

In all early childhood centres there are routines that children do every day that enhance their well-being. Hand washing is one of the routines every centre has to do. All children wash their hands before having morning tea, lunch etc. The teacher tells everyone to line up in front of the sink, some will go to the toilet and they all will wash their hands. For the younger children the teacher will stay and check they are doing it right. Hand washing is about hygiene and cleanliness of the children which affects their well-being. Physical well-being is looking after and keeping their own body healthy by washing hands and avoiding the dirty bacteria on their hands, going into their body. Happy emotional feelings of having their food with clean hands or getting praised by the teachers for doing the right thing. The manner of hand washing before eating... These needs are at a personal, interpersonal and societal level. It is personal, the child knowing and caring for their own body, at the societal level as it is the policy for all early childhood centres for children to have clean hands before they eat and after they toilet.

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In nap/rest time, children will go to sleep or have some quiet time for them to settle their feelings or rest their body. Younger children easily show their tiredness and when this happens the teacher will take a few children to the beds and stay with them until they go to sleep. Older children will just take their own blanket and find themselves a quiet place for them to rest or nap until they have had enough sleep. This routine meets the need of physical and spiritual well-being, children knowing the limits of their body and knowing the ways for caring for it by resting or having a nap and being self-aware which are at the personal level. Not feeling tired, sleepy or being grumpy is related to mental and emotional well-being and taking a few minutes rest or sleep will make them happier and refreshed. Having a quiet time can also be influenced by the teachers/parents (interpersonal level) so the children won't be feeling tired and grumpy. Children being able to rest quietly means they trust the teachers and know it is a safe place which meets their social well-being.

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At early childhood centres the teachers will organise individual play and group activities. Individual play is like painting/drawing or playing in the sand pit etc. When the weather is good the teacher can set this up outside and sometimes a teacher may give the children a task to draw/paint some object individually. The teacher will keep all the drawing and painting in each of the children's folders, this gives a sense of belonging and the child feels happy and excited when they take the folder home to show their family. They get praise from their family and teachers which will make them feel happy. Also when the teacher asks questions about the drawings, this helps them with explaining their words, expressing their feelings and with their communication.

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With group activities like role play, everyone plays a character that they want to do from a story, they can choose or the teacher might choose it for them. Each child will get involved and communicate with other children and the teachers. To fully do the play, all children have to know the story, understand their role and if they don't they won't know what to do. They will gain confidence and experience different things by acting different roles and getting involved with everyone.

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Common group activities include making a poster or creating objects with recycled rubbish with the children communicating with others and suggesting ideas. These group activities meet the needs of mental and emotional well-being as the children try to think carefully and explain or express what they really want to do or suggest some ideas and trying to get

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involved with the group. Good team work makes good friendships, relationships and a sense of belonging in the group which meet their needs of social well-being. Gaining confidence, self-esteem by working with others well and doing the same activities meets the spiritual well-being.

The routines, individual play, group activities and teacher directed activities that are provided in early childhood centres and home based care meet all four dimensions of hauora, for the purpose of Early Childhood Curriculum, Te Whāriki. These occur in an environment designed to foster children's learning and development and follow the principles, strands and goals appropriate for all 2-5 year olds.