



Curriculum and Children’s Participation Educators

NQS Element 1.1.1 Approved Learning Framework

NQS Element 1.1.2 Child-centred

NQS Element 1.2.3 Child directed learning

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.

ED1 ED2 ED3 ED4 ED5

	ED1	ED2	ED3	ED4	ED5
Do you connect creative activities like painting and drawing to children's families and community eg children draw a representation of their family or family life at the beach, pool, picnic etc?					
Do you connect co-ordination, balance, strength and flexibility activities to children's families and community eg sport family members play?					
Do you connect activities that involve numeracy and literacy to children's families and community eg visits to restaurants/coffee shops or setting the table for dinner etc?					
Does the sensory and messy play come from the local natural environment? eg paper bark from a nearby tree, gumnuts from the outside tree?					
Do you explore negotiating and co-operative activities and decision making in a way that represents real life eg waiting in a line to see a movie?					
Do you use everyday language to extend vocabulary, mathematics and science concepts eg " What happens if we make the angle of the car ramp steeper?"					
Do you connect nutrition and healthy eating activities to children’s culture and family meals?					
Do you connect children to their family heritage eg by using maps, stories, words spoken at home?					
Do you ask children questions to see what they think a book could be about from the front cover and title (and then identify the illustrator, author, title, cover, first page, date book was published)?					
Do you change the tone and expression of our voice while reading stories to engage and stimulate children’s interest?					
Do you change your teaching strategies to help children who learn in different ways eg visual, auditory and tactile learners?					
Do you help children join group activities?					
Do you have daily conversations with families to exchange information about children’s lives and learning?					
Do you encourage children to plan and lead activities and experiences?					
Do you make resources and equipment available so children don’t always have to ask for help?					
Do you work with support providers/professionals when appropriate to help children achieve developmental and learning outcomes?					

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Actions required

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