# 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.*

Resources and equipment:

1. that can be used in multiple ways and allow the environment to be regularly rearranged
2. that are sufficient in number and accessible so children need not wait very long to use them
3. that meet the interests and abilities of all the children using them
4. that support all aspects of the program and learning outcomes
5. that challenge children and support appropriate risk taking.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give a recent example of children using resources to learn more about built and natural environments.* | *Please give an example of how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes.* |
| 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. | Educators creatively adapt spaces and resources to enhance learning outcomes. For instance, children use leaves and twigs for painting, encouraging creativity and a connection to nature. Spaces are used to explore Indigenous cultures through storytelling and artefacts. STEM activities are integrated using everyday items to explore scientific concepts. Flexible use of space allows for varied learning setups, such as outdoor classrooms, promoting engagement and adaptability in learning. |
| *Please give a recent example of children using resources or equipment to challenge themselves and take appropriate risks.* | *Please discuss what changes were made to your resources and equipment following critical reflection by your team or service.* |
| 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. | Following critical reflection, several changes were implemented. Safety equipment like goggles was improved to support risk-taking activities. Adjustments were made to ensure surfaces and equipment didn't get too hot in the sun. New resources were introduced to younger age groups, reflecting a shift in beliefs about children’s capabilities. Efforts were made to source resources that reflect community diversity, including more loose parts for creative play, and visits to second-hand shops to find unique items. |
| *Please explain how you involve children in decisions about what resources to purchase or source.* | *Please discuss how your resources and equipment reflect the local community and/or the way your service collaborates with the community.* |
| 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. | Our resources and equipment are deeply reflective of the local community and our collaboration with it. We ensure diversity is represented by including items donated by families and the community. Projects often involve local cultural elements, such as indigenous artefacts or community-driven activities. We also build some of our equipment with the help of community members, ensuring that our service remains connected and relevant to the local context. |
| *Please discuss how you use loose parts to promote meaningful play-based learning.* | *Please explain how your approach to play-based learning, including your organisation and use of resources and equipment, supports your service philosophy.* |
| Loose parts are used to foster meaningful play-based learning by encouraging problem-solving, creativity, and imagination. For example, children use a variety of natural and man-made materials to construct unique creations. These activities often incorporate STEM outcomes, such as understanding balance when building with rocks or exploring properties of materials when mixing natural elements with water. This approach supports holistic development and engages children in hands-on learning. | Our play-based learning approach aligns with our service philosophy by prioritising safety, high-quality learning outcomes, and inclusivity. For instance, we ensure safe environments with appropriate supervision and equipment. We aim for high-quality learning by providing diverse and engaging resources that meet children’s interests and developmental stages. Inclusivity is promoted through resources reflecting cultural diversity and activities tailored to all abilities, supporting a rich, inclusive educational experience. |
| *Please discuss and give an example of how your resources support children to engage in long periods of uninterrupted, child-directed play.* | *Please give an example of how the use and organisation of spaces and resources reflects the Service’s unique environment, culture or community.* |
| Resources are selected to support prolonged, child-directed play, fostering deep engagement. For example, a variety of loose parts like wooden blocks, fabric pieces, and natural materials are available for children to create their own play scenarios. These materials are chosen based on their ability to spark imagination and sustain interest. An observed scenario involved children using these parts to build a fantasy world, deeply engaging in storytelling and role-playing for extended periods. | The organisation of spaces and resources is tailored to reflect our unique environment, culture, and community. For instance, we incorporate native plants and ensure areas have appropriate sun and shade for comfort. Our activities often highlight community-specific themes like local farming practices or cultural festivals. Yarning circles and cultural artefacts are used to teach about Indigenous cultures. We also have dedicated spaces for community events and visits, reinforcing our connection to the local community. |