

2.2.1

Supervision

At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.



Week 26
19.8.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



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	

Adequate supervision

Do you always supervise children including during toileting, sleep, rest, meals, transitions and higher risk activities eg water play, cooking, woodwork, nappy changes?					
Do you always adjust your level of supervision to reflect the ages, number of children, activity, location, experience level of team members etc?					
Can you always see and hear sleeping/resting children, and do you check young children (eg babies) at regular intervals?					
Do you make sure children only leave the service with their parent, authorised nominee, to attend an authorised excursion or transport service, or during a medical or other emergency?					
Do you communicate your movements and relevant information about children with team members to ensure there's always adequate supervision (eg Danni's playing in the maze, I'm just going to the toilet)?					
Do you share supervision arrangements/plans with relief staff?					
Do you closely supervise all visitors, students and volunteers at all times children are present?					

Reasonable precautions

Do you always follow the Policies and Procedures which promote children's safety eg:					
• Sun Protection Policy which requires educators to follow recognised sun safe practices?					
• Sleep and Rest Policy which requires educators to follow safe sleep practices recommended by Red Nose?					
• Water Safety Policy which requires educators to follow water safety practices?					
• Hazardous Substances Policy which requires educators to ensure children cannot access hazardous products like medications, detergents, cleaning products, garden chemicals, and electrical equipment?					

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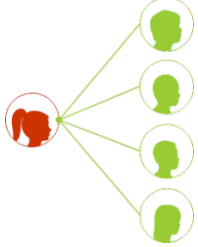
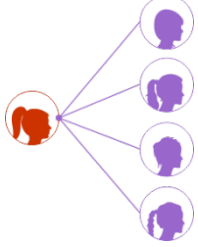
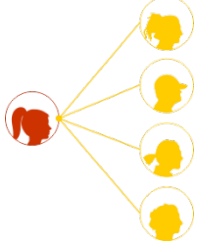
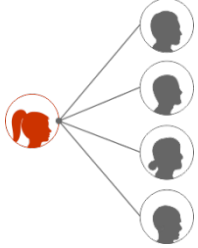
<ul style="list-style-type: none"> • Tobacco, Drug and Alcohol Policy which aims to ensure staff are never impaired by alcohol or legal/illegal drugs at work? 					
<ul style="list-style-type: none"> • Physical Environment Policy which aims to ensure service has safe indoor and outdoor environments and work practices eg do you complete daily safety checks, effectively implement maintenance practices, consume hot food and drinks in staff only areas, remove or cordon off identified risks? 					
<ul style="list-style-type: none"> • Medical Conditions Policy which requires educators to follow management (action) plans, risk minimisation and communication plans for children with a specific health care need, allergy or medical condition? 					
<ul style="list-style-type: none"> • Excursion Policy which requires educators to complete appropriate risk assessments and adequately supervise children during excursions? 					
<ul style="list-style-type: none"> • Transport Policy which requires educators to complete appropriate risk assessments and adequately supervise children during transport 					
Do you regularly discuss safety issues with children, teach them how to safely use equipment and resources, and involve them in setting safety rules where age appropriate?					

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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:

- How do you balance the need to supervise children with their rights and needs for privacy and independence?
- Could you improve the way supervision plans and requirements are discussed with relief staff? How might this occur?
- Do you regularly talk to children about safety issues? Could you improve the way you do this?

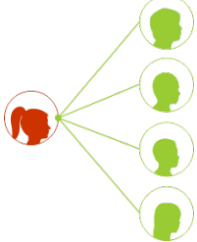
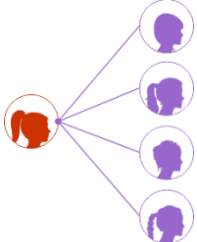
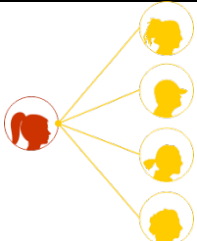
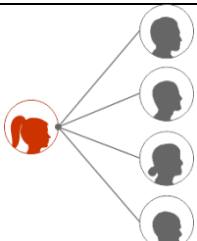
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>As a child, I want to explore the world around me, make decisions, and enjoy moments where I can be by myself or with friends without always feeling watched. I need to know that my educator is nearby if I need help, but I also want to feel trusted to do things on my own. Sometimes, too much supervision can feel like I’m not capable, so it’s important that I have the freedom to try things by myself, even if it means making mistakes.</p>	<p>Reflecting on these perspectives, I will make several adjustments to our practices. First, I will enhance our supervision strategies by ensuring that our presence is felt but not overbearing, allowing children to feel trusted and capable. This might include setting up environments with clear sightlines and defined boundaries, where children can engage in independent play while still being within our view. I will also ensure that our communication with families emphasises how we balance supervision with promoting independence, providing examples that highlight their child’s growth and learning.</p>
 <p>an educator</p>	<p>My primary concern is the safety and wellbeing of the children in my care. However, I also understand the importance of fostering a child’s sense of independence and respecting their need for privacy. To balance these needs, I practice active supervision—being present and observant without being intrusive. I position myself strategically in the environment to ensure I can see and hear the children, but I also allow them the space to explore and make decisions independently.</p>	<p>I plan to incorporate more opportunities for children to take on small responsibilities, such as helping with tasks or making choices about their activities, to further support their autonomy.</p>
 <p>your families</p>	<p>Families place great trust in us to protect their children, and they also want to see their children develop independence and self-confidence. When families see that we are giving their children space to grow while still maintaining a safe environment, it reassures them that their child’s development is being supported holistically. It’s crucial to communicate with families about our approach to supervision and independence, explaining how we ensure their child’s safety while also encouraging them to take on challenges and build confidence.</p>	<p>Finally, I will continue to stay informed about best practices in early childhood education, regularly reflecting on how we can improve our approach to supervision to better support both safety and independence.</p>
 <p>theorist and current research</p>	<p>Theorists such as Maria Montessori and contemporary research highlight the importance of independence and self-directed learning in early childhood development. Montessori, for example, advocated for environments that allow children to make choices, engage in self-directed activities, and develop autonomy within safe boundaries. Current research supports the idea that children learn best when they are trusted to take on challenges and given the freedom to explore, with educators serving as guides rather than constant overseers.</p>	

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 <p>an educator</p>		
 <p>your families</p>		
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