

3.2.1

Inclusive environment

Week 20 – 26.6.23
Monday to Friday



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. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

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
Would a visitor see you set up and adapt indoor and outdoor environments to meet the ages, interests and abilities of all children in the group?					
Would a visitor see you adapt environments and resources where required to ensure each child can successfully participate?					
Would a visitor see you reorganise indoor and outdoor environments (with children where possible) to implement children's ideas or stimulate their interest/engagement?					
Would a visitor see you design environments and plan activities which encourage each child to explore, investigate, take risks, solve problems, connect with nature and be creative?					
Would a visitor see you plan a mix of large and small group activities so children are provided with different opportunities to collaborate with peers?					
Would a visitor see you organise activities in indoor/outdoor spaces where children won't be interrupted eg by adults or other children moving through the space?					
Would a visitor see you provide opportunities for children to engage in social or solitary play according to their individual needs/preferences?					
Would a visitor see you make sure children can access most resources without adult help?					
Would a visitor see you encourage children to initiate their own experiences?					
Would a visitor see you monitor noise levels and implement strategies to reduce noise if needed eg room rules?					
Would a visitor see you make sure indoor/outdoor spaces used for routines like nappy changing, resting and eating are organised in ways that promote positive interactions?					
Would a visitor see you 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 20, 26 to 30 June 2023 – 3.2.1 Inclusive environment

3.2.1

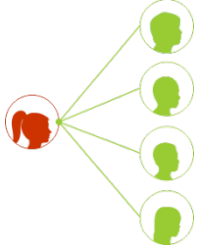
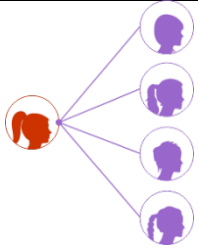
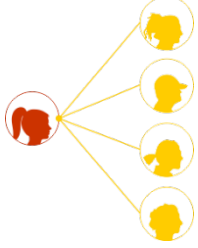
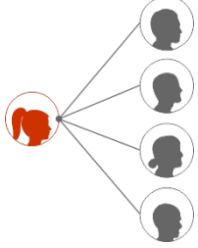
Inclusive environment

Week 20 – 26.6.23
Monday to Friday



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. 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? (Question used for the below reflection)
- 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>When I check out the classroom, I think about if it feels like a cozy and familiar place, where I know what's gonna happen. I like it when there are signs that show me what's coming next. But I also wanna see cool stuff that makes me go, "Wow!" I want things that make me want to learn more.</p>	<p>Creating a cozy and familiar environment: Ensure that the classroom feels welcoming and comfortable.</p> <p>Providing visual cues and signs: Incorporate visual aids and signage that provide clear guidance and show what activities or events are coming next.</p>
 <p>an educator</p>	<p>I carefully consider how the environment is arranged to support children's development. I ask myself if it encourages independence, choice, and exploration, while still providing clear guidance and structure. I might need to make changes like creating more flexible spaces, bringing in materials that spark creativity, and adapting the environment to meet each child's unique interests and needs.</p>	<p>Adding wow factors: Introduce captivating and exciting elements that capture children's attention and ignite their curiosity. These could be interactive displays, interesting materials, or engaging learning areas that make them say, "Wow!"</p>
 <p>your families</p>	<p>I think about how the environment facilitates communication and engagement with my child's learning. I hope educators value my input to ensure that the environment aligns with our expectations especially since we live on a farm, and I know my daughter loves to explore.</p>	<p>Creating flexible spaces: Include movable furniture, designated areas for different activities, and spaces that can be transformed to accommodate children's changing needs and interests.</p>
 <p>theorist and current research</p>	<p>The Zone of Proximal Development (ZPD) recognises the importance of providing appropriate challenges and scaffolding to support children's learning and growth. By creating flexible spaces and bringing in materials that spark creativity, educators can create opportunities for children to explore and engage in activities that are just beyond their current abilities, fostering their development and cognitive skills.</p>	<p>Introducing creative materials: Bring in open-ended art supplies, building blocks, nature-inspired resources, or tools for hands-on exploration.</p> <p>Incorporating the child's interests</p> <p>Valuing family input</p> <p>Scaffolding and support: Offer activities and materials that are slightly beyond their current abilities to promote growth and skill development.</p>

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

3.2.1

Inclusive environment

Week 20 – 26.6.23
Monday to Friday

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.



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. 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?
- 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>		

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