



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**. 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	

**Building trusting relationships**

ED1 ED2 ED3 ED4 ED5

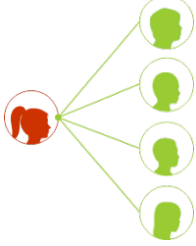
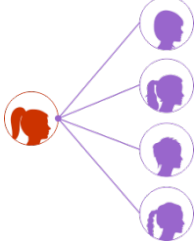
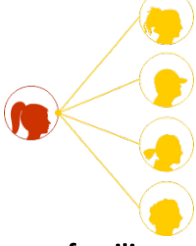
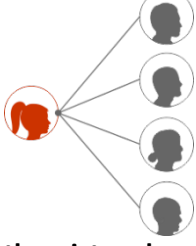
	ED1	ED2	ED3	ED4	ED5
Would a visitor to your room observe how you create learning environments that foster collaboration and positive interaction among children?					
Would a visitor to your room notice that your interactions during routines and transitions consistently make children feel safe and included?					
Would a visitor to your room see you consistently understanding and responding positively to each child's cues or requests for comfort, help, support, or invitations to join their play?					
Would a visitor to your room notice you engaging with children in relaxed, sustained conversations or non-verbal interactions?					
Would a visitor to your room observe you encouraging children to express their ideas, stories, questions, and problems, and see you always responding positively?					
Would a visitor to your room see you actively support and encourage the varied abilities, interests, and strengths of each child?					
Would a visitor to your room observe you encouraging children to participate in making decisions about routines, activities, and experiences?					
Would a visitor to your room see you gather information from families and support agencies, if relevant, and use this to inform your planning, programming, and interactions with children to ensure each child feels secure and included?					
Do you adapt to children's ideas, needs, and interests by introducing spontaneous activities?					
Would a visitor to your room see you employ communication techniques such as sign language, 'serve and return' conversations, 'point and describe' strategies, and other resources to enhance your interactions with children?					
Would a visitor to your room notice that your group arrangements and sizes consistently help children feel secure and included?					
Would a visitor to your room see you ensure that children with additional needs are meaningfully included in all activities and experiences?					

**Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships**



The EYLF 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:

- How might any demands educators make of children affect their confidence and security at the service eg "come here - it's time for afternoon tea/group time or "stop playing with that - we're doing this now"?
- How might your beliefs be affecting your interactions with children eg "I should only get involved if I absolutely have to"?
- "Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem – which contributes to the development of identity..." (NQF Guide p 236). How do your interactions with children build their self-esteem?

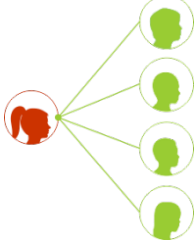
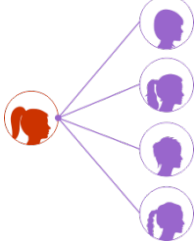
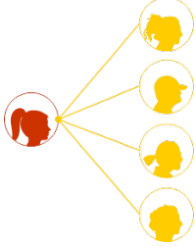
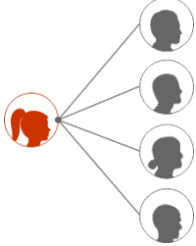
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>I sometimes get confused and a bit unsettled when the teacher tells us it's time to stop playing and join the group for story time or afternoon tea. It often feels like I'm hurried and have to leave my activities unfinished. I'd appreciate a bit more time to wrap up what I'm doing before moving on.</p>	<p>After reflecting on how demanding transitions can be for children, the educator decided to make several changes to foster a more positive and empowering learning environment.</p>
 <p><b>an educator</b></p>	<p>I understand that transitions from one activity to another can be somewhat perplexing for children. We always aim to give them a gentle reminder and explain what's coming up next, but I acknowledge that some kids might still feel a bit rushed or uneasy.</p>	<p>They introduced visual cues, such as a visual schedule and timers, to give children a clearer understanding of when transitions would happen. Additionally, they began to offer more choices during these times, allowing children to decide which activity they wanted to move to next or offering various ways they could engage in group activities or afternoon tea.</p>
 <p><b>your families</b></p>	<p>It's crucial for educators to be aware of the requests they make of children and to consider how these requests might affect their sense of security and confidence. It's important for children to feel supported and at ease in their learning environments, especially during transitions which can be particularly tricky for some.</p>	<p>These adaptations significantly enhanced the supportiveness of the learning environment. By reducing the stress and confusion typically associated with transitions, these changes not only helped to boost the children's overall confidence but also increased their engagement and participation in the learning process.</p>
 <p><b>theorist and current research</b></p>	<p>Research indicates that children flourish in environments where they feel they have some control and agency over their learning. By offering children choices and chances to make decisions about their learning activities, educators can foster a sense of empowerment. This approach not only boosts their confidence and engagement but also alleviates any anxiety or frustration they might experience during transitions.</p>	<p>These adaptations significantly enhanced the supportiveness of the learning environment. By reducing the stress and confusion typically associated with transitions, these changes not only helped to boost the children's overall confidence but also increased their engagement and participation in the learning process.</p>

**Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships**



The EYLF 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:

- How might any demands educators make of children affect their confidence and security at the service eg "come here - it's time for afternoon tea/group time or "stop playing with that - we're doing this now"?
- How might your beliefs be affecting your interactions with children eg "I should only get involved if I absolutely have to"?
- "Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem – which contributes to the development of identity..." (NQF Guide p 236). How do your interactions with children build their self-esteem?

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><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		

**Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships**