



**Educators** - *Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.*

A service reviewed what the NQF Guide said about element 3.1.1. and understood indoor and outdoor spaces:

- are flexible, welcoming and accessible
- reflect diversity in the community
- are safe and promote health outcomes
- are environmentally sustainable
- contains safe furniture and equipment that promotes learning outcomes.

We are going to step back and look at the big picture with this element, then step right outside of early childhood to see what other sectors do. After we do this, we'll be able to evaluate what is working for us.

**Fit for purpose.** What needs to be a **fit** for what purpose. If we were to look at children's **play as a job**, do they have the **tools to play**? Do they have the **workspaces set up so they can play**?

To answer these questions we'll be looking at and evaluating images of other workspaces.



Above is a well organised area for an adult to play craft maker. Is it welcoming and accessible?

How do your spaces compare to this one when you evaluate against the question 'is it welcoming and accessible?'



Above is a well organised area for an adult to play chef. Is it safe, and if so, why do you think it's safe?

Does it promote health outcomes? If so how?



Imagine if you were a surgeon and halfway through the surgery you didn't have the piece of equipment you needed? How would you feel? Now evaluate your play spaces for children. Do they have everything they need to play? Is it neat and easily accessible so they don't need to wander off looking for it and get distracted?



Imagine having everything so well organised that you know exactly where to find it? How would that help if you were playing mechanics?

Identify what is not working in your room.

Reflecting on adult play spaces (workspaces), what could you use from them to make sure your children can work/play? Please note, I'm not asking you to reproduce these workplaces. I'm asking you to identify the elements that make the adult spaces a good work environment and to reproduce these elements.



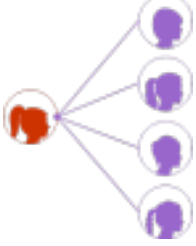
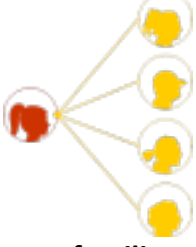

Does the above image look like a good way to work? Why? What does it say about the person?

**Week 18, 14 June - 18 June 2021- 3.1.1 Fit for Purpose**



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:


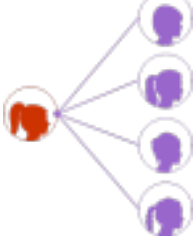
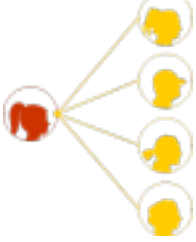

- Could we change the arrangement of furniture and equipment in indoor or outdoor spaces more regularly to stimulate children’s engagement in the program?
- Could we implement more activities that allow children to move freely between our indoor and outdoor spaces (included in Improvement example)?
- Do we adequately control the noise levels in the environment?

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>I’m having fun building this but why can’t I go outside to get the things I want to add to it?</p>	<p>The Room Leader and educators discussed implementing activities that allowed children to move freely between indoor and outdoor spaces. Concerns were raised about supervision levels, and a new supervision plan was drawn up so there was always one educator near the doors dividing inside and outside, and one educator in the outdoor area. It was agreed one small area outside that was hard to supervise with limited staff would be cordoned off from children, and children advised they were not to access that area.</p>
 <p><b>an educator</b></p>	<p>How are we supposed to adequately supervise children if they can run around wherever they want?</p>	
 <p><b>your families</b></p>	<p>Sometimes I wonder why educators don’t use all the space they have. Why do the children have to be either all inside or all outside?</p>	
 <p><b>theorist and current research</b></p>	<p>Paulo Friere proposed that children have a right to be heard and consulted. Planning considers learning from the child’s perspective and programs are co-constructed with children and families.</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 discuss how your indoor or outdoor spaces show your commitment to learning and wellbeing which reflects the diversity of your families and/or local community (not just tokenistic displays.)</i>	<i>Please discuss how the design of the physical environment, and the furniture, equipment and resources, supports and encourages each child to safely participate in the program.</i>
<i>Please give an example of the way you use spaces in flexible ways, and what may prompt you to implement the change.</i>	<i>Please give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service (included in QIP strength).</i>
<i>Please give an example of how you use indoor/outdoor spaces to promote learning about environmental sustainability and caring for the environment.</i>	<i>Please give an example of how you use indoor or outdoor spaces in creative ways to promote children's learning, despite any limitations the physical spaces may impose.</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 18, 14 June - 18 June 2021- 3.1.1 Fit for Purpose

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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 3.1.1. 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	

Do you make sure there's convenient and flexible access between indoor and outdoor areas eg openings accessible to children?					
Do you speak with managers/leaders where necessary to ensure every child has the equipment needed to participate fully in the program?					
Do you contribute to making the environments attractive and welcoming eg display children's projects and art work, keep environments clean and tidy?					
Do you work with resources that reflect the cultures and backgrounds of the children, families and local community?					
Do you use private spaces for confidential conversations with families?					
Do you make sure there are comfortable and attractive areas where children can rest and relax?					
Do you complete risk assessments for any shared spaces with a school?					
Do you follow supervision plans in indoor and/or outdoor spaces to ensure children are adequately supervised at all times?					
Do you constantly monitor indoor and outdoor spaces for risks to children?					
Do you make sure all furniture and equipment is safe and used safely eg sinks used for handwashing after toileting are never used to prepare food?					
Do you document evaluations of and changes in the location of furniture and equipment?					
Do you consider the spaces available when organising group activities ie to ensure all children's safety, minimise conflict and promote learning outcomes?					
Do you ensure children are not exposed to excessive noise levels for long periods?					
Do you set up indoor and outdoor spaces to minimise the risk of injury and conflict?					
Do you teach children the correct way to use furniture and equipment?					
Do you model environmentally sustainable practices eg heating/cooling temperatures not set too high or low?					