

3.1.1

Fit for purpose

Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.



Week 34
29.10.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Do you ensure easy access between indoor and outdoor areas for children, like open doors or spaces they can use?					
Do you reflect with managers or ed leaders when needed to make sure every child has the right equipment to fully join in the activities?					
Do you help make the environment attractive and welcoming, like displaying children's artwork and keeping areas clean and tidy?					
Do you use resources that represent the cultures and backgrounds of the children, families, and the local community?					
Do you use private spaces when having confidential conversations with families?					
Do you ensure sleep and rest areas are quiet, comfortable, and have good ventilation?					
Do you follow supervision plans indoors and outdoors to make sure children are always properly supervised?					
Do you regularly check for risks in the indoor and outdoor areas, like items near the fence that could allow children to climb out?					
Do you provide enough space for non-mobile children for activities?					
Do you ensure all furniture and equipment are safe and used correctly, like keeping sinks for handwashing only and not for food prep?					
Do you record and evaluate changes in the placement of furniture and equipment?					
Do you consider the available space when organising group activities to ensure safety, reduce conflict, and support learning?					
Do you make sure children aren't exposed to high noise levels for long periods?					
Do you arrange indoor and outdoor spaces to reduce the risk of injury and conflict, including making sure children are safe from the sun?					
Do you promote environmentally friendly practices, like keeping heating and cooling at reasonable levels?					

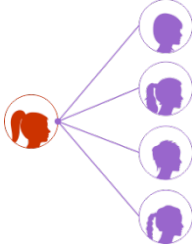
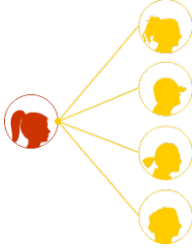
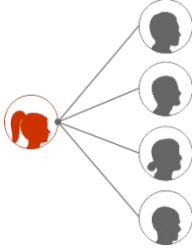
Week 34, 28 October to 1 November 2024 – 3.1.1 Fit for Purpose

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The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

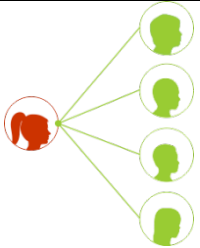
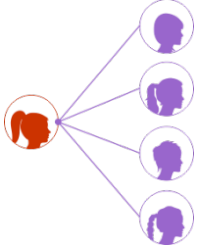
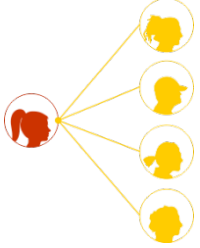
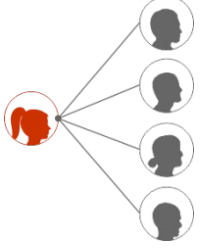
- If you could rearrange or change an indoor or outdoor space, what would you do and why? Is it feasible to try this? Could you achieve a similar outcome in a different way?
- Do you have all the age appropriate furniture or resources needed to let each child fully participate in the program? What's on your 'wish list' and have you discussed with the approved provider or nominated supervisor?
- **Imagine you're a new parent walking into the centre for the first time? What do you see? What do you smell? Do you feel like you belong? What needs to change? (see below)**

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I notice the bright colours, the welcoming spaces, and the different play areas. However, I may feel overwhelmed by the unfamiliarity, or uncertain if the toys and activities are for me. Are there quiet spaces if I need time alone? <i>Potential Changes:</i> Create clear, child-friendly pathways, offer spaces for quiet time, and include visual cues or pictures showing children playing to make it more inviting.</p>	<p>I created quiet, calming areas for children who may feel overwhelmed, rearranged furniture to ensure clear pathways for easy navigation, and added visual prompts like pictures of children playing to help them feel more at ease and welcomed.</p>
 <p>an educator</p>	<p>I see if the environment supports my ability to engage with children. Are there adequate resources, space for group or individual learning, and easy-to-access materials? Is the room setup helping or hindering supervision? <i>Potential Changes:</i> Rearrange the room to ensure proper supervision, provide easy access to materials, and create distinct learning areas that cater to group and individual activities.</p>	<p>I rearranged spaces for better supervision while keeping distinct areas for group and individual activities, made resources more accessible for smoother transitions, and introduced flexible layouts to support various teaching styles and spontaneous learning.</p>
 <p>your families</p>	<p>I would look for signs of warmth and inclusivity, such as family photos, cultural representations, and clear communication about my child's care. Do I feel welcome and confident in the environment? Is it clean and safe? <i>Potential Changes:</i> Display more family photos, cultural symbols, and welcome signs in different languages. Ensure the centre is clean, with visible safety measures like childproof locks or secure gates.</p>	<p>I added family photos, cultural displays, and multilingual welcome signs to create a more inclusive atmosphere, enhanced communication boards with clear updates on children's care, and ensured the centre is clean with visible safety features to reassure new parents.</p>
 <p>theorist and current research</p>	<p>I reflect on how the space supports children's development and learning. According to Vygotsky, are there opportunities for social learning? According to Piaget, does the space encourage exploration? How does the design promote autonomy and decision-making for the children? <i>Potential Changes:</i> Incorporate more collaborative learning spaces that encourage social interactions, as well as areas with open-ended materials that promote exploration and independence.</p>	<p>I developed collaborative spaces for social learning, reflecting Vygotsky's ideas, and introduced open-ended materials and exploration zones to support Piaget's theory of discovery learning, and adapted the environment to encourage decision-making and problem-solving, giving children more control over their learning.</p>



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