

## 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**

Here is a playground from New York. What do you think? Would your parents like it?



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

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

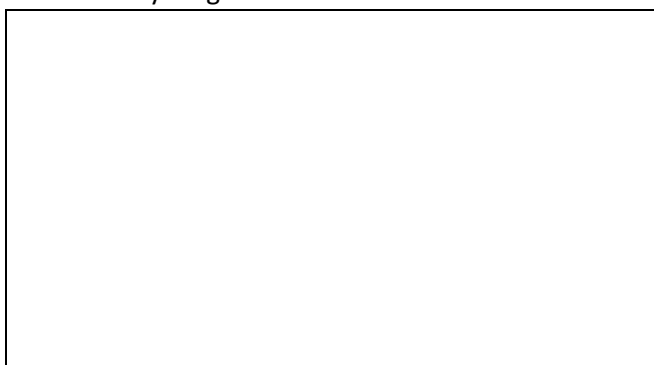
We have trolleys filled with sport equipment that children can wheel to various locations. This helps children gather everything they need the first time and prevents overcrowding in our store-room.

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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 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?

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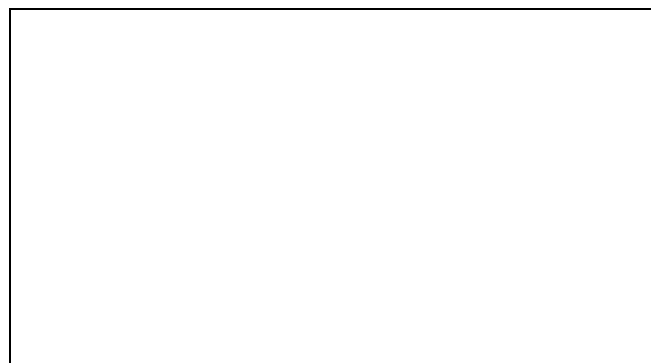


**Resources and equipment which support all aspects of the program and learning outcomes.**



We must not forget that maintenance of the room and outdoor space 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?

## Exploring the Theorist Howard Gardner

Gardner's theory is based around the idea that multiple intelligences exist. Gardner argues that there are many different types of intelligence rather than just one and that people can be intelligent in different ways.

**Logical/Mathematical Intelligence:** Children will like to problem solve, explore patterns and sort objects by category, count, ask questions and experiment.

**Musical/Rhythmic Intelligence:** Children will sing, dance, hum etc. They'll pick up on rhythms and patterns in music and be sensitive to sounds and tones of voice.

**Linguistic/Verbal Intelligence:** Children will play and experiment with words. They'll enjoy reading and exploring books and experiment with writing.

**Spatial/Visual Intelligence:** Children will think in pictures. They'll know where everything is in the

classroom and show a strong interest in the way things work.

**Interpersonal Intelligence:** Children will be very social and have lots of friends. They'll possess strong leadership skills, group organisational skills and be good at resolving problems and conflicts.

**Intrapersonal Intelligence:** Children will be aware of their emotions and express their feelings well. Children with intrapersonal intelligence will require private space and time.

**Bodily/Kinesthetic Intelligence:** Children may have strong fine and gross motor skills. They will learn through movement and will excel at physical activities.

**Naturalist Intelligence:** Children will be particularly in touch with nature. They'll enjoy and take an interest nature-based activities, such as gardening or caring for an animal.

Most people possess some intelligence in all these areas and excel in one or two. There are interactions and links between them all. Acknowledging and using the different type of intelligence in a program will give every child the chance to learn in a way that suits them and caters to their interests. Essentially, anyone can learn anything as long as they can relate it back to something they're interested in.

**Do you force children to do a painting if they don't like painting because you need a painting for their portfolio to tick a box? If a child is good at sport and likes playing soccer, could you incorporate that into an art experience by getting them to paint something about soccer?**


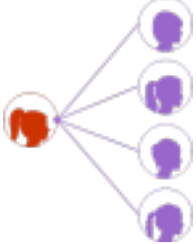

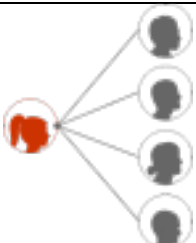
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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- 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><b>a child</b></p>	<p>It’s hard to see what dress ups there are. I’ll just grab what’s on top if it looks fun.</p>	<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><b>an educator</b></p>	<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>	
 <p><b>your families</b></p>	<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>	
 <p><b>theorist and current research</b></p>	<p>Socio cultural theories propose that relationships and cultural participation are the foundation for learning.</p>	

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### Complete your QIP

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

#### Instructions

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> 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

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## 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?					
<b>Practices</b>					
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?					

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