

Designing for Purpose: Participant Learning Guide



Learning Outcomes

Identify how organizational mission, educational philosophy, and curriculum influence the design of supportive and inclusive early learning environments.

Evaluate current classroom environments using developmental, sensory, and cultural lenses.

Develop a plan for how to rotate materials as needed and refresh spaces throughout the year.

Why is the design of the environment important in early care and education settings?

Structured by Purpose

How might we create spaces that reflect the following foundational aspects of your program?

- Organizational mission
- Educational philosophy
- Program quality assessment or accreditation standards
- Personal statement of purpose

Create your personal statement of purpose.
In this community, we want children to feel...

Guided by Curriculum

Possible Interest Areas or Play Centers:

- Blocks
- Construction/Engineering
- Dramatic Play
- House
- Art
- Music & Movement
- Creative Arts
- Math & Manipulatives
- Toys & Games
- Library
- Books
- Listening
- Writing
- Science
- Sand & Water
- Sensory
- Light
- Cozy
- Technology
- Computers
- Cooking
- Woodworking

Curriculum:

List the Interest Areas or Play Centers:

Tailored to the Children

Who lives and learns here?

- How many children will be enrolled in this space?
- How many teachers will work in this space?
- How long will the children be in the space on each day?
- Where will the children store their personal belongings? What type of belongings will they need to store? (lunch, water bottle, backpack, nap linens, extra clothing, outdoor gear)
- Where will the teachers store their personal belongings?
- Will the children have a rest time?
- Where will the children use the restroom? Do children and teachers have access to a handwashing sink in the classroom?
- What are the specific needs, abilities, interests and cultural contexts of each child who will be a part of this classroom community?

Group size/capacity:

Number of teachers:

Teacher to child ratio:

Length of day:

Children's storage space:

Teachers' storage space:

Restrooms & Handwashing:

Children's and teachers' specific needs, abilities, interests and cultural contexts:

Room Design

Notes on creating safe and inclusive spaces with the principles of Universal Design for Learning

Room Design

Group Size:_____ Teachers:_____ Number of Interest Areas:_____ Specific Needs:_____

A large grid of 30 columns and 25 rows of small dots, intended for room design or floor plan creation. The dots are arranged in a uniform grid pattern across the page.

TURN INSPIRATION INTO ACTION



Move the **spark of inspiration**
from your **head**
to your **heart**
through your **hands**
connected in **community**.

WHAT What new learning or information is inspiring you to start something new, stop something that no longer serves you, or change some part of your professional practice?



WHY Why does this information resonate with you? What personal values or guiding principles does it align with or reinforce?



HOW How can you begin to incorporate this information into your professional practice? What's the first step you will need to take? What needs to start, stop or change so this new practice can be implemented?



WHO Who can you share your new learning with so they can become partners in collaboration and commitment to change?

