

Teaching Practices Educators

NQS Quality Area 1

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 let children lead the development of the curriculum?					
Are you flexible in planning the curriculum ie don't plan weeks or months in advance or have pre-determined themes?					
Do you follow children's learning preferences eg don't force children to be involved in groups or activities that don't interest them					
Are you flexible when it comes to routines where possible, giving children long periods of unhurried time?					
Do you use intentional teaching practices whenever opportunities arise, including during routines?					
Do you reflect critically on activities, children's learning and your teaching practices, looking at events from the viewpoint of children, families, colleagues and the community?					
Do you change your practices as a result of your critical reflections?					
Do you have conversations with children of all ages to affirm their identity and their place in their community?					
Do you promote activities which encourage children to interact and learn from each other?					
Do you <i>identify</i> what each child knows, can do and understands?					
Do you <i>extend</i> each child's learning based on what they know, can do and understand?					
Does your documentation clearly show what children know and what you have done to extend learning?					
Can families understand the documentation?					
Do you participate in children's imaginary play while allowing children to direct the drama?					
Do you act on opportunities to have sustained interactions and conversations with a child or children eg during snacks and play?					
Do you base learning around relationships that you have with children, and that they have with their families and community, rather than relying on resources and equipment?					
Do you actively seek to find out more about children's everyday lives eg through conversations with their families?					
Do you use information gained about children from their families and enrolment information to plan the Curriculum?					
Do you include routines as opportunities for learning?					
Do you make sure your own beliefs and values about what children can do don't limit their learning opportunities?					



Actions required