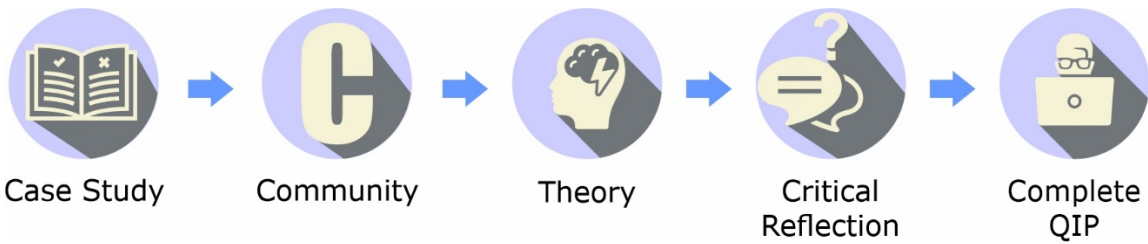


3.2.2 Resources support play-based learning

Week 11 – 26.4.2021
Monday to Friday



Educators

Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

A service reviewed what the NQF Guide said about element 3.2.2 and understood there were several parts to the element.

Resources and equipment:

1. that can be used in multiple ways and allow the environment to be regularly rearranged
2. that are sufficient in number and accessible so children need not wait very long to use them
3. which meet the interests and abilities of all the children using them
4. which support all aspects of the program and learning outcomes
5. which challenge children and support appropriate risk taking.

Action from critical reflection – identified practice meeting the element description.

Resources and equipment that can be used in multiple ways and allow the environment to be regularly rearranged

Our children spend quite some time using loose parts to create and build on their imaginary play! Here, our Preschool friends used a table made from recycled pallets as the base & added 4 tyres, a milk crate and bits of wood to create their 'wood truck'!



What do you have for play that can be used in multiply ways?

Resources and equipment that are sufficient in number and accessible, so children need not wait very long to use them.

Week 11, 26 April - 30 April 2021- 3.2.2 Resources support play-based learning

Copyright Centre Support Pty Ltd 2021 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it. Page | 1



Cherie has a suitcase of books that she can take to different locations both indoors and outdoors. All the children can access to a book to read while she reads.

What resources and equipment do you have that are sufficient in number and accessible, so children need not wait very long to use them?

Resources and equipment which meet the interests and abilities of all the children using them.

Ariella is fascinated with bugs and all living animals. The educators deliberately placed the reels on the grass so bugs will live under them and the children can discover and explore them. If you were to look at Howard Gardner’s theories of multiple intelligence, we could say Ariella has a **Naturalist Intelligence**: Children with this type of intelligence will be particularly in touch with nature. Activities they will enjoy and take an interest in include things like gardening or caring for an animal. Essentially, anyone

Week 11, 26 April - 30 April 2021- 3.2.2 Resources support play-based learning

Copyright Centre Support Pty Ltd 2021 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

can learn anything if they can relate it back to something they are interested in.



What resources and equipment do you provide that meet the interests and abilities of all the children using them?

Resources and equipment which support all aspects of the program and learning outcomes.



We must not forget that maintenance of the room comes under the concept of all aspects of the program and children should be provided with resources to clean and maintain their room.

What resources and equipment do you provide that support all aspects of the program and learning outcomes?

Resources and equipment which challenge children and support appropriate risk taking.



What resources and equipment do you provide that challenge children and support appropriate risk taking?

Intentional teaching example with an educator using resources to support play and learning.

The Musical Band - 12–18-month-old children.

Today Miss Kerrie provided learning environments that were flexible and open-ended, (LO - 4:1) by placing saucepans, spoons, lids and bowls onto a mat. Miss Kerrie provided this equipment for the children to revisit their ideas and to extend their thinking (LO - 4:1) about music, sound and how to ‘start’ learning about rhythm.

Leo and Hamish were enthusiastic learners (LO - 4:1) when they discovered the wooden spoon and started to hit the tin with it. Miss Kerrie listened for a while before modelling curiosity and to try new ideas (LO - 4:1) by asking Hamish” What sort of sounds would you make if you banged the tin and then the pan? Would you be able to make a tune?” Hamish showed that he was actively listening and understanding what Miss Kerrie had asked (LO - 5:1) by banging the tin and then the pan. Hamish looked at Miss Kerrie and smiled. Miss Kerrie engaged in enjoyable interactions with the children as they made and played with sounds (LO - 5:1) by remarking “This is great. Would you and Leo like to sing ‘twinkle, twinkle while you play the music?’”

Leo and Hamish then joined Miss Kerrie to sing, with Leo doing the actions. Hamish then handed the spoon to Leo. Leo copied Hamish’s actions and we started the song again. Leo concentrated on the sounds of the words (LO - 5:2) as he attempted to ‘play’ his instruments in tune to the song. Miss Kerrie acknowledged and affirmed both Leo and Hamish’s effort and growth (LO - 3:1) by responding “ Wow..... Miss Kerrie is so impressed with your learning. Leo you were really concentrating on beating the music in tune with the words. You are learning things very quickly”

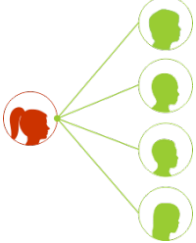
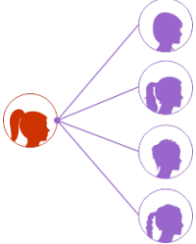
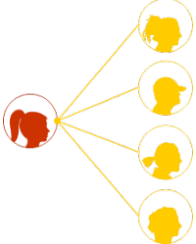
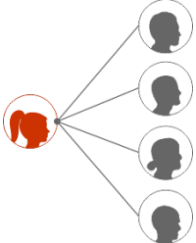
Where are you compared to Kerrie in regard to intentional teaching?

Week 11, 26 April - 30 April 2021- 3.2.2 Resources support play-based learning



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- How could you improve the way resources, materials and equipment are organised to strengthen learning outcomes? (*example below and in QIP Improvement example*)
- Could you do more to help children use resources in different ways?
- How do your resources support children’s participation and sense of belonging?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	It’s hard to see what dress ups there are. I’ll just grab what’s on top if it looks fun.	<p>The Room Leader and educators brainstormed better ways to store the dress ups and decided to source a cheap clothes rack and some clothes hangers and start hanging the dress ups.</p> <p>They discussed how the items should be grouped ie by size, colour, or type of clothing item.</p> <p>Educators also decided that the job of keeping the dress up area tidy could be included in the child helper roster.</p>
 <p>an educator</p>	The dress ups just get thrown into a box. It’s messy and uninviting. There’s got to be a better way to store them.	
 <p>your families</p>	I’d love to donate some old clothes for dress ups but I’m not sure they’d be used. They just seem to get thrown in a big box in the corner.	
 <p>theorist and current research</p>	Socio cultural theories propose that relationships and cultural participation are the foundation for learning.	

Week 11, 26 April - 30 April 2021- 3.2.2 Resources support play-based learning



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- How could you improve the way resources, materials and equipment are organised to strengthen learning outcomes?
- Could you do more to help children use resources in different ways?
- How do your resources support children’s participation and sense of belonging?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

Week 11, 26 April - 30 April 2021- 3.2.2 Resources support play-based learning

3.2.2 Resources support play-based learning

Week 11–26.4.2021

Monday to Friday



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example of children using resources to learn more about built and natural environments.</i>	<i>Please give an example of how you adapt spaces and resources throughout the day, week etc to ensure the environment consistently supports children's participation and learning (Used for QIP Strength example).</i>
<i>Please give a recent example of children using resources or equipment to challenge themselves and take appropriate risks.</i>	<i>Please discuss what changes were made to your resources and equipment following critical reflection by your team or service.</i>
<i>Please explain how you involve children in decisions about what resources to purchase or source?</i>	<i>Please discuss how your resources and equipment reflect the local community and/or the way your service collaborates with the community.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

Week 11, 26 April - 30 April 2021- 3.2.2 Resources support play-based learning

Copyright Centre Support Pty Ltd 2021 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

3.2.2 Resources support play-based learning

Week 11–26.4.2021
Monday to Friday



Checklist

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 3.2.2. 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	

Resources	ED1	ED2	ED3	ED4	ED5
Do you make sure resources suit each child's age, ability and interests and support their participation in the program?					
Do you make sure there are enough resources for children to access without waiting for long periods?					
Do you source/make available resources that children can use in many different ways to support their learning eg natural and man-made loose parts?					
Do you make sure children can easily access natural and man-made resources					
• which support their creativity and imagination, including resources supporting dance, drama, music and visual arts?					
• which support their literacy and numeracy in meaningful ways?					
• which encourage problem solving, discovery, experimentation etc?					
• which support physical activities that help develop skills like balance, flexibility, strength and co-ordination?					
Do you make sure children have opportunities to experiment with different technologies during leisure/play?					
Do you make sure resources/equipment challenge children and encourage them to take appropriate risks?					
Do you make sure children can easily access resources which provide a range of sensory experiences?					
Practices					
Do you regularly engage with children in their play/leisure activities and take advantage of opportunities to extend their play?					
Do you encourage children to try new activities and experiences?					
Do you encourage children to help choose resources?					
Do you show children how to handle equipment/tools, and support their ongoing use as children become better at using them?					
Do you regularly provide opportunities for long periods of uninterrupted play, and adjust room/group routines to accommodate children involved in play?					
Do you regularly reorganise the indoor and outdoor environments, with children's help where possible, to maintain/extend children's interest?					

Week 11, 26 April - 30 April 2021- 3.2.2 Resources support play-based learning