



1. Set a goal for the week.
Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup
[Click here for goal template.](#)
2. Identify barriers
3. Track the goal daily
4. Celebrate achieved goal.



3.2.1 Inclusive environment Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.



In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 3.2.1 and why you do this? This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of 3.2.1.

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment



Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 3.2.1. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

- E = **Embedded** I do that **ALL** the time
- K = I **know** I need to do that, but I don't do it all the time
- T = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

Practices	ED1	ED2	ED3	ED4	ED5
Do you set up and adapt environments to meet the ages, interests and abilities of all children in the group?					
Do you change or adapt resources where required to ensure each child can successfully participate?					
Do you make sure children can access most resources without adult help?					
Do you plan a mix of large and small group activities and experiences?					
Do you plan activities that challenge children and encourage them to take appropriate risks?					
Do you plan activities where each child explores, investigates, solves problems, uses their creativity and imagination etc?					
Do you always support activities started by or suggested by children eg by adapting the environment and locating resources?					
Do you promote activities using natural and man-made resources like wood offcuts, cardboard rolls, sticks, leaves, water, grass, sand, rocks and mud in both the indoor and outdoor environments?					
Do you mainly implement activities that reflect each child's interests and daily lives?					
Do you establish close working relationships with professionals and families to support the inclusion of all children, including those with additional needs?					
Do you monitor noise levels and implement strategies to reduce noise if needed eg room rules?					
Do you provide opportunities for children to engage in social or solitary play according to their individual needs and preferences?					
Do you regularly reorganise the indoor and outdoor environment with children's help to stimulate children's interest and engagement?					
Environment, Equipment and Resources					
Do you help organise indoor and outdoor spaces where children can play or relax on their own or in a small group without interruption eg by adults or other children moving through the area?					
Do you make sure indoor and outdoor spaces used for routine activities like nappy changing, resting and eating are organised in ways that promote positive interactions?					
Do the make sure indoor and outdoor environments look attractive? Would you want to spend time playing or relaxing in them?					

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment

3.2.1 Inclusive Environment

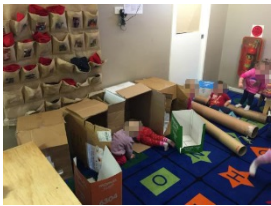
All educators confidently organise and adapt spaces to promote each child's participation in a high-quality learning program which reflects the diverse cultures and context of the community. All educators, both individually and as a team, regularly reflect on ways to enhance learning outcomes and participation through the creative and flexible use of space, including community spaces accessed during excursions.

Outdoor environment



Offer extra ideas to add to the already existing environment. Educate them on loose parts play and encourage them to pick up interesting things off the street, do a risk assessment and add to the play area. This is a crate brought into the environment. Bowls and egg beaters were added.

Indoor environment



Demonstrate how changing the layout of the room can help the dynamics. Educate them on loose parts play indoors. Offer alternate ideas to make the indoor environment more inclusive.

Boxes and young children always work well. Don't forget to show educators how to build and make anything they require from cardboard boxes. They should also be pathways which go around children's play and activities rather than through them.



Stove made to extend upon child's father who is starting a new restaurant.

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment

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Father who works for Origin Energy brought in cable reels.



Mother is a personal trainer and now the educators have built a personal training studio with the children.



Penny used a large cardboard box from a refrigerator to create a calm space for children to use.



Inside the box.

Natural environment



Encourage educators to plan activities using nature. Get the educators to collect natural items from anywhere and then give them the opportunity to choose how to set up a natural environment indoors. It's usually the simple things like rocks that make the best play equipment.

Built environment

Demonstrate how altering built environments can promote a more inclusive environment, for example, creating lower spaces for children who cannot walk.



Mud works best. Remember the mud will wash off but the memories last a lifetime.



This space was created by the educators and children. Old pallets were used with star posts and cable ties.



Pallets create teamwork.

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Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 6 short sentence that show “how” you are doing it. We’ve chosen 3 questions from the checklist for you. **Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
eg Do you mainly implement activities that reflect each child’s interests and daily lives?	On the weekend Ellie helped her brother Jack’s bike. It had a flat tyre and dad taught both children how to do a puncher repair on the tube. I organised a space and materials where Ellie could show other children how to do this (Learning Story 3_6-20)
1. Do you provide opportunities for children to engage in social or solitary play according to their individual needs and preferences?	
2. Do you change or adapt resources where required to ensure each child can successfully participate?	
3. Do you help organise indoor and outdoor spaces where children can play or relax on their own or in a small group without interruption eg by adults or other children moving through the area?	
4.	
5.	
6.	



Regs!
Do you do this?

What Regulation goes with this NQS Element?

Regulation 113 Outdoor Environment

Who has to do what?

Educators must provide children with opportunities to explore natural settings and resources in outside play areas eg gardens, sandpits, dirt patches, pebble/gravel pits, edible plants, shady trees, worm farms, compost areas, water play areas, logs, rocks, hay bales, tree stumps and potted plants.

Explain how you and other educators meet this part of the law:

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment

As a team now reflect critically on a situation in your room that comes under Element 3.2.1 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

Wednesday 3 June 2020

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.

Please watch the video for more information



Video Training
Click Here

Example Situation

Children love to spend time in our outdoor long grass maze but some educators are worried they can't supervise children properly.



Child/ren

I love exploring the tall grasses and it's good to get away from the teachers and have fun on our own.

Educators and Nominated Supervisor

On the one hand we're supposed to let children explore and take appropriate risks, and on the other hand we get in trouble if we're not adequately supervising them. You can't win.

Families and community

I'm not sure about all the long grass. What happens if there's snakes or other dangerous things hidden in there?

Theorist and current research

"Grass Mazes contain tall, hardy ornamental grasses spaced far enough apart to create the feeling of a maze, enveloping children and stimulating movement through a circuit that triggers curiosity and invites exploration of ever-changing pathways.."
Guide "Nature Play at Home"

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

All staff discussed the grass maze at a staff meeting on 2_6_20. Supervision was raised and it was agreed a better supervision plan needed to be implemented for that area so that one educator was always standing at the top of the dry riverbed which looked down onto the maze.

Educators discussed safety issues too, noting the grasses were planted at spaces that would discourage snakes. However, while the area was part of our daily checks, it was agreed the educator positioned at the riverbed would carefully check the area for snakes and dangerous objects immediately prior to children using the area.

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment

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As a team now reflect critically on a situation in your room that comes under Element 3.2.1 and write a contribution for the Improvement Plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice **Wednesday 3 June 2020**

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

Select one or more from below or from the checklist to critically reflect upon:

- Would families/children agree you monitor noise levels and implement strategies to reduce noise if needed?
- Would families/children agree you always support activities started by or suggested by children?
- Would families agree the indoor and outdoor environments look attractive?



Child/ren

Educators and Nominated Supervisor

Families and community

Theorist and current research

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

Evaluate the change in practice due to your reflection

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment



Write your QIP using what you've completed over the week. Why are you doing this?

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the room location into the strength . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
5. Write how you are achieving the exceeding themes.		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the location of other evidence they need to see to show how you're exceeding.		
7. Show the assessor the location and time of other practice they need to observe to show how you're exceeding.		

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment



Working Towards

One mum said to Miss Tenisha that she couldn't believe how different her children were. One seemed to be always happy and loved playing with other kids, and the other was very emotional and easily upset. How could this be when they were both raised in the same household in the same way? What should she be doing? Miss Tenisha laughed and said she'd heard stories like this from other families and she thought it was just luck whether you got an 'easy' child or a child with more challenging behaviour.



Meeting

The green text is directly related to the meeting indicators for Element 3.2.1 on pages 192-194 of the NQS Guide

One mum said to **Miss Tenisha** that she couldn't believe how different her children were. One seemed to be always happy and loved playing with other kids, and the other was very emotional and easily upset. How could this be when they were both raised in the same household in the same way? What should she be doing? Miss Tenisha explained that children are born with different temperaments and educators consider this when they're planning room/group routines and learning experiences. For example, some children need to move around a lot more than other children and educators set up spaces and resources where they can engage in lots of things like running, jumping, playing with balls, dancing etc. Miss Tenisha explained the children preferred outdoor spaces and loved engaging in risky play activities.



Exceeding

Click the logo above to see the ACECQA NSQ Exceeding Themes for 3.2

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 200-201.

One mum said to **Miss Tenisha** that she couldn't believe how different her children were. One seemed to be always happy and loved playing with other kids, and the other was very emotional and easily upset. How could this be when they were both raised in the same household in the same way? What should she be doing? Miss Tenisha explained that children are born with different temperaments and educators consider this when they're planning room/group routines and learning experiences. For example, some children need to move around a lot more than other children and educators set up spaces and resources as needed during the day to create a flexible and inclusive space where they can engage in lots of things like running, jumping, playing with balls, dancing etc. Miss Tenisha explained the children preferred outdoor spaces and loved engaging in risky play activities.

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment

Physical Environment (WHS, Learning and Admin) Policy – Environments, Layouts, Activities and Groupings

The Approved Provider, Nominated Supervisor and/or educators will:

Environment

- include natural elements like plants, trees, gardens, rock, mud and water
- include elements that challenge children and encourage appropriate risk taking
- include specific requirements for special needs children
- include sustainable practices
- provide adequate shade, fencing, lighting, ventilation, heating and cooling

Layout

- ensure children, educators and visitors can move around without disrupting children's activities
- create spaces which encourage collaborative learning
- create areas where children can engage in quiet, restful or independent activities
- ensure children can be adequately supervised at all times
- keep a record of changes made to spaces and environments to create inviting learning spaces

Activities

- complete regular risk assessments and implement practices to reduce or eliminate risk
- engage children in a wide variety of indoor and outdoor experiences
- discuss safety issues with children and involve them in setting rules
- provide families with current safety information

Children's Groupings

- ensure the size and composition of groups allows children to develop secure relationships with educators and positive relationships with other children.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

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Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

Exceeding theme 2: Practice is informed by critical reflection

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
Total	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
Total		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

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