

## 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 9. Management vs Leadership

(Nominated Supervisor, Educational Leader, Room Leaders).

### Room Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
<b>Supporting Diverse Needs</b>	Designing spaces to cater to the diverse needs, interests, preferences, and learning styles of all children.	Leading the team in creating and maintaining environments that are flexible and adaptable, ensuring all children can participate fully and meaningfully in daily activities.
<b>Flexible Arrangements</b>	Organising flexible furniture and equipment arrangements that encourage children to be flexible thinkers and investigators.	Inspiring the team to think creatively about how to set up and rearrange spaces to stimulate children's curiosity and support varied learning experiences.
<b>Positive Relationships</b>	Arranging spaces to promote small group interactions and positive relationships among children.	Leading initiatives to create intimate, distraction-free areas for children to play and talk, fostering social skills and building a sense of community within the group.
<b>Assessment and Improvement</b>	Regularly assessing the environment to ensure it meets the criteria for supporting participation and quality experiences as outlined in the assessment guide.	Encouraging the team to engage in continuous reflection and improvement, ensuring that the learning environment evolves to meet the changing needs and interests of the children.
<b>Family and Community Collaboration</b>	Working collaboratively with family members, specialists, and community resources to support the inclusion of all children, including those with disabilities.	Leading the team in building strong partnerships with families and community organisations, ensuring a collaborative approach to creating an inclusive and supportive learning environment.
<b>Engaging Children in Planning</b>	Involving children in discussions about the use of space and resources to ensure their interests and preferences are reflected.	Leading by example by regularly seeking children's input and feedback, fostering a sense of ownership and respect for their ideas in the design and use of learning environments.
<b>Resource Selection and Use</b>	Choosing resources, materials, and equipment that enhance learning, are inclusive, and reflect the diverse backgrounds of the children.	Inspiring the team to thoughtfully select and use resources that promote exploration, creativity, and inclusivity, ensuring every child feels represented and valued in their learning environment.

#### Week 21, 15 to 19 July 2024 – 3.2.1 Inclusive environment

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## Educational Leader

Aspect	Educational Leader's Management Role	Educational Leader's Leadership Role
<b>Supporting Diverse Needs</b>	Ensuring that educational programs and activities cater to the diverse needs, interests, preferences, and learning styles of all children.	Leading the development and implementation of strategies that support differentiated instruction and personalised learning, ensuring every child's unique needs are met.
<b>Flexible Arrangements</b>	Guiding the arrangement of learning spaces to encourage flexible thinking and engagement, using adaptable furniture and materials.	Championing innovative and flexible learning environments, encouraging educators to experiment with different setups that stimulate curiosity and investigative play.
<b>Positive Relationships</b>	Ensuring that learning environments are arranged to facilitate positive interactions and small group activities, promoting social and emotional development.	Leading by example in creating and nurturing a culture of respect and collaboration among children, fostering strong social connections and a supportive community atmosphere.
<b>Assessment and Improvement</b>	Overseeing regular assessments of the learning environment to ensure it meets standards for supporting participation and quality experiences, and making necessary adjustments.	Leading the continuous improvement process by encouraging reflective practice among educators, fostering a culture of ongoing evaluation and enhancement of the learning environment.
<b>Family and Community Collaboration</b>	Facilitating strong partnerships with families, specialists, and community resources to support the inclusion of all children, including those with additional needs.	Leading initiatives to engage families and community members in meaningful ways, ensuring their input and support are integral to the educational experience and environment.
<b>Engaging Children in Planning</b>	Implementing strategies to involve children in the planning and organization of their learning spaces, ensuring their interests and preferences are considered.	Encouraging and mentoring educators to value and incorporate children's voices in the design and use of learning environments, fostering a sense of agency and ownership among children.
<b>Resource Selection and Use</b>	Ensuring the selection and use of inclusive, diverse, and developmentally appropriate resources and materials that enhance learning and reflect the backgrounds of all children.	Leading the team in selecting resources that not only support learning objectives but also celebrate diversity, promote inclusion, and encourage exploration and creativity among children.

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## Nominated Supervisor

Aspect	Nominated Supervisor's Management Role	Nominated Supervisor's Leadership Role
<b>Supporting Diverse Needs</b>	Overseeing the implementation of inclusive practices and ensuring that the diverse needs, interests, preferences, and learning styles of all children are met in the educational setting.	Leading by example in fostering an inclusive environment, encouraging educators to embrace and celebrate diversity, and to adapt their approaches to meet the needs of all children.
<b>Flexible Arrangements</b>	Managing the allocation and arrangement of resources, furniture, and equipment to create flexible learning spaces that support engagement and exploration.	Inspiring and guiding the team to create innovative and adaptable learning environments, promoting the use of flexible setups that encourage curiosity and active participation.
<b>Positive Relationships</b>	Ensuring the environment is arranged to facilitate positive interactions and the development of social skills through small group activities and communal spaces.	Leading initiatives to build a strong community within the service, fostering positive relationships among children, educators, and families through well-designed social spaces.
<b>Assessment and Improvement</b>	Conducting regular evaluations of the service environment to ensure it meets the standards for supporting participation and quality experiences, and implementing necessary improvements.	Leading a culture of continuous improvement by encouraging reflective practice and regular feedback from educators, children, and families, and making data-driven decisions to enhance the environment.
<b>Family and Community Collaboration</b>	Facilitating strong partnerships with families, specialists, and community organisations to support the inclusion of all children, including those with additional needs.	Leading efforts to build and maintain collaborative relationships with families and community partners, ensuring their involvement and input are valued in creating an inclusive learning environment.
<b>Engaging Children in Planning</b>	Implementing policies and procedures that involve children in the planning and organisation of their learning environments, ensuring their voices are heard and respected.	Championing the importance of child participation in decision-making processes, mentoring educators to actively seek and incorporate children's input in the design and use of learning spaces.
<b>Resource Selection and Use</b>	Ensuring the procurement of inclusive, diverse, and developmentally appropriate resources and materials that enhance learning and reflect the diverse backgrounds of the children.	Leading the team in selecting and utilising resources that not only support educational goals but also celebrate diversity, promote inclusion, and encourage exploration and creativity among all children.

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