor activities are brought outside for the children to engage in creative and meaningful play with their peers.

### Caregiving Routines

In addition to strengthening bonds with children during meals, rest, and bodily care routines, caregivers

also use these care giving routines as opportunities to share control by finding ways for the children to play an active role. Caregivers fit these times around children's exploration and play. Adults also accommodate children's individual styles of waking up. Similarly, adults take cues from very young children about feedings and diaper changes rather than asserting control to make the schedule more convenient for them selves.

### **Transitions**

The timing of transitions is flexible, based on children's needs and engagement in their play, and the shift in events or activities should be kept low-key and comfortable. Caregivers organize the parts of the day in a logical fashion, just as one would do in one's personal routine. They strive to avoid unnecessary transitions, such as having children remove all their outdoor wear after playing outside and then putting it back on again to go home after a brief indoor group time. Instead, caregivers might schedule their daily routine so outside time occurs prior to departure time.

### **Team Planning Time**

This time happens every day in a high quality program. It can occur during children's naptime, before children arrive, or after they leave. The teaching team meets to discuss their observations of children's developing abilities and interests, paying close attention as they plan and chose activities for the upcoming week.