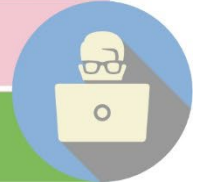


3.2.1

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 3. Document Meeting Practice (Room Leaders and Educators)

Room leaders work with educators to document their meeting practices.

Assess your practice first.

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

Meeting – Organising Indoor or Outdoor Spaces to Meet Children’s Interests or Ideas. We organised our outdoor space to align with children’s interests by creating a vibrant obstacle course. This project stemmed from their enthusiasm for physical challenges and teamwork. The course included various elements like balancing beams, tunnels, and climbing structures. Additionally, I set up a gardening area where children could plant flowers and vegetables, fostering a sense of responsibility and connection to nature. Indoors, we created teepees for quiet reading and imaginative play, promoting creativity and a sense of adventure.

Adapting the Environment to Encourage or Support Participation. To encourage participation, we recently revamped our indoor environment to be more inviting and accessible. I introduced a range of loose parts, such as blocks and fabric, allowing children to explore and create freely. To accommodate children with sensory issues, I incorporated sensory-friendly materials like soft cushions and quiet corners. Outdoors, we rearranged furniture to create new activity zones, ensuring easy movement between spaces. This setup included areas for messy play and calm retreats, supporting diverse needs and fostering an inclusive environment.

Using Indoor or Outdoor Spaces to Promote Positive Relationships. Our yarning circle and firepit area are central to promoting positive relationships. Recently, we used this space for a storytelling session where children shared their own stories, fostering empathy and cooperation. Indoors, we designated a corner for cooperative games, encouraging children to work together and build leadership skills. This space is also utilised for mindfulness activities, helping children develop self-awareness and emotional regulation. These environments support a culture of respect, sharing, and community bonding.

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 how you’ve organised indoor or outdoor spaces to meet children’s interests or ideas.</i> |
| |
| <i>Please give a recent example of how you’ve adapted the environment to encourage or support a child/group of children to participate.</i> |
| |
| <i>Please give an example of the way you use indoor or outdoor spaces to promote positive relationships.</i> |
| |