



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.

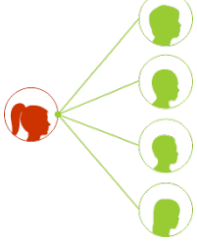
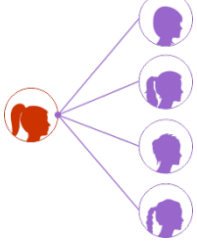
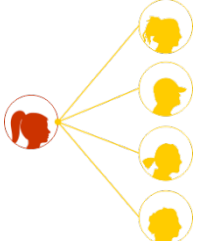
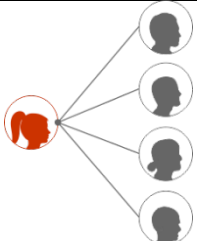
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Do you always interact with children, other staff, families and community members in a respectful and professional way which is consistent with Service Code of Conduct/Ethics, Service philosophy and your job description?					
Do you ensure you consistently meet all the duties outlined in your position description responsibly and with due care?					
Do you consistently promote the benefits of diversity amongst children and staff, and remove barriers to inclusion and participation?					
Do you review the National Law, Regs, NQS, or Service policies and procedures to check compliance or when unsure of practice?					
Do you respect the roles of other staff, for example Educational Leader or Room/Group Leader, and support them in their roles?					
Do you consistently aim to improve your practice through critical reflection, feedback and professional development?					
Do you acknowledge and minimise the effect of personal biases/beliefs on children's learning, and your relationships with children, families, other staff and community members?					
Do you always respect families' expectations and work with them to achieve the best possible outcome for their child?					
Do you share your knowledge and practice tips with other educators?					
Do you consistently participate in service wide operations like policy reviews, QIP/SAT writing and staff meetings?					
Do you/would you always follow service grievance procedures if you have a complaint?					
Do you always respect the privacy of children's, families' and employees' confidential or personal information?					
Do you/would you always report unprofessional/illegal behaviour at the Service to the Nominated Supervisor even where this may compromise a friendship?					



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:

- After completing the checklist on the previous page, what one thing could you focus on improving?
- What would you do if you heard an educator or staff member gossiping about a child, family, manger or employee outside the service? Does this behaviour fall into the scope of professional standards. Why or why not?
- **What could you do to overcome or reduce a personal belief or bias you've acknowledged in relation to a child, family or staff member at the Service?**

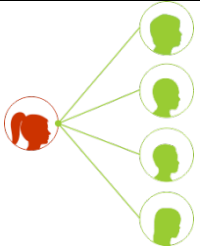
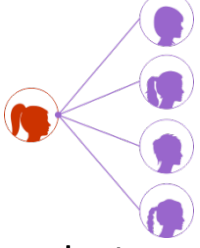
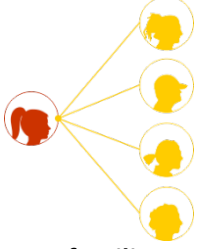
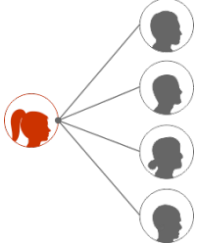
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>I realise that my assumption about their ability to focus during group activities was influenced by my belief that quieter children are less engaged. Children show engagement in different ways, and by recognising this, I need to give every child an equal opportunity to express themselves, even if their participation is more subtle or quiet.</p>	<p>I will incorporate more varied methods of engagement, like one-on-one discussions and activities that allow quieter children to express their understanding without the pressure of speaking in large groups.</p>
 <p><b>an educator</b></p>	<p>I had assumed that my established methods were equally effective for all children, but I now recognise that I was favouring the learning styles that align with my personal preferences. I need to reflect on whether I'm catering to diverse learning needs and encouraging all staff to do the same, adapting to visual, auditory, and kinaesthetic learners.</p>	<p>I'll expand my teaching approaches, using visual aids, hands-on activities, and storytelling techniques to engage children with different learning styles. I'll also encourage open discussions with my colleagues to share strategies and adjust our planning to support each child's unique way of learning.</p>
 <p><b>your families</b></p>	<p>From a family's perspective, they might feel that I've been less communicative about their child's progress, especially when their work schedules prevent regular face-to-face conversations. I realise that assuming they're disengaged due to infrequent visits may have clouded my efforts to reach out and involve them.</p>	<p>I will establish multiple channels of communication, including regular updates via email or through an app, and invite parents to share their preferred communication methods. This will help me connect better with families and ensure they feel included in their child's educational journey, regardless of their availability.</p>
 <p><b>theorist and current research</b></p>	<p>According to the latest research and theories around reflective practice, such as those proposed by Loris Malaguzzi (Reggio Emilia approach), the child's environment plays a pivotal role in learning. I realise I have sometimes undervalued the role of the environment in children's learning processes, not always fully considering how the layout or use of space can either enhance or limit engagement.</p>	<p>I will take a more deliberate approach in designing learning spaces, ensuring they are inclusive and stimulate all senses. I'll review current literature on spatial design in early childhood settings and involve children in discussions about their preferences for learning spaces.</p>

**Week 30, 16 to 20 September 2024 – 4.2.2 Professional Standards**



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