



Educational Leader

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.

A service reviewed what the NQF Guide said about element 3.2.1 and broke it down to understand educators build inclusive environments by:

- organising and adapting indoor and outdoor spaces to support each child's interests, preferences, self-confidence and participation
- using and arranging furniture, equipment and materials in multiple ways to support children's engagement with the built and natural environment.

It's **National Reconciliation Week from 27 May to 3 June**. In relation to Element 3.2.1, this can be a time to explore how you can design and use indoor and outdoor spaces that reflect the local Aboriginal and Torres Strait Islander community and culture.

There are free online activities and curriculum resources/ideas for early childhood and older children available from [Narragunnawali](#).

Another online resource is [Magabala Books](#) which is an Indigenous publishing house. It provides free Teacher Notes and suggested activities to accompany books telling fictional stories related to Indigenous culture. Even if you don't purchase the book, there are many links to Indigenous information and culture.

Other ideas include:

- speaking and displaying words from local Indigenous language(s)
- learning and displaying the name of the Country
- learning and using some [Aboriginal hand signs](#) (<https://www.youtube.com/watch?v=qLwf2b4kWKo>)

How will you help educators build inclusive environments for all children, including Aboriginal or Torres Strait Islander Children?

Week 15, 24 May - 28 May 2021- 3.2.1 Inclusive Environment

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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