

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 6. Exceeding: Critical Reflection (Educational Leader)

Educational Leader to manage whole service critical reflection.

Assess your practice first.

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

Exceeding – Critical reflections. Recently, our team reflected on enhancing our environment to better promote inclusion. We decided to introduce more accessible loose parts, allowing children of all abilities to engage creatively. We also reconfigured our indoor space to facilitate easier movement between areas, supporting spontaneous play and exploration. To accommodate sensory issues, we added quiet zones with soft textures and calming colours. Our ongoing adjustments to furniture and equipment ensure our environment remains dynamic and responsive to children's changing needs, fostering an inclusive atmosphere.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for critical reflection**' description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Critical Reflection - Please give an example of a team reflection about improving the use of space, equipment and resources to promote inclusion eg in creative and flexible ways.

If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Critical Reflection. If you have already successfully completed the previous section demonstrating how you are exceeding in Critical Reflection, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please give an example of a [team reflection about improving the use of space, equipment and resources to promote inclusion eg in creative and flexible ways.](#)

Team reflection on improving the use of space, equipment, and resources:

Describe how your team engages in reflective practices to identify opportunities for improving the use of space, equipment, and resources to promote inclusion. Highlight the collaborative nature of the reflection process, where team members come together to discuss and brainstorm creative and flexible ways to enhance the environment. Emphasise the importance of considering diverse needs, interests, and learning styles of children when exploring ideas for improvement. Discuss how the team identifies areas of strength and areas for growth, and how they work collectively to implement changes that foster inclusivity and support the holistic development of all children.

Example of promoting inclusion through creative and flexible use of space, equipment, and resources:

Provide a specific example of how your team has promoted inclusion through creative and flexible use of space, equipment, and resources. Explain the initial reflection that led to the identification of the area for improvement. Discuss the specific strategies or changes implemented, such as rearranging furniture, introducing new materials, or creating versatile play areas. Share how these changes have positively impacted the children's experiences and fostered a sense of belonging and engagement. Highlight the team's ongoing commitment to reflecting on the effectiveness

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of these strategies and making further adjustments as needed.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

Reflection: During our recent team meeting, we reflected on how to improve the use of our spaces, equipment, and resources to better promote inclusion. We noticed that while some areas were well-utilised, others were underused, particularly by children with different learning needs and preferences. We discussed the importance of creating more flexible and creative spaces that can be easily adapted to various activities and cater to all children.

Actions:

Rearranging Spaces: We decided to rearrange our indoor and outdoor spaces to create distinct zones for different types of play, such as quiet reading corners, active play areas, and collaborative project spaces. This will allow children to choose activities that suit their interests and needs.

Enhancing Accessibility: We agreed to lower the height of some shelves and ensure that all resources are within easy reach of all children. This will promote independence and ensure that children can access materials without needing adult assistance.

Introducing More Natural Elements: We plan to introduce more natural elements into our learning environments, such as adding a sensory garden and incorporating natural materials into play areas. This will provide sensory experiences and help children connect with nature.

Engaging Children in Planning: We decided to involve children more actively in planning how spaces are used. We will hold regular "planning sessions" where children can share their ideas and preferences, ensuring that their voices are heard and considered in our arrangements.

Regular Evaluation: Finally, we agreed to conduct regular evaluations of how our spaces are being used and make adjustments as needed. This will help us stay responsive to the changing needs and preferences of

the children, ensuring that our environments remain inclusive and engaging.

Your example. Select a point from above and break it down into the subsections.

Please give an example of a **team reflection about improving the use of space, equipment and resources** (*Remember reading these descriptions becomes a part of the reflection*).

... **promote inclusion eg in creative and flexible ways...** (*Describe the changes you made after the reflection*).

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