



Educational Leader

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.

How well do you think the resources at your service meet the different parts of the element outlined above?

Do some of the resources meet these parts more than others? Think about natural versus commercial/plastic resources, new versus second hand resources, where resources were sourced from etc. Are there any patterns emerging?

Looking for resources in your local community usually yields many 'treasures' that can be used flexibly, hold children's interest, challenge their abilities and promote learning outcomes.

For example, local charity shops have dress up items like used clothes, jewellery, glasses, hats, shoes and bags, crockery and kitchen utensils, books, records, board games and dated equipment like computers, typewriters, hair dryers etc.

'Two dollar shops' often have cheap man-made loose part type resources.

Many local businesses may also be happy to help with resources like timber offcuts, carpet and material leftovers, stationary etc. What resources might you find in the community if you made a list of local businesses and brainstormed some of the resources they may be willing to donate? Do any of your families run any of these?

Part of your role as Educational Leader is to help educators source these resources and materials. To do this effectively think about:

- what your educators need to know (eg the type of stock different businesses carry)
- what skills they need to practice (eg greeting and communicating professionally with local business owners, professional courtesies like sending a written thank you or acknowledgement)
- how they will access the community resources and when.

What do you need to do?

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Bike Safety Policy

- Issues services may consider if planning bike tracks or using existing tracks include:
 - using different texture materials so children experience different vibration and sounds
 - including road features which reinforce road safety eg line markings, pedestrian crossings, stop and give way signs, traffic lights
 - including features like petrol stations, bus stops and gardens to encourage role play
- The Nominated Supervisor (NS) will ensure bikes are suitable for the ages of children, comply with AS/NSZ 1927, and are regularly inspected and maintained
- Before children can ride bikes:
 - the NS will conduct a risk assessment and eliminate or minimise risk to children
 - the NS will induct educators and staff in the safe use of bikes
 - educators will teach children how to ride the bikes and the bike safety rules

The bike safety rules include:

- all bikes are ridden in one direction only
 - all children wear properly fitting helmets that comply with AS/NSZ 2063
- no child can ride a bike if an educator is not supervising.

Physical Activity Promotion Policy

Educators will:

- implement the Federal Government’s Physical Activity Guidelines for children 5-12 years which recommend:
 - a combination of moderate and vigorous activities for at least 60 minutes a day, including activities that strengthen muscle and bone. (Children who are just starting to get active should begin with a moderate level of activity, for example 30 minutes per day, and steadily increase)
 - children spend no more than two hours a day using electronic media for entertainment (eg computer games, TV, internet), particularly during daylight hours
- implement planned and spontaneous physical activities in indoor and outdoor areas
- support and promote new activities and those suggested by children and families
- participate in physical activity with children
- promote the benefits of a physically active lifestyle with children
- include activities with complex motor skills, and activities like dance and drama.

Do you have any feedback or comments about these policies? Please include below.

Educator’s Name	Educator’s Signature

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