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 9. **Management vs Leadership**
(Nominated Supervisor, Educational Leader, Room Leaders).

Room Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Designing Learning Environments	Ensure the environment includes a variety of resources that support play-based learning and are regularly rearranged.	Inspire a team to create dynamic, flexible learning spaces that foster creativity, problem-solving, and exploration.
Providing Sufficient Resources	Maintain an inventory of resources to ensure they are plentiful and accessible to all children, avoiding long waiting times.	Advocate for additional resources and promote the importance of accessible materials to support inclusive play.
Supporting Diverse Interests and Abilities	Select resources that cater to a wide range of ages, interests, and abilities, ensuring every child can participate.	Lead initiatives to incorporate feedback from children and families into resource selection and program planning.
Encouraging Risk-Taking and Problem-Solving	Provide challenging resources and activities that promote appropriate risk-taking and problem-solving skills.	Foster a culture that values and encourages safe risk-taking and critical thinking through play.
Utilising Outdoor Environments	Organise outdoor spaces to facilitate both physical activity and creative, exploratory play.	Champion the use of outdoor environments as vital learning spaces for exploration and problem-solving.
Reflecting Cultural Significance	Incorporate resources that reflect the significance of Aboriginal and Torres Strait Islander culture and history.	Promote the visible and verbal acknowledgment of cultural connections to Country in daily practices.
Engaging Families and Community	Implement strategies to regularly seek and incorporate feedback from families and children on resources and materials.	Lead efforts to build strong partnerships with families and the community, ensuring their input shapes the learning environment.

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 9. **Management vs Leadership**
(Nominated Supervisor, Educational Leader, Room Leaders).

Educational Leader

Aspect	Educational Leader's Management Role	Educational Leader's Leadership Role
Designing Learning Environments	Develop guidelines and frameworks for creating learning environments that support play-based learning and are adaptable.	Inspire and mentor educators to design and implement dynamic, flexible learning spaces that foster creativity and exploration.
Providing Sufficient Resources	Ensure policies are in place for maintaining and updating an inventory of resources to keep them plentiful and accessible.	Advocate for sufficient funding and resources to support the acquisition of diverse materials that enhance learning.
Supporting Diverse Interests and Abilities	Establish procedures for selecting resources that cater to a wide range of ages, interests, and abilities.	Lead professional development sessions on inclusive practices and the importance of catering to diverse needs.
Encouraging Risk-Taking and Problem-Solving	Implement policies that promote the inclusion of challenging resources and activities in the curriculum.	Foster a culture that values safe risk-taking and problem-solving through continuous support and encouragement of innovative practices.
Utilising Outdoor Environments	Develop and oversee the implementation of plans for the effective use of outdoor spaces for learning and play.	Champion the integration of outdoor environments into the daily curriculum, highlighting their importance for holistic development.
Reflecting Cultural Significance	Ensure that the curriculum includes resources and activities that reflect Aboriginal and Torres Strait Islander culture and history.	Promote a deep understanding and respect for cultural connections to Country, guiding educators in incorporating these elements into their practice.
Engaging Families and Community	Create systems for regularly seeking and incorporating feedback from families and the community on educational practices and resources.	Lead initiatives to build strong partnerships with families and the community, ensuring their voices shape the educational program and environment.

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 9. **Management vs Leadership**
(Nominated Supervisor, Educational Leader, Room Leaders).

Nominated Supervisor

Aspect	Nominated Supervisor's Management Role	Nominated Supervisor's Leadership Role
Designing Learning Environments	Ensure compliance with regulations and standards for creating learning environments that support play-based learning.	Lead the vision for creating engaging, adaptable learning spaces that inspire children and educators.
Providing Sufficient Resources	Oversee the budgeting and procurement processes to ensure adequate and appropriate resources are available.	Advocate for continuous improvement and investment in resources that enhance the learning experience.
Supporting Diverse Interests and Abilities	Implement policies and procedures to ensure resources reflect the diverse needs and interests of all children.	Foster an inclusive culture by promoting practices that support the engagement of all children, regardless of their abilities or backgrounds.
Encouraging Risk-Taking and Problem-Solving	Ensure that policies support the inclusion of resources that promote risk-taking and problem-solving in a safe manner.	Encourage a mindset of innovation and exploration, supporting educators to integrate challenging activities into their programs.
Utilising Outdoor Environments	Ensure outdoor environments are well-maintained and effectively used as extensions of the learning space.	Promote the value of outdoor learning and its integration into the daily curriculum to enhance children's development.
Reflecting Cultural Significance	Ensure the service acknowledges and incorporates Aboriginal and Torres Strait Islander culture and history in its curriculum.	Lead efforts to embed cultural respect and understanding throughout the service, fostering connections with local Indigenous communities.
Engaging Families and Community	Establish and maintain systems for regular communication and feedback from families and the community.	Build strong, collaborative relationships with families and the wider community, ensuring their input is integral to the service's operation and development.