



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 |  |

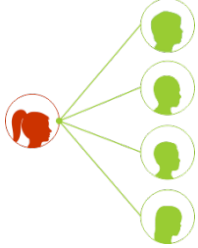
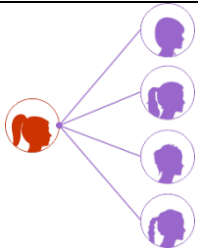
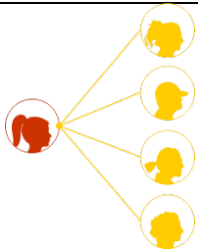
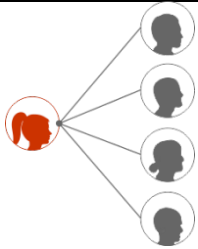
|  | ED1 | ED2 | ED3 | ED4 | ED5 |
|--|-----|-----|-----|-----|-----|
| Would a visitor to your room see you regularly discuss emotions, feelings, inclusive and exclusive practices, fair and unfair behaviour, bias and prejudice with children – in planned and spontaneous activities?                     |     |     |     |     |     |
| Would a visitor to your room see you encourage children to identify their own emotions while showing them understanding and empathy?   |     |     |     |     |     |
| Would a visitor to your room see you always model positive language and interactions eg listening to children, responding respectfully, acknowledging different points of view?  |     |     |     |     |     |
| Would a visitor to your room see you help children understand how others may expect them to behave and the consequences of inappropriate behaviours?   |     |     |     |     |     |
| Would a visitor to your room see you help children learn ways to calm their feelings and behaviour?  |     |     |     |     |     |
| Would a visitor to your room see you encourage children to contribute to room/group rules and acceptable group behaviours?   |     |     |     |     |     |
| Would a visitor to your room see children always trusting you to support them through difficult feelings, interactions, and conflicts with others?   |     |     |     |     |     |
| Would a visitor to your room see you support children who may be involved in instances of bullying?  |     |     |     |     |     |
| Would a visitor to your room see you confidently support individual children's behaviour using behaviour management strategies best suited to that child's personality, friendships and needs?   |     |     |     |     |     |
| Would a visitor to your room see you confidently work with families and other professionals to support a child's behaviour, including implementing behaviour management plans and promoting consistent practice in different settings? |     |     |     |     |     |
| Would a visitor to your room see you ask for help in situations where you're unsure how best to manage a child's behaviour, or families aren't supporting your efforts to manage their child's behaviour?                              |     |     |     |     |     |

**Week 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation**



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:

- Can you effectively support children with challenging behaviour? What do you need to help you improve? How could you achieve this?
- Do you implement activities to help children reduce their anxiety, calm down or 'stay in the moment'? What opportunities are there to implement these activities – or more of them?
- **How much impact do you think your environment and resources have on children's emotions and behaviour? What could you change?**

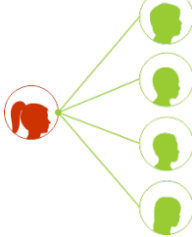
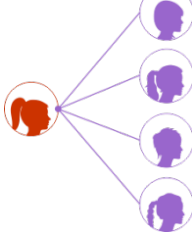
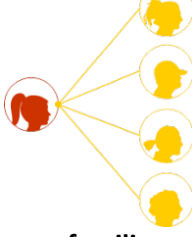
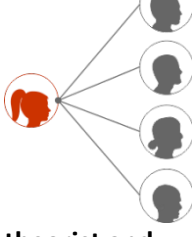
| Critically reflect through the eyes of:  | Write your critical reflection below   | What changes did you or will you make because of the reflection?  |
|--|--|---|
|  <p><b>a child</b></p>                         | <p>Children often feel overwhelmed by their surroundings. When the environment is noisy or cluttered, it's hard to concentrate or feel calm. We need quiet spaces with soothing colours and comfortable seating where we can relax. Having access to calming activities like drawing, reading, or sensory play would help us feel more at ease and in control of our emotions. Changes to our environment can make a big difference in how we feel and behave.</p>                             | <p><b>Quiet Zones:</b> We added quiet zones with comfortable seating and calming colours, providing children a peaceful retreat to manage their emotions.</p> <p><b>Sensory Play:</b> Sensory play areas with tactile objects, soft lighting, and calming music were introduced to help children relax and regulate their emotions.</p> |
|  <p><b>an educator</b></p>                    | <p>As educators, we must acknowledge that our environment significantly impacts children's emotions and behaviour. A cluttered or overstimulating space can increase anxiety and distract children. By thoughtfully arranging our classroom and ensuring it includes areas for quiet, calm activities, we can better support children's emotional regulation. This may require us to re-evaluate our use of space and resources, incorporating more sensory-friendly and calming elements.</p> | <p><b>Balanced Environment:</b> Our classroom now balances active and quiet areas, supporting children's different emotional needs.</p> <p><b>Child Involvement:</b> Children participate in setting up these spaces, enhancing their sense of ownership and comfort.</p>   |
|  <p><b>your families</b></p>                 | <p>Families recognise the importance of a supportive environment in managing children's emotions and behaviour. However, they may struggle to replicate these settings at home without guidance. Collaborating with educators to create a consistent approach between home and school, sharing strategies and resources, can help children feel secure and supported in both settings.</p>   | <p><b>Professional Development:</b> We offer ongoing training for staff on creating supportive environments based on the latest research.</p> <p><b>Family Collaboration:</b> We share strategies with families to create calm spaces at home, ensuring consistent emotional support.</p>   |
|  <p><b>theorist and current research</b></p> | <p>Recent research indicates that thoughtfully designed environments can significantly impact children's emotional well-being and behaviour. Theorists advocate for spaces that provide both stimulation and calm, allowing children to regulate their emotions effectively. Sensory-friendly designs and mindfulness practices are shown to reduce anxiety and promote self-regulation.</p>   | <p><b>Research Integration:</b> We use current research to continually improve our classroom design and activities, supporting children's emotional well-being.</p>   |

### Week 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation



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 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation**