



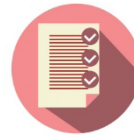
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating



Educators

3.2.2 Resources support play-based learning – *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.



Solving Problems with the NQS

Problem the element can solve – some educators think the resources will do all the learning, and they don't have to do anything (ie they take a constructivist approach).

Aim: Educators participate in children's play.

What to do: Go to NQS element 3.2.2

Select just one point from the element that could help guide or change your practice.

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Assessors may observe educators

- enhancing child-initiated experiences by providing additional resources and, where appropriate, participating in and extending children’s play (page 200 NQF Guide)

Reflect and think about the point in relation to participating in children’s play.

Practice change – The Educational Leader decided to review some EYLF/MTOP outcome indicators with educators to show them possible strategies for participating in children’s play eg educators:

- respond to children’s displays of learning ..by commenting on them and providing encouragement and additional ideas - Outcome 4.1
- model inquiry processes including curiosity and imagination - 4.1
- encourage children to communicate and make visible their own ideas and theories -4.2
- collaborate with children and model reasoning, predicting and reflecting processes and language - 4.2

Problem to improve upon – many of our resources are the same as children have at home and they’re already bored with them.

Aim: Our resources are different to what children have at home and they engage children.

What to do: Go to NQS element 3.2.2.

Select just one point from the element that could help guide or change your practice.

Assessors may observe educators

- providing resources to support active learning and open-ended imaginative play (page 201 NQF Guide)

Reflect and think about the point in relation to resources which engage children and spark their interest.

Practice change – The Educational Leader discussed the purchase of resources with the Nominated Supervisor and suggested they source more resources which are open-ended, either natural or commercial, preferably which don’t come from K-Mart or toy

catalogues, and which children can use in multiple, engaging ways.

From the list below, select a point and explore how children use the resources to:

- engage with friends
- learn more about their interests
- support their imagination and creativity
- suggest ideas
- take appropriate risks.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change

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Checklist

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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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 so children don't need to wait for long periods to use them?					
Do you source/provide resources that children can use in many different ways to support their learning eg natural and designed loose parts?					
Do you provide natural and designed resources which					
<ul style="list-style-type: none"> • support each child's creativity and imagination eg dance, drama, music and visual arts? 					
<ul style="list-style-type: none"> • support each child's literacy and numeracy in meaningful ways? 					
<ul style="list-style-type: none"> • encourage problem solving, discovery, experimentation etc? 					
<ul style="list-style-type: none"> • support physical activities that develop each child's skills eg balance, flexibility, strength and co-ordination? 					
Do you make sure children have opportunities to experiment with different technologies?					
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?					

Practices

Do you regularly engage with children in their play/leisure activities, and provide extra resources to extend their play where relevant?					
Do you encourage children to try new activities and experiences?					
Do you encourage children to help choose resources?					
Do you show children how to use resources/equipment/tools, including suggesting new and different ways to use them?					
Do you regularly provide opportunities for long periods of uninterrupted play eg by adjusting room/group routines?					
Do you organise the environment so children can move resources and equipment to extend learning?					



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 do ensure the resources provided continue to engage children, and meet their changing interests, abilities and skill levels? (eg see QIP/SAT improvement example)
- How well do you encourage and listen to children’s suggestions on the resources they’d like - or families’ views on what resources would engage their children? How could you improve this? (eg see QIP/SAT improvement example)
- Are you providing children with different types of resources? What type do your children most enjoy using eg loose part resources that can be used in multiple different ways or resources that do one thing? How will you use this information to improve learning? (eg see QIP/SAT improvement example)

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	<p>I love it when the teachers make indoor obstacle courses eg with big floor cushions, boxes, tepees, wood offcuts, cardboard cylinders to roll over, and places marked with masking tape where we have to do certain actions eg jump and hop. I wish they’d ask us for our ideas though. It’d be fun to use the step ladders and create a balance beam.</p>	<p>After reflecting with the Educational Leader, and reviewing the article “Play and its surprises teach brains by fuelling reflective thinking.” educators realised setting up the obstacle course with the children contributes to children’s learning outcomes as much as when they engage in the actual activity.</p> <p>From now on the set up for this activity is done in collaboration with the children, and educators support the children’s ideas by providing relevant resources.</p> <p>Sometimes these work and sometimes they don’t, but children are able to experiment and test their hypotheses.</p>
<p>an educator</p>	<p>We often set the obstacle courses up while children are outside. It’s easier if they’re not all there trying to help, and we can quickly sort out any problem areas.</p>	
<p>your families</p>	<p>The obstacle courses are a great idea. I bet the children would have some great suggestions though. My son no doubt would suggest a mini-trampoline. He loves the one we have at home.</p>	
<p>theorist and current research</p>	<p>The Chinese “Anji Play” approach helps children learn about the world and test their capabilities in a self-directed way. Anji Play is based on the principles of love, risk, joy, engagement and reflection.</p>	

3.2.2 Resources support play-based learning

Week 13 – 9.5.22
Monday to Friday



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- How do ensure the resources provided continue to engage children, and meet their changing interests, abilities and skill levels?
- How well do you encourage and listen to children’s suggestions on the resources they’d like - or families’ views on what resources would engage their children? How could you improve this?
- Are you providing children with different types of resources? What type do your children most enjoy using eg loose part resources that can be used in multiple different ways or resources that do one thing? How will you use this information to improve learning?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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

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Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please explain how you involve children in decisions about what resources to purchase or source.</i>	Embedded Practice <i>Please give an example of how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes. (see QIP/SAT Strength example).</i>
<i>Please discuss how you use loose parts to promote meaningful play-based learning.</i>	Critical Reflection <i>Please explain how your approach to play-based learning, including your organisation and use of resources and equipment, supports your service Philosophy.</i>
<i>Please discuss and give an example of how your resources support children to engage in long periods of uninterrupted, child-directed play.</i>	Engagement with families and community <i>Please give an example of how the use and organisation of spaces and resources reflects the Service's unique environment, culture or community.</i>