



Child Centred Learning Educators

NQS Element 1.1.2 Child-centred

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

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.

Communication	ED1	ED2	ED3	ED4	ED5
Do you regularly ask families to share their child's interests, strengths and needs?					
Do you regularly talk to each child about their favourite activities, books, characters, music etc?					
Do you often talk with children in a two way conversation for sustained periods of time eg at meal times or when documenting learning with children?					
Curriculum					
Do you plan the curriculum using what you have learnt about children's interests, strengths and needs?					
Is most of your curriculum related to each child's interests, strengths, needs, culture and daily lives eg their relationships and interactions and not what you think they should find interesting?					
If you don't know much about a particular child's interest do you collaborate with children to research and investigate the topic?					
Do you go on excursions to extend learning about interest areas or what's in the community?					
Do you listen to children's ideas and suggestions about activities or how they could be implemented?					
Do you often change what you planned based on feedback from children?					
Are you careful not to shut learning down because it's too messy, too hard or you prefer another activity?					
Do you encourage children to initiate, join in and continue with activities involving creativity, imagination, problem solving, investigation etc?					
Do you allow and encourage learning from a single interest to extend and grow over several days or weeks?					
Do you regularly offer children extended periods of uninterrupted play/activities/leisure?					
Practice					
Is the routine flexible, so that if children are engrossed in an activity or play, you don't automatically end the session just because the routine says it's time to move on?					
Do you join in children's play enthusiastically when they invite you to eg directly or through their interactions and conversation?					
Do your actions and words show children you think they're capable and competent eg you encourage them to try new skills even if you think they may fail?					

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Do you adjust your teaching methods to take account of each child's learning style and temperament?					
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Actions required