

Design Exceeding Themes Educators

NQS Standard 3.1

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| Name Educator 1 | |
| Name Educator 2 | |
| Name Educator 3 | |
| Name Educator 4 | |
| Name Educator 5 | |

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.

| Embedded Practices | ED1 | ED2 | ED3 | ED4 | ED5 |
|---|------------|------------|------------|------------|------------|
| Is there evidence the way you organise indoor and outdoor spaces and the materials and resources you provide helps each child participate in all activities? | | | | | |
| Is there evidence you use indoor and outdoor spaces flexibly and make sure the environment promotes children's learning and development? | | | | | |
| Is there evidence you regularly contribute to cleaning and maintenance routines so buildings, equipment and environments are always safe and clean? | | | | | |
| Could you confidently explain to an assessor how the design of indoor and outdoor spaces, and the choice of furniture, equipment and resources, promotes each child's participation and engagement? | | | | | |
| Could you confidently explain to an assessor how the design and maintenance of the Service is consistent with the service philosophy, MTOP and service policies and procedures? | | | | | |
| Critical Reflection | | | | | |
| Is there evidence you regularly contribute to critical reflections about the safety, design and maintenance of the Service and consider how to improve children's participation and learning? | | | | | |
| Is there evidence you respond to changes in the physical environment during the day so all children can continue to participate and learn? | | | | | |
| Could you confidently discuss with an assessor some of the theories which have influenced the design of the service and how these are consistent with the service philosophy, MTOP and service policies and procedures? | | | | | |
| Could you confidently discuss with an assessor how the physical environment supports the needs and rights of every child at the service? | | | | | |
| Engagement with families and community | | | | | |
| Is there evidence you organise spaces in ways that reflect the service's unique geographical, cultural and community context? | | | | | |
| Is there evidence you consistently seek the views of your children and families about the design of service environments and include their ideas and priorities when making changes? | | | | | |
| Is there evidence you come up with innovative design ideas, especially in 'hard to use' spaces? | | | | | |

Actions required

