

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.

## Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

### Why is the element important?

Element 3.2.1, 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.

### What could potential go wrong if educators didn't do the above?

**Lack of Engagement:** Without spaces organised and adapted to cater to individual interests and preferences, children may struggle to find activities and materials that capture their attention and engage them. This could lead to boredom, disinterest, and a lack of motivation to participate actively in learning experiences. As a result, their behaviour may manifest as disengagement, restlessness, or seeking attention through disruptive behaviours.

**Limited Sense of Autonomy:** Without the flexibility to rearrange furniture, equipment, and materials, children may feel restricted and unable to exert control over their learning environment. This can result in a diminished sense of autonomy and independence, potentially leading to frustration or a lack of initiative in exploring and taking ownership of their learning experiences. Their behaviour may reflect a sense of helplessness or dependence on adults for direction.

**Reduced Self-Confidence:** In the absence of an environment that supports children's self-confidence, they may struggle to develop a positive self-image and belief in their abilities. When spaces are not adapted to

meet their needs and preferences, children may face challenges that are beyond their current capabilities, leading to feelings of inadequacy or a fear of taking risks. This can manifest in behaviours such as avoidance, reluctance to try new activities, or seeking constant reassurance from adults.

### Missed Opportunities for Natural and Built

**Environment Exploration:** Without intentional arrangements and adaptations, children may miss out on opportunities to engage with both natural and built environments. The absence of natural elements and diverse materials can limit their sensory experiences and their understanding of the world around them. This may result in limited exploration, reduced curiosity, and a narrower range of experiences, potentially impacting their cognitive, social, and emotional development.



You must practice

**It's important that outdoor and indoor spaces are organised and adapted to support every child's participation and engagement in quality experiences, encompassing both built and natural environments.**

### Supporting Each Child's Interests, Preferences, and

**Participation:** Organising and adapting indoor and outdoor spaces to align with each child's interests and preferences is crucial for promoting their active engagement and participation. When children feel a sense of ownership and connection to their environment, they are more likely to be motivated, curious, and invested in their learning experiences.

**Enhancing Self-Confidence:** By providing opportunities for children to navigate and interact with their surroundings, whether indoors or outdoors, in ways that resonate with them, their self-confidence is strengthened. When children can independently explore and engage with their environment, make

### Week 20, 26 to 30 June 2023 – 3.2.1 Inclusive environment

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choices, and pursue their interests, they develop a sense of autonomy and self-assurance.

**Supporting Engagement with Built and Natural Environments:** The arrangement and adaptation of furniture, equipment, and materials play a significant role in facilitating children's engagement with both built and natural environments. By arranging these elements in multiple ways, children are encouraged to explore and interact with their surroundings in diverse and meaningful ways. This flexibility promotes curiosity, creativity, problem-solving, and adaptability, as children learn to navigate and utilize their environment to suit their interests and learning needs. The inclusion of natural environments fosters a connection to the natural world, promotes sensory experiences, and cultivates an understanding of sustainability and environmental stewardship.

### Point to help achieve this

**Observation and Reflection:** Thoroughly observe and reflect on how the current outdoor and indoor spaces support children's participation and engagement. Consider strengths, areas for improvement, children's interests, preferences, and learning styles.

**Collaborative Decision-Making:** Involve educators, children, and families in discussions and decision-making processes. Use Alison Clark and Peter Moss's Mosaic Method to value input and promote ownership and responsibility.

**Creating Zones and Areas:** Designate zones for different activities, catering to various interests and abilities. Ensure accessibility and inclusivity for all children.

**Flexible Arrangements:** Arrange furniture, equipment, and materials in multiple ways to encourage engagement and exploration. Involve children in organising spaces to foster their agency.

**Integration of Natural and Built Environments:** Incorporate natural elements and sustainable practices into outdoor and indoor spaces. Create a harmonious balance that stimulates curiosity and creativity.

**Documentation and Reflection:** Document changes, including photographs and children's feedback.

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Reflect on the impact of modifications and evaluate effectiveness.

**Ongoing Professional Development:** Provide opportunities for educators to enhance skills in creating inclusive environments and organising spaces. Offer workshops and training sessions for continuous growth.

**Continuous Improvement and Evaluation:** Regularly review and adjust the inclusive environment plan based on feedback. Strive for ongoing improvement in supporting every child's participation and engagement.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.