

Practice Exceeding Themes Educators

NQS Standard 1.2

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.

Embedded Practices	ED1	ED2	ED3	ED4	ED5
Is there evidence you always think carefully about the actions you take when implementing the curriculum to ensure the best outcomes for children?					
Is there evidence you always respond to each child's ideas and play using strategies that promote their participation and learning outcomes eg modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations?					
Is there evidence you're always looking for opportunities to extend each child's learning and do this by using open-ended questions, positive interactions, feedback and providing required resources?					
Is there evidence you encourage each child to make choices and decisions about activities, experiences, routines, service events, resources etc?					
Could you explain to an assessor how your practice implements the EYLF/MTOP?					
Could you explain to an assessor how your practice reflects the service philosophy?					
Critical Reflection					
Is there evidence you regularly contribute to critical reflections that consider current recognised guidance (eg EYLF/MTOP)?					
Is there evidence you regularly contribute to critical reflections about your teaching practices, including alternate ways to promote and extend children's learning and development?					
Is there evidence you regularly contribute to critical reflections about educational theories/philosophies? Could you explain to an assessor how you draw on these and how this may have changed over time?					
Is there evidence you regularly contribute to critical reflections which consider every child's circumstances and rights?					
Is there evidence you regularly contribute to critical reflections to ensure children develop respect for and understanding of different cultures, including Australian Indigenous cultures?					
Engagement with families and community					
Is there evidence your curriculum reflects the service's unique geography, culture and community?					
Is there evidence in your curriculum that you welcome and consider the voices, priorities and strengths of children and families, and include children's views throughout the day?					
Is there evidence you regularly communicate with children's families/ community to ensure you're familiar with each child's					



Actions required