



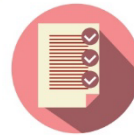
We can solve problems with practice with the help of the NQS



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

How are the National Quality Standards used by stakeholders?



Educators

3.2.1 Inclusive environments – *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.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 3.2.1 and understood educators build inclusive environments by:

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



Solving Problems with the NQS

Problem the element can solve – some families and staff are complaining about the spiderwebs outside and saying they need to be cleared away because they're dangerous and/or unsightly.

Aim: Children's interests are respected and natural features in the outdoor environment are used to promote learning.

What to do: Go to NQS element 3.2.1

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

Assessors may observe

- *children exploring relationships with living things and observing, noticing and responding to change (page 196 NQF Guide)*

Week 15, 23 May – 27 May 2022 – 3.2.1 Inclusive environment

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

Practice change – The Educational Leader:

- provided information for families, and spoke with educators and staff, about the benefits of leaving the spiderwebs in place ie promoting children’s interests in bugs and extending learning on the topic
- assured families, educators and staff all spiders at the centre were safe and any dangerous spiders were always removed
- ensured all educators were building on children’s interests in bugs and the spiderwebs with documented learning activities.

Problem to improve upon – educators feel children are getting sick of the same layouts and use of space.

Aim: Spaces are used more flexibly to spark children’s interests.

What to do: Go to NQS element 3.2.1.

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

Assessors may observe

- *educators re-organising and re-setting the environment with assistance from children to provide order and predictability for children, attract their interest to the area and stimulate learning (page 197 NQF Guide)*

Reflect and think about the point in relation to the use of space.

Practice change – The Educational Leader helped educators reflect on alternative arrangements of furniture and equipment, especially in their rooms/indoor spaces – and how spontaneous changes could be made to meet children’s ideas and interests. The EL said she’d like to see different layouts at least once a week.

From the list below, select a point and explore how you could improve the way you use indoor and outdoor spaces when:

- implementing activities, routines and transitions
- planning activities in small or large groups
- hosting visitors to the Service
- responding to children’s ideas about using the space
- responding to children’s interests.

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

Week 15, 23 May – 27 May 2022 – 3.2.1 Inclusive environment



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	

Practices

ED1 ED2 ED3 ED4 ED5

Practices	ED1	ED2	ED3	ED4	ED5
Do you set up and adapt indoor and outdoor environments to meet the ages, interests and abilities of all children in the group?					
Do you adapt environments and resources where required to ensure each child can successfully participate?					
Do you reorganise indoor and outdoor environments (with children where possible) to implement children's ideas or stimulate their interest/engagement?					
Do you design environments and plan activities which encourage each child to explore, investigate, take risks, solve problems, connect with nature and be creative?					
Do you plan a mix of large and small group activities so children are provided with different opportunities to collaborate with peers?					
Do you organise activities in indoor/outdoor spaces where children won't be interrupted eg by adults or other children moving through the space?					
Do you provide opportunities for children to engage in social or solitary play according to their individual needs/preferences?					
Do you make sure children can access most resources without adult help?					
Do you encourage children to initiate their own experiences?					
Do you monitor noise levels and implement strategies to reduce noise if needed eg room rules?					
Do you make sure indoor/outdoor spaces used for routines like nappy changing, resting and eating are organised in ways that promote positive interactions?					
Do the make sure indoor and outdoor environments look attractive (would you be happy playing or relaxing in them)?					
Do you establish close working relationships with professionals and families to support the inclusion of all children, including those with additional needs?					

Week 15, 23 May – 27 May 2022 – 3.2.1 Inclusive environment

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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 do you organise the environment to both offer predictability, and to challenge children and stimulate their learning? (NQF Guide p 196.197) (eg see QIP/SAT improvement example)
- How well do you involve children in deciding how spaces are used and organised? (eg see QIP/SAT improvement example)
- What beliefs do you have about suitable activities for indoors and outdoors? Can you challenge some of these? For example, could some outdoor experiences take place indoors, and vice-versa?

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>	Why can't we rest outside? We could pretend we were camping. (Jonah)	The EL heard Jonah mention outdoor rest time and thought educators should consider the idea – it met many of the indicators in element 3.2.1 Inclusive practices for example.
<p>an educator</p>	It's too hard to set everything up outside for rest time. Rest time is an indoor activity.	She did some research on the benefits of outdoor rest time and then presented this to educators. They discussed the logistics of moving the stretchers and decided this was not as hard as they initially imagined. They also discussed possible outdoor spaces for rest time, considering shade and protection issues.
<p>your families</p>	Jonah had a great time camping on the weekend. We even let him nap outside during the day when there was a lovely cool breeze. I wonder if the centre ever considers outdoor rest time?	The EL took their ideas to the NS who gave the green light.
<p>theorist and current research</p>	There are many benefits for children from outdoor napping including reduced illness, improved learning, and better physical and emotional development. Why you should consider taking children's naptime outside	



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 you organise the environment to both offer predictability, and to challenge children and stimulate their learning? (NQF Guide p 196 -197)
- How well do you involve children in deciding how spaces are used and organised?
- What beliefs do you have about suitable activities for indoors and outdoors? Can you challenge some of these? For example, could some outdoor experiences take place indoors, and vice-versa?

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>		



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 give an example of the way you use indoor or outdoor spaces to promote positive relationships.</i>	Embedded Practice <i>Give an example showing how you or your team regularly adapt the indoor or outdoor environments to promote children's participation and inclusion.</i>
<i>Give an example showing how you or your team use spaces to support children's engagement with natural and man-made environments.</i>	Critical Reflection <i>Please give an example of a team reflection about improving the use of space, equipment and resources to promote inclusion eg in creative and flexible ways.</i>
<i>Give an example showing how you set up spaces which enable children to engage social or solitary play depending on their preferences.</i>	Engagement with families and community <i>Give an example of how your excursions into the community provide environments that support children's inclusion and participation in the program. (see QIP/SAT Strength example).</i>