

# 4.2.1

## Professional collaboration

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.



Week 29  
9.9.2024

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	

### Practices

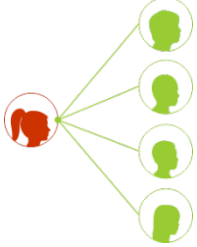
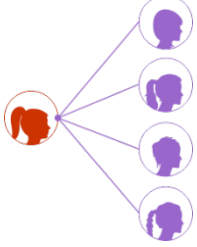
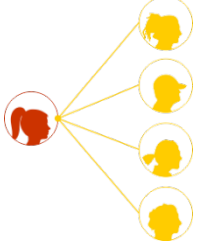
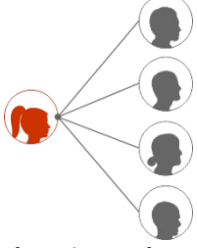
Do you encourage other team members to share their ideas and knowledge, regardless of their experience, culture, background etc?					
Do you share your knowledge and skills with team members, including those based on current recognised approaches and research and information gained from professional development?					
Are you always professional and respectful when sharing information eg never engage in derogatory remarks about practice with team member or others?					
Do you know the particular strengths of team members and use them when you can?					
Are you open to receiving coaching/guidance about better ways of doing things or recognised best practice no matter how long you have been working in a Service or sector?					
Do you willingly support new team members and relief staff, including those who may not have your skills, knowledge or understanding of service practices, so they feel valued and included?					
Do you share tasks and responsibilities and promptly help team members who need extra assistance?					
Do you regularly reflect on the needs of children and families, including ensuring all children are included and supported, and share your ideas with team members?					
Do you follow a consistent process for documenting reflections on children's and families' needs?					

### Week 29, 9 to 13 September 2024 – 4.2.1 Professional Collaboration



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 could you help casual or relief educators feel more valued? (Used in the below example)
- **Does valuable information about the needs of particular children or families always get shared between educators, or between managers and staff members? How could this be improved?**
- Is there anything stopping the particular skills or strengths of some educators from being (fully) used to strengthen learning outcomes? What changes could you suggest?

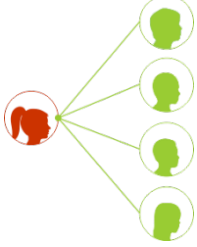
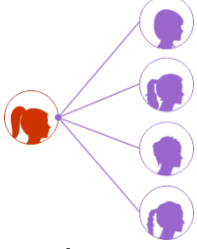
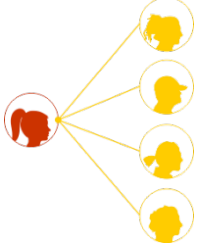
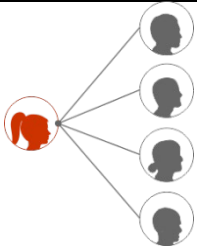
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>It is important that educators understand their needs, interests, and family circumstances. If valuable information isn't shared, the child might feel misunderstood or unsupported. This could lead to feelings of frustration or being left out. Consistent communication among educators ensures that all aspects of the child's life are considered, fostering a sense of security and trust.</p>	<p>To address this, we will implement a more structured communication system, such as daily or weekly briefings, to ensure that all educators are aware of each child's needs and circumstances. This will help create a more inclusive and responsive learning environment where every child feels understood and supported.</p>
 <p><b>an educator</b></p>	<p>Sharing valuable information about children's needs is crucial for tailoring learning experiences and providing appropriate support. Without effective communication, educators may feel unprepared or unaware of significant aspects that impact a child's learning. This lack of information can hinder effective planning and collaboration, leading to inconsistent approaches to child development and wellbeing.</p>	<p>We will establish regular collaborative meetings and develop a shared digital platform where important information about children's needs can be documented and accessed by all educators. This will ensure everyone is on the same page, enabling a more cohesive approach to planning and delivering curriculum.</p>
 <p><b>your families</b></p>	<p>Families rely on educators to understand and meet their child's needs in the early learning environment. If information about their child's needs isn't shared effectively among educators, families might feel frustrated or lose trust in the service. They may perceive a lack of professionalism or care, especially if their child's specific needs or family circumstances are not considered in daily interactions or learning plans.</p>	<p>We will improve communication with families by regularly updating them about their child's progress and any strategies in place to support their needs. Implementing feedback sessions with families will also help educators understand and respond to specific family circumstances more effectively.</p>
 <p><b>theorist and current research</b></p>	<p>Theorists and current research highlight the importance of a holistic approach to early childhood education, emphasising the need for shared understanding among educators to support children's development effectively. When information isn't shared, it contradicts the principles of reflective practice and collaborative planning, which are key to effective early childhood education. Research suggests that cohesive teamwork enhances educational outcomes for children.</p>	<p>Based on this reflection, we will adopt a more collaborative, reflective practice framework, incorporating regular team reflections and evidence-based strategies to improve communication and information sharing. We will also align our practices with current research findings to ensure we are meeting best practice standards.</p>

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 <p>your families</p>		
 <p>theorist and current research</p>		

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