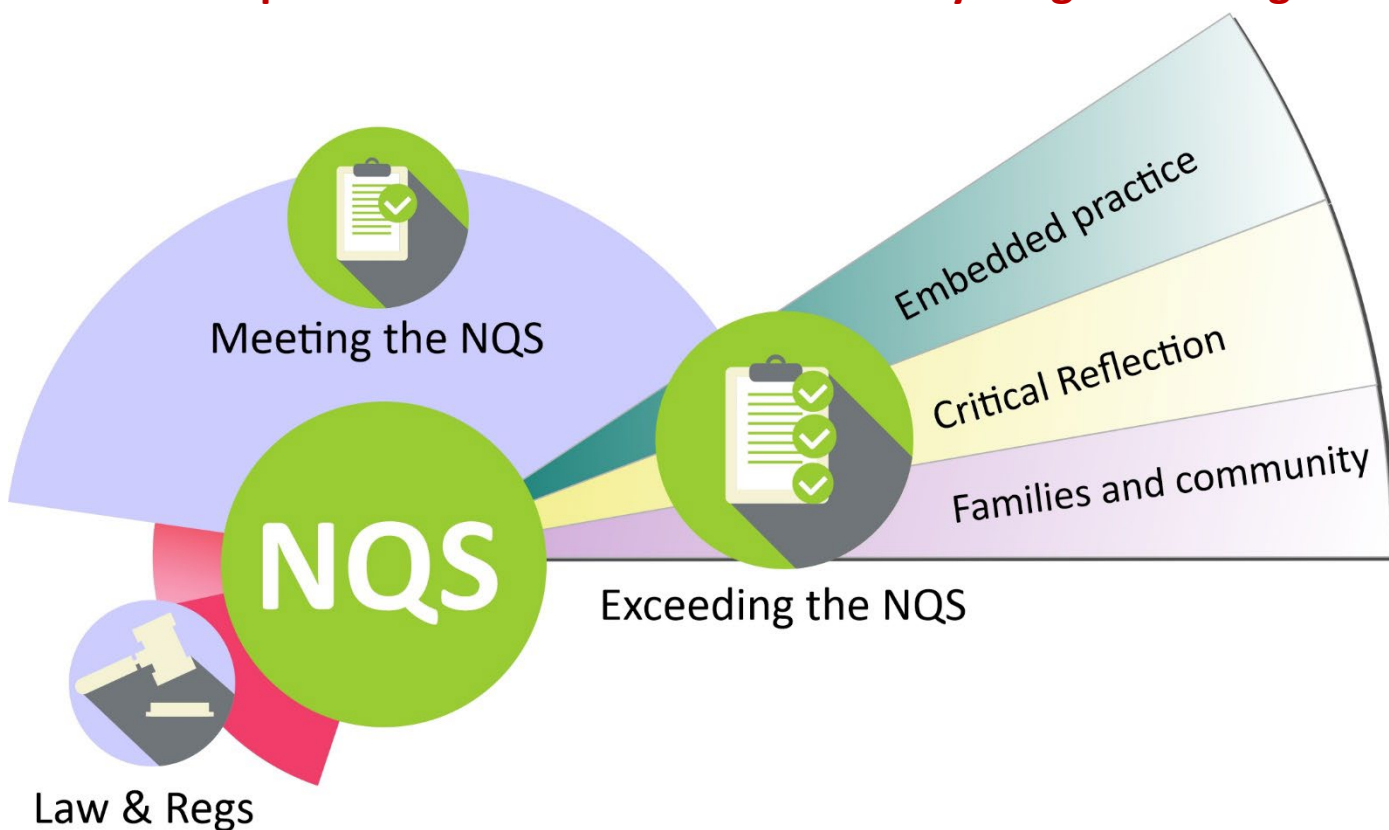


## Section 2. Experienced educators – ensure everything is meeting.



**First step:** We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes. The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.



### Regulation 105 Furniture, materials and equipment

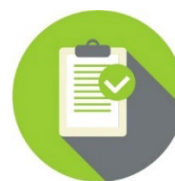
#### Law & Regs

The approved provider ... must ensure that each child ... has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child.

Note. A compliance direction may be issued for failure to comply with this regulation.

**Evidence to show compliance** – Maintaining an inventory list of furniture, materials, and equipment to demonstrate sufficient quantity and variety. Regular observation and documentation of children's engagement with these resources through photos, videos, or written records can be used as evidence. Conducting individual assessments or checklists ensures access to developmentally appropriate items

based on age, abilities, and learning goals. Documenting adaptations for children with disabilities or additional needs, seeking parent and family feedback, and maintaining records of maintenance and safety checks further demonstrate compliance.



#### Meeting the NQS

**Looking at the element in detail** - Element 3.2.2 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

**Week 21, 17 to 21 July 2023** – 3.2.2 Resources support play-based learning

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4. support all aspects of the program and learning outcomes
5. challenge children and support appropriate risk taking.

### Assess your practice first.

Read the below description and evaluate it in relation to your practices.

**Meeting – Children Using Resources to Learn about Built and Natural Environments:** Children ventured into the playground equipped with magnifying glasses and nature journals. They closely observed plants, insects, birds, and other living creatures and how they interacted and lived with our play equipment. They documented their findings, drew sketches, and educators helped them write descriptions. They learned about ecological relationships, plant growth cycles, animal habitats.

**Children Using Resources to Challenge Themselves and Take Appropriate Risks:** Children were provided with robotic kits and programming tools to challenge themselves and take risks. This facilitated hands-on activities where children had to design, build, and program their robots to complete various tasks and challenges. They used motors, sensors, gears, and coding software to experiment, problem-solve, and iterate their designs. The children were encouraged to take risks by trying new approaches, overcoming obstacles, and embracing the possibility of failure as part of the learning process.

**Involving Children in Decisions about Resource Purchase or Sourcing:** Educators engage children in discussions and brainstorming sessions and conducted research together to explore different options and sources, discussing features and benefits of new toys they wanted. We evaluated the budget and decision-making process, teaching them about constraints and trade-offs as we didn't have enough money for all the toys and equipment the children wanted.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example of children using resources to learn more about built and natural environments.</i>
<i>Please give a recent example of children using resources or equipment to challenge themselves and take appropriate risks.</i>
<i>Please explain how you involve children in decisions about what resources to purchase or source.</i>

**If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.**