

## **Program Exceeding Themes Nominated Supervisor** NQS Standard 1.1

mbedded Practice s there evidence all educators collaborate with the Educational Leader to consistently lan curriculum, including daily routines, that maximise learning outcomes relating to	OYes	ONo	
there evidence all educators collaborate with the Educational Leader to consistently	O Yes	ONo	
	O Yes	$\bigcirc$ N <sub>1</sub> $\bigcirc$	
lan curriculum, including daily routines, that maximise learning outcomes relating to		ONO	ONA
1 1			
dentity, community connections, wellbeing, (learning) confidence and effective			
ommunication?	OVec	ONe	O N I A
s there evidence all educators collaborate with the Educational Leader to consistently	O Yes	O No	ONA
lan curriculum based on each child's knowledge, strengths, ideas, culture, abilities and nterests?			
tterests? s there evidence all educators consistently make decisions which encourage each child	to OVes	ONo	ONA
chieve their learning and development potential?	to O les	0110	ONA
are you confident all educators could explain (eg to an assessor) how their curriculum	OYes	ONo	ONA
ecisions connect to EYLF/MTOP and the service philosophy?	• 103	•	<b>O</b> 1 t
critical Reflection			
s there evidence all educators regularly contribute to discussions and critical reflection	s O Yes	ONo	ONA
bout the way they plan and implement curriculum, and make changes as required eg			
ow to strengthen the program, better use routines to promote learning, include			
hildren's evolving knowledge, interests etc, better promote different cultures and			
eflect educational theories ad philosophies?			
s there evidence you ensure any change to the service's approach to curriculum	O Yes	O No	ONA
ecision-making is understood by all and implemented appropriately?			
ngagement with families and community			
s there evidence all educators make curriculum decisions in ways that reflect the	O Yes	O No	ONA
ervice's unique geographical, cultural and community environment?			
s there evidence their curriculum decisions include the voices, priorities and strengths	of OYes	O No	ONA
hildren and families at the service?	0.4	ONE	O N I A
s there evidence all educators consistently engage with families and community	O Yes	O No	ONA
nembers to better understand, include and share each child's knowledge, strengths,			
deas, culture, abilities and interests? s there evidence all educators actively ask children for their views and ideas throughou	t OYes	ONo	ONA
he day and act on them wherever possible?	( O ics	0110	OWA
ne day and act on them wherever possible:			
ctions required			

Copyright Centre Support Pty Ltd 2021 The service who has purchased this Toolkit resource is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.