



Routine: Pack Away

Review Date: 28/11/2025

Rationale

We want our children to develop a sense of pride and ownership of **their** preschool. By involving everyone in packing away toys and cleaning the area, they learn to co-operate and become a valuable team member.

Children develop an appreciation of aesthetics and an understanding of where everything belongs and hence where to find the resources they may need in future.

Pack away time even provides learning opportunities for cognitive skills such as categorisation, literacy and numeracy skills.

Educators & children are encouraged to pack away belongings & materials as they use them throughout the day, with educators modelling & encouraging each child or group of children, while considering their developmental level. This minimalises the routine becoming overwhelming & maintains a sense of calmness & order throughout the day.

Aim

By teaching children to clean up themselves, we hope to assist children to take responsibility for their environment, develop a sense of belonging and learn important life skills.

Procedure

- The children and staff receive a warning when there is approximately five minutes of play time remaining.
- The educators gain the children's attention to let them know when the transition to *tidy up time* begins.
- Depending on the needs of the group (particularly with 3 year olds), the children may be brought together and small groups allocated an area to tidy. If this is not warranted, we may move straight onto *tidy up time* without this intervention.
- Educators design routines with auditory or visual cues to support children and provide assistance (as required).
- Respect is shown with children and staff being thanked for their contribution.
- The construction of the learning environment will assist the process by making it clearly visible where items are stored for easy packing away.
- Staff will use their knowledge of individual children and of child development to introduce strategies as needed to assist the process to be a smooth and positive experience for all concerned.

Links to the Early Years Learning Framework

Outcome 1: Children have a strong sense of identity.

1(a) Children feel safe, secure and supported.

1(b) Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

1(d) Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with and contribute to their world.

2(a) Children develop a sense of connectedness to groups and communities and an understanding of the reciprocal rights and responsibilities as active and informed citizens.

2(c) Children become aware of fairness.

2(d) Children become socially responsible and show respect for the environment.

On behalf of the Management Committee:

Name: Narissa Cuskelly (President)

Signature:

Date: 28/11/2023

REVIEW DATE: 28th November 2025

POLICY REVISION

Reviewed	Adopted by	Review date
19/09/2015	Naomi Simpson (President)	19/09/2017
15/06/2021	Aaron Kennedy (Treasurer)	15/06/2023
28/11/2023	Narissa Cuskelly (President)	28/11/2025