



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.

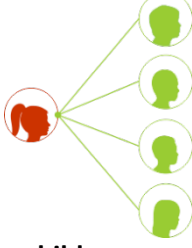
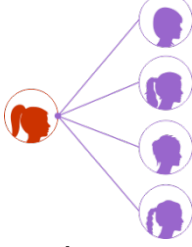
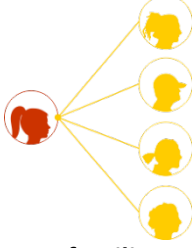
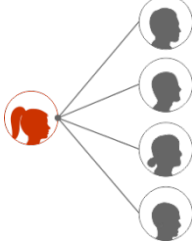
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Do you implement activities and experiences which:					
• help children learn how living things depend on each other and their environment to survive and thrive?					
• help children appreciate, care for and learn more about natural and built environments?					
• help children learn more about plants, animals, insects and their habitats, including those native to Australia?					
• include First Nations' views and practices about caring for the environment?					
• help children learn more about the way people use and impact the natural environment eg microplastics, water conservation, dust storms, renewable energy (wind, solar, hydro), deforestation, erosion, farming, endangered animals/plants?					
• increase children's understanding of environmental issues, particularly those affecting your local community?					
• connect service operations with environmental responsibility eg monitoring electricity, gas, water usage, amount of rubbish going to landfill?					
• use spaces for activities that promote life skills like growing food and recycling?					
• include lots of diverse natural materials?					
• encourage families to participate in sustainable practices and caring for the environment eg energy efficient home appliances?					
Do you always model environmentally sustainable practices consistent with the activities and experiences in the program eg heating/cooling temperatures not set too high or low, recycling food/drink containers?					



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:

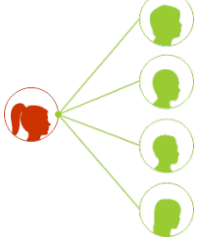
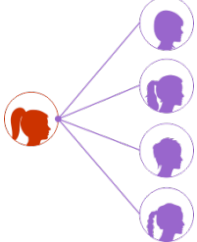
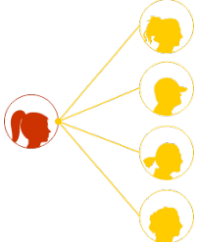
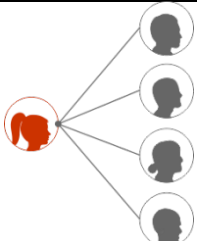
- Have children been really engaged in an activity related to caring for the environment? If yes, what made it so engaging? If no, what could you do to really engage their interest
- First Nations people have successfully cared for the environment for thousands of years. How could you help children learn more about the cultural practices they implement to care for and respect the environment?
- Do you make the most of local geographical features to help children learn more about caring for the environment eg rivers, dams, bush reserves, bogs? How could you better use local resources to teach children more?

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>As a child, exploring local rivers and bush reserves makes learning about nature exciting and real. I can see, touch, and experience the environment, which helps me understand why we need to protect it.</p>	<p>Increase the frequency of excursions to local natural sites to enhance experiential learning and make these concepts more tangible for the children.</p>
 <p><b>an educator</b></p>	<p>Reflecting as an educator, I recognise the value of using local geographical features like rivers and bushland to teach children. However, I need to ensure these outings are more than just visits. They should be integrated with specific learning outcomes related to environmental stewardship.</p>	<p>Develop structured educational activities tailored to each visit that focus on specific aspects of the environment, like the role of biodiversity or the impact of non-native species.</p>
 <p><b>your families</b></p>	<p>From the perspective of families, understanding how local geographical features are used in their children's education might not be clear. Communicating this effectively can help families see the value and support or engage in similar activities at home.</p>	<p>Improve communication with families about the objectives and outcomes of using local sites for learning. Provide suggestions for family activities that reinforce these lessons.</p>
 <p><b>theorist and current research</b></p>	<p>Current research underscores the importance of place-based education for effective environmental learning. Theorists like Sobel <a href="http://davidsobelauthor.com">David Sobel (davidsobelauthor.com)</a> advocate for direct engagement with local environments to foster a sense of place and care in young learners.</p>	<p>Incorporate principles of place-based education more deeply into the curriculum. Use theorists' recommendations to shape activities that connect children with their local ecosystems and cultural heritage.</p>



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- Have children been really engaged in an activity related to caring for the environment? If yes, what made it so engaging? If no, what could you do to really engage their interest (eg see QIP/SAT improvement example)?
- First Nations people have successfully cared for the environment for thousands of years. How could you help children learn more about the cultural practices they implement to care for and respect the environment?
- Do you make the most of local geographical features to help children learn more about caring for the environment eg rivers, dams, bush reserves, bogs? How could you better use local resources to teach children more?

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