



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

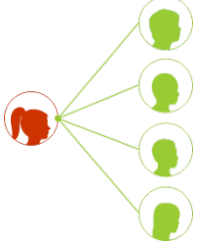
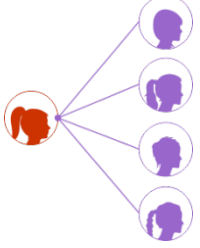
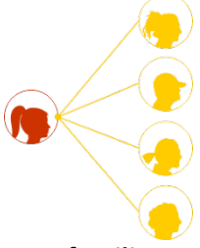
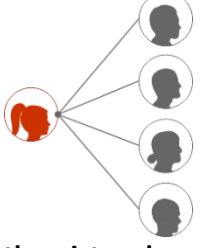
**T = Please teach** me how to do it or improve my understanding of why I need to do it.

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

	ED1	ED2	ED3	ED4	ED5
How do you make sure your curriculum and interactions with children encourage fairness, inclusion, and diversity, and challenge stereotypes?					
Do you plan activities based on each child's strengths, interests, and the way they like to learn?					
How do you learn about each child's family, culture, and home language, and use that to create meaningful learning experiences?					
Are your interactions with each child respectful of their family background, culture, and home language when appropriate?					
Do you organise activities that celebrate diversity, promote gender equality, and challenge stereotypes?					
How do you include respect for and learning about Indigenous histories and cultures in your activities?					
Do your learning activities reflect the community and environment the children live in?					
How do you listen to each child's ideas and views and incorporate them into your plans?					
Do you check your own beliefs and biases to make sure all children have the same opportunities without any barriers?					
If you have concerns about a child's ability to participate, do you discuss them with the EdI Leader, Room/Group Leader, or Nominated Supervisor?					
How do you share important information about each child with your team to ensure consistency and support for their participation and inclusion?					
<b>Inclusive Practice – Additional Needs</b>					
Do you collaborate with families, professionals, and support agencies to help every child fully participate?					
How do you adjust activities, routines, and transitions to make sure all children can join in, such as reducing physical, language, sensory, or cultural barriers, or implementing support plans?					
Do you have high expectations for all children?					
If needed, do you ask for professional development to better support children with additional needs?					

**Week 32, 14 to 18 October 2024 – 6.2.2 Access and Participation**

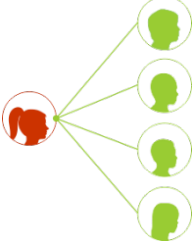
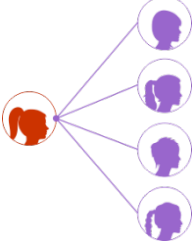
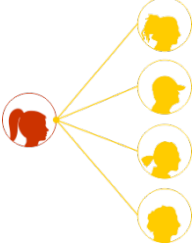
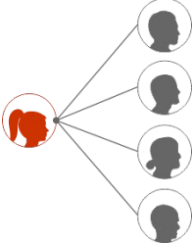
	<p>The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:</p> <ul style="list-style-type: none"> <li>Do you expect children whose brains work differently (eg children with autism) to behave in neurotypical ways? Is this always necessary, and who does it benefit? (Example used below)</li> <li>How do you assess a child's 'sense of belonging'? Could you assess how much a child feels they belong in a different way for different children?</li> <li><b>How effective are the adjustments you make to activities, routines, spaces etc to ensure each child can fully participate?</b></li> </ul>
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<b>Critically reflect through the eyes of:</b>	<b>Write your critical reflection below</b>	<b>What changes did you or will you make because of the reflection?</b>
 <p><b>a child</b></p>	<p>From a child's view, adjustments to activities, routines, and spaces are effective if they feel included, understood, and supported in their learning environment. Children who may face barriers (e.g., sensory sensitivities or communication challenges) can often experience stress or frustration when adjustments are inadequate. When they are made properly, children feel a stronger sense of belonging, can engage more confidently, and participate fully without feeling singled out.</p>	<p>Create more flexible environments and activities that allow children to make choices about how they engage, offering quieter spaces or alternative materials to reduce overstimulation or frustration.</p>
 <p><b>an educator</b></p>	<p>As educators, it's essential to constantly reflect on whether the adjustments we make are actually effective in practice. Often, we might think an adjustment is sufficient, but the outcomes (e.g., whether the child is engaged, happy, or making progress) tell us otherwise. This reflection encourages us to assess our biases and assumptions, ensuring we are not simply accommodating for the sake of it, but genuinely tailoring the learning experience to individual needs.</p>	<p>Regularly review the effectiveness of adjustments through observation and discussions with children and families. Seek out additional professional development to deepen understanding of inclusive practices and neurodiversity.</p>
 <p><b>your families</b></p>	<p>Families might feel reassured when they see thoughtful adjustments being made to support their child's participation. However, they may also notice areas where more could be done. For example, a family might observe their child still struggling with certain transitions or group activities despite adjustments and wonder if these accommodations are sufficient. Families are often the best advocates for what works for their child, so their input is crucial.</p>	<p>Encourage open communication with families, inviting their feedback on how effective they feel the adjustments are. Use their insights to adapt routines and activities to better suit the child's unique needs.</p>
 <p><b>theorist and current research</b></p>	<p>Carl Rogers emphasised the importance of creating an environment where individuals feel understood, accepted, and valued. Applied to children, this means that any adjustments made to activities, routines, and spaces should be driven by a deep respect for each child's individuality. According to Rogers, when children feel truly heard and accepted for who they are, they are more likely to engage fully and grow emotionally and intellectually.</p>	<p>Educators should be attuned to each child's unique needs and create learning environments that provide unconditional positive regard. Focusing on the whole child, including their emotional well-being, and adjusting the environment to reflect an understanding of their personal experiences.</p>



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- How effective are the adjustments you make to activities, routines, spaces etc to ensure each child can fully participate?

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

**Week 32, 14 to 18 October 2024 – 6.2.2 Access and Participation**