



Checklist

**Why are you doing the checklist?**

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

**The checklist keys to use.**

**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.

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

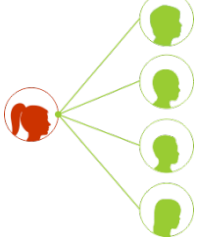
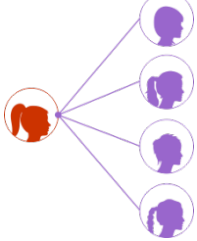
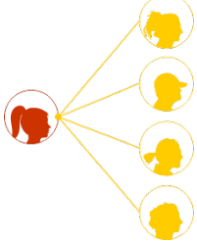
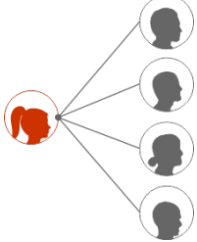
Positive Interactions	ED1	ED2	ED3	ED4	ED5
Would a visitor to your room see you intentionally teach children the social skills they need to participate in group activities and/or develop friendships?					
Would a visitor to your room see you always model the positive social interactions you teach children?					
Would a visitor to your room see you sensitively intervene when needed to promote each child's inclusion and sense of belonging?					
Would a visitor to your room see you share books with children about friendship and helping others?					
Would a visitor to your room see you acknowledge children's positive interactions eg co-operating, negotiating, problem solving, helping others?					
Learning Together					
Would a visitor to your room see you encourage children to learn from their peers eg 'see how Annie is washing her hands?'					
Would a visitor to your room see you support children to negotiate roles and responsibilities in group activities and play?					
Would a visitor to your room see you respectfully participate in children's group play and activities when invited or opportunities arise?					
Would a visitor to your room see you provide opportunities for all children to lead group activities eg encourage children with skills/ strengths/ knowledge in particular areas to lead or contribute to learning in those areas?					
Would a visitor to your room see you encourage children to share their culture and daily lives with other children?					
Would a visitor to your room see you encourage children to work together eg to research, plan, problem-solve and make decisions?					
Would a visitor to your room see you give children time to collaborate and finish activities eg through flexible daily routines?					
Would a visitor to your room see you provide opportunities for children of mixed ages and genders to engage in safe group activities?					
Would a visitor to your room see you ensure spaces and resources encourage interaction and cooperation eg U shaped spaces, loose parts?					

**Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning**



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- The NQF Guide says children need 'time and space' to engage in collaborative experiences (p 250). How do you provide this for children, and how could you improve?
- **How do you use the different knowledge, skills and background of each child to help children learn from each other? How could you improve? (Example used below)**
- The NQF Guide says "older children can also learn life and social skills" from each other (p 250). How well do you support children to do this – and how do you or could you support younger children to learn life or social skills from other children?

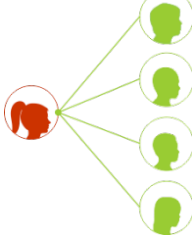
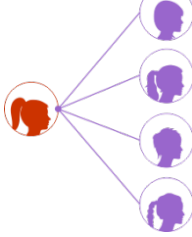
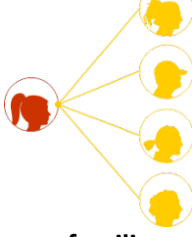
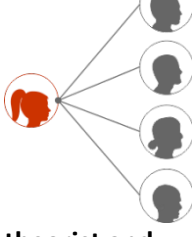
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>I enjoy when we share stories about our families and what we do at home. It's fun to learn new games and try different foods from my friends' cultures. Sometimes, I wish we could have more days where everyone gets to show something special about themselves.</p>	<p>Create a "Cultural Sharing Day" where each child can bring something from home to share with the class, such as a favourite toy, a traditional outfit, or a family recipe. This will help children learn more about each other's backgrounds and skills.</p>
 <p><b>an educator</b></p>	<p>I try to highlight each child's unique skills and background in our activities. For example, I ask children to share their cultural traditions or special talents during group time. To improve, I could integrate more projects that require children to work together and learn from each other's strengths.</p>	<p>Design projects that require children to use their unique skills and backgrounds. For example, a class cookbook where each child contributes a family recipe, or a talent show where children can showcase their special skills.</p>
 <p><b>your families</b></p>	<p>I appreciate how educators encourage children to share their backgrounds and skills. It would be great if there were more events where families could participate and share their cultural traditions or special talents with the class.</p>	<p>Organise family participation events where parents can come in and share cultural traditions, stories, or skills with the children. This will enrich the learning environment and provide more opportunities for children to learn from diverse backgrounds.</p>
 <p><b>theorist and current research</b></p>	<p>Current research emphasises the importance of using children's diverse backgrounds and skills to enrich the learning environment. Regularly incorporating multicultural activities and peer teaching opportunities can enhance children's understanding and respect for diversity.</p>	<p>Organise family participation events where parents can come in and share cultural traditions, stories, or skills with the children. This will enrich the learning environment and provide more opportunities for children to learn from diverse backgrounds.</p>

**Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning**



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- The NQF Guide says children need 'time and space' to engage in collaborative experiences (p 250). How do you provide this for children, and how could you improve?
- How do you use the different knowledge, skills and background of each child to help children learn from each other? How could you improve?
- The NQF Guide says "older children can also learn life and social skills" from each other (p 250). How well do you support children to do this – and how do you or could you support younger children to learn life or social skills from other children?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

**Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning**