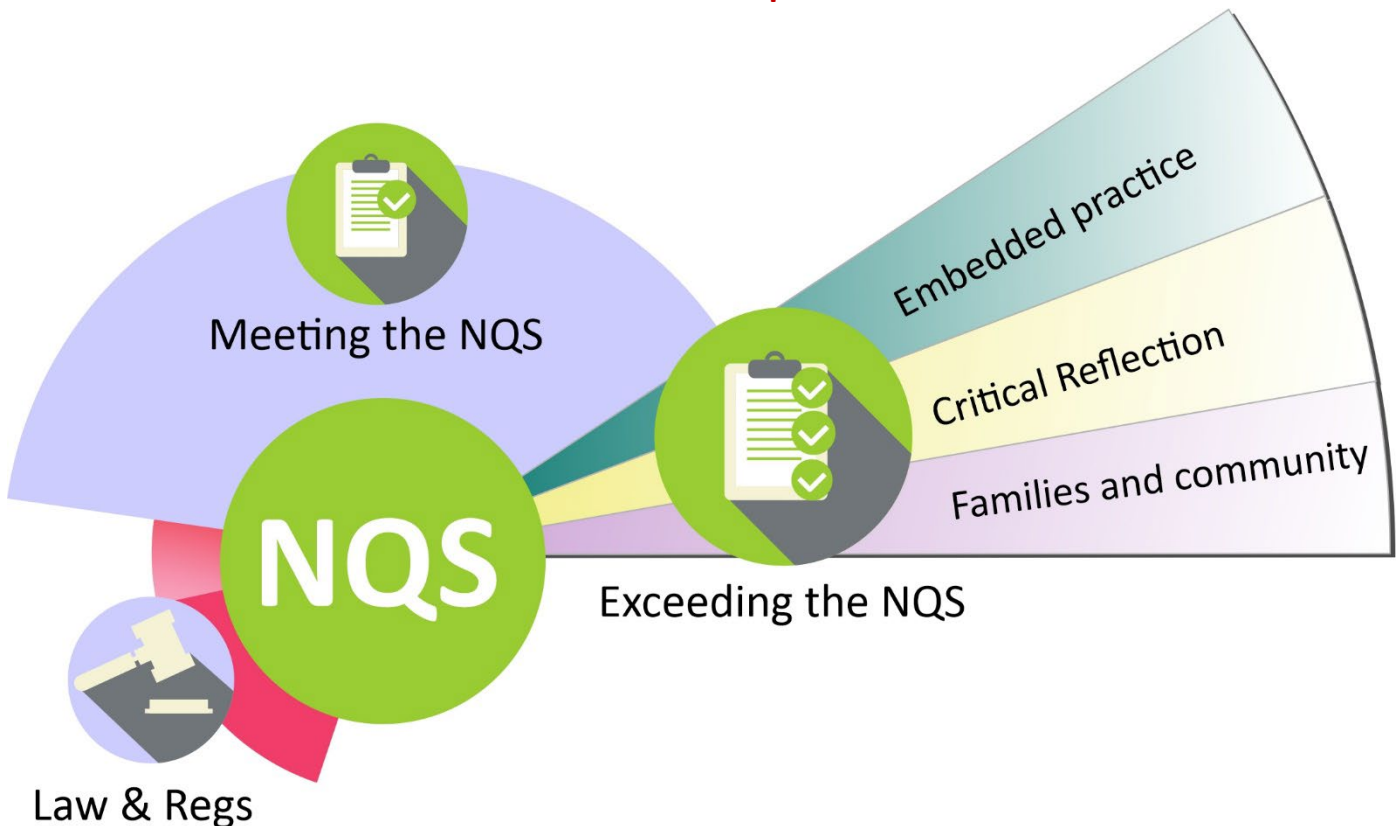


Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

### Section 9 - Educational Leader and Nominated Supervisor



**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.

There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) To learn more about this week's element watch this video.  
Risk and play <https://vimeo.com/470795797/1112577f89?share=copy>
- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

#### Week 34, 30 October to 3 November 2023 – 3.1.1 Fit for Purpose

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Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

**Ten practical steps an educational leader can take to ensure educators grasp and value the "Fit for purpose" principle, particularly when designing inclusive and effective spaces for children.**

**1. Workshop Overview:** To kick off Week 34, educational leaders should organise a workshop and walk through dedicated to "Fit for purpose." The session should emphasise the correlation between the physical environment and the holistic development of children. For instance, spaces that are safe, stimulating, and accessible can significantly enhance cognitive and motor development.

**2. Space Walkthrough:** A hands-on approach can be beneficial for practical understanding. Organising a detailed tour of the facility offers a tangible experience. During the walkthrough, leaders should accentuate areas that optimally serve their purpose and highlight those needing improvement. For example, an art room designed with accessible storage can encourage independent access to materials, promoting autonomy among children.

**3. Accessibility Audit:** Understanding the concept of accessibility is crucial. Educators should actively engage in an audit, scrutinising the facility's spaces from an inclusivity perspective. This involves ensuring doorways are free around them for wheelchair access, play areas have soft mats for safety, and fixtures are at heights accessible for all children. It's not just about compliance but understanding the underpinning reasons – every child has the right to explore, play, and learn comfortably.

**4. Interactive Discussions:** Real-world examples resonate well with most educators. Use case studies or real-life scenarios where facilities were inadequately designed, leading to challenges in children's learning or movement. By discussing these situations, educators can critically analyse shortcomings and ideate solutions. For instance, a reading corner that's too congested might deter children from spending time there, thus impacting their literary engagement.

**5. Brainstorming Sessions:** Collaborative brainstorming can create many innovative ideas. By dividing educators into groups, leaders can assign different areas of the facility for them to analyse and suggest improvements. This not only fosters teamwork but also promotes a collective sense of responsibility in creating an environment conducive to every child's needs.

**6. Incorporate Feedback:** Continuous improvement is pivotal. Having a structured feedback mechanism, like suggestion boxes or digital platforms, can empower educators to voice their insights about the facility's spaces and fixtures. This ongoing dialogue ensures that as children's needs evolve, spaces adapt in tandem.

**7. Community speakers:** There's immense value in external expertise. By inviting community people in, they can give a different perspective regarding accessible space design. Educators can gain fresh perspectives. These professionals can offer tangible examples, best practices, and even critique the existing facility layout, providing actionable recommendations.

**8. Practical Demonstrations:** Empathy can be a powerful teaching tool. Role-playing sessions that simulate the challenges children might face in non-inclusive spaces can be revelatory for educators. For instance, navigating a room with obstacles can help educators understand the challenges faced by a child with mobility issues, prompting a more empathetic and proactive approach to space design.

**9. Resource Sharing:** Knowledge is amplified when shared. Leaders should curate a repository of articles, videos, research papers, and more on the topic. Dedicating sometime during the week for educators to delve into these materials can provide a theoretical foundation to their practical observations, ensuring a well-rounded understanding.

**10. Reflection and Action Plan:** The culmination of the week should be a reflective session. Engaging in open dialogues about the week's learnings can solidify educators' understanding. But reflection must be followed by action. Collaboratively developing an action plan, with defined timelines and responsibilities, ensures that the concept of "Fit for purpose" is not just understood but actively implemented.

**Week 34, 30 October to 3 November 2023 – 3.1.1 Fit for Purpose**

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## Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Angelique said there's no compliance issues educators need to know about for element 3.1.1 because it's all down to the Approved Provider designing and resourcing the service properly. Is she correct?		
Mr Jason says all the Regs about what facilities the service must have aren't relevant for educators. Do you agree? Please explain why.		

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### Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 30.10.23	Organise service space walkthrough.	educators, divided by groups	Several areas identified for improvement: art room seen as amazing. Storeroom not good.	Brainstorming session. Cat litter trays sold at Bunnings are perfect size for activity trays and cheap.
Monday 30.10.23				
Tuesday 31.10.23				
Wednesday 1.11.23				
Thursday 2.11.23				
Friday 3.11.23				

General thoughts or ideas

#### Week 34, 30 October to 3 November 2023 – 3.1.1 Fit for Purpose

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## Compliance test for educators ANSWERS for this week.

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Angel said there's no compliance issues educators need to know about for element 3.1.1 because it's all down to the Approved Provider designing and resourcing the service properly. Is she correct?	No. The Approved provider must provide appropriate premises, furniture and equipment, but educators must also ensure, for example, that: <ul style="list-style-type: none"> <li>• they maintain any laundry in a hygienic and safe way (Reg 106)</li> <li>• spaces are well ventilated and kept at comfortable temperature (Reg 110)</li> <li>• they conduct private conversations with families in spaces that afford confidentiality (Reg 111)</li> <li>• children can't access nappy change facilities without supervision (Reg 112)</li> <li>• children's outdoor activities/play is organised in shaded areas where the UV index is 3 or above (Reg 114 and Sun Safety Policy).</li> </ul>	
Mr Jack says all the Regs about what facilities the service must have aren't relevant for educators. Do you agree? Please explain why.	No. For example: <ul style="list-style-type: none"> <li>• there must be fencing that children preschool age and under can't get through (Reg 104). Educators should also ensure, for example, nothing gets pushed up against the fence which would allow children to climb over it</li> <li>• the premises must facilitate supervision by educators. Educators should ensure their actions don't hinder supervision eg blocking windows, placement of equipment and resources.</li> </ul>	

### Week 34, 30 October to 3 November 2023 – 3.1.1 Fit for Purpose

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