

3.2.2

Resources support play-based learning

Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.



Week 22
22.7.2024

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 – Children used a combination of natural and man-made loose parts to build miniature cities. They gathered twigs, leaves, stones, and small wooden blocks to create buildings and roads. Books and IT resources provided information about different architectural styles and urban planning. A local architect visited to talk about building design, enhancing their understanding of the built environment. This activity integrated natural elements, promoting learning about both environments.

Children were provided with carpentry tools and materials to build small structures. They used hammers, nails, and saws under supervision, promoting fine motor skills and understanding of construction principles. Climbing structures encouraged physical risk-taking, while using glue and scissors for art projects developed hand-eye coordination and creativity. Water play with different vessels and tools fostered exploration and problem-solving, supporting development in a safe, challenging environment.

Children are actively involved in deciding which resources to purchase. Educators hold discussions with children about their interests and needs, and visuals are used to help them express their preferences. For example, a visual board is set up where children can place pictures or drawings of items they want. This participatory approach ensures that the resources reflect the children's interests and support their learning and development.

If you are doing similar practices to the example, use the 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>