

3.2.1

Inclusive environment

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.



Week 21
15.7.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



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	

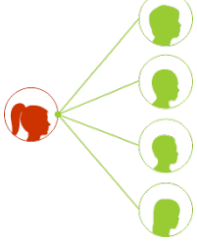
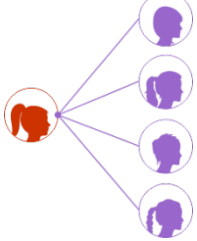
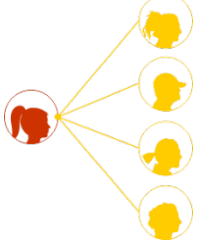
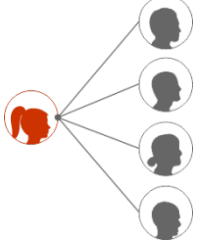
Practices	ED1	ED2	ED3	ED4	ED5
Would a visitor see you set up and adapt indoor and outdoor environments to meet the ages, interests and abilities of all children in the group?					
Would a visitor see you adapt environments and resources where required to ensure each child can successfully participate?					
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?					

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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? Example below**
- 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?

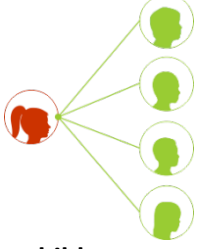
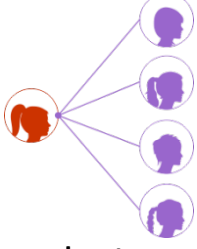
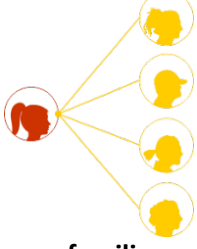
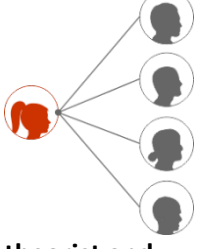
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I feel happy and important when I can choose how to set up our play areas. Sometimes, I have great ideas that make playtime more fun for everyone. However, there are times when I wish I could help decide more often.</p>	<p>I will implement regular "planning sessions" with children where they can voice their ideas and preferences for the arrangement of spaces.</p>
 <p>an educator</p>	<p>Involving children in deciding how spaces are used encourages their sense of ownership and responsibility. It also provides insights into their interests and needs. Yet, I sometimes find it challenging to balance their ideas with practical constraints.</p>	<p>I will create a more structured approach to gather children's input, perhaps through a suggestion box or weekly meetings, to ensure their voices are heard and considered consistently.</p>
 <p>your families</p>	<p>Families appreciate when their children are given a voice in organising spaces as it reflects respect for their individuality and fosters independence. Some parents have mentioned they notice increased enthusiasm in their children when they are part of the decision-making process.</p>	<p>I will communicate more with families about how and when we involve children in planning spaces, and invite their feedback and suggestions to further enhance our approach.</p>
 <p>theorist and current research</p>	<p>According to Vygotsky, social interaction plays a fundamental role in cognitive development, and Piaget emphasises the importance of active learning. Current research supports that involving children in decision-making not only enhances their engagement but also develops critical thinking and social skills.</p>	<p>Based on these insights, I will integrate more opportunities for children to engage in collaborative planning and decision-making about their learning environments, ensuring it aligns with developmental theories and research findings.</p>

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- 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>		

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