



Educational Leader

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

Looking at the element in detail - A service reviewed what the NQF Guide said about element 3.2.2 and understood resources and equipment should:

1. allow children to use them in multiple ways, and the environment to be regularly rearranged
2. be plentiful and accessible so children don't need to wait very long to use them
3. support all children's interests and abilities
4. support all aspects of the program and learning outcomes
5. challenge children and support appropriate risk taking.

This week we're looking at AnjiPlay which is an approach to play developed by Cheng Xueqin in Anji County, China. It's based on five interconnected principles:

Love: Safety that comes from responsive, reliable, and consistent environments and relationships. The experience of being trusted, heard, seen and respected.

Risk: The experience of doing something with uncertain outcomes based on a prediction. Risk is the basis of inquiry, learning, discovery and the scientific method.

Joy: The internal reward that comes from experiences of risk, deep engagement and discovery.

Engagement: A sense of connection and purpose that arises from exploration and discovery of the physical and social worlds.

Reflection: The process of thinking about, interpreting, and understanding experiences and information.

AnjiPlay materials and environments are minimally structured and open-ended which encourage children to explore cause and effect, collaborate with peers, imagine, create and challenge themselves. AnjiPlay environments also have distinct areas defined by activity rather than theme or purpose.

During AnjiPlay, children are continually learning about their world and testing their capabilities. This reflective practice helps to consolidate their experiences and to make sense of surprising events.

As we know, reflection is now a key concept in education. The scientific literature suggests reflection is triggered by an unusual or puzzling situation or experience which requires the adult or child to examine their responses, beliefs and assumptions. This results in them integrating new understandings into their experience.

In recent years, researchers in computational neuroscience have approached the question of how the brain works by assuming one essential function is to try and predict the future – what will happen next. This is where play and reflection come in.

How does the educational program encourage your children to reflect?

What resources could educators use to help each child test their responses and add to what they already know?

Sources: AnjiPlay <http://www.anjiplay.com/principles-and-practices>
[Play and its surprises teach brains by fuelling reflective thinking \(2022\) S Schulz](#)

Week 13, 9 May – 13 May 2022 – 3.2.2 Resources support play-based learning

Bike Safety Policy

- Issues services may consider/use if planning bike tracks or using existing tracks:
 - different texture materials so children experience different vibration and sounds
 - road features which reinforce road safety eg line markings, pedestrian crossings, stop and give way signs, traffic lights
 - 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 train educators and staff in the safe use of bikes
 - educators will teach children how to ride the bikes and the bike safety rules which include:
 - 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