



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	

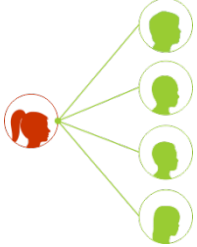
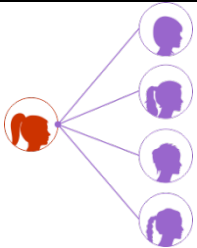
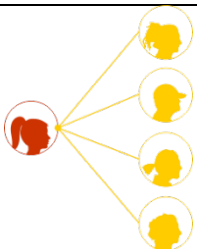
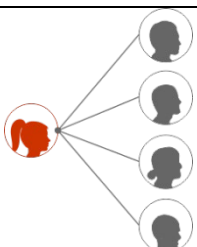
	ED1	ED2	ED3	ED4	ED5
Are there partnerships with local businesses, health services, or community organisations?					
Do we have regular interactions with Aboriginal and Torres Strait Islander communities?					
Do images, books, and resources reflect the cultural diversity of Australia, including Aboriginal and Torres Strait Islander peoples?					
Are children exposed to diverse community members through visits or shared experiences?					
Are community excursions or incursions (e.g., visits from community members) planned and implemented?					
Are children encouraged to reflect on their community experiences and incorporate them into their learning?					
Do we share information with families about community events or services that are relevant?					
Are community members invited to contribute to our program (e.g., parents sharing their skills, guest speakers)?					
Are educators working with families and communities to improve their understanding of different cultures and practices?					
Are educators engaging in a two-way process with families to embed cultural perspectives in the curriculum?					
Do older children have opportunities to engage with multiple communities, helping them build independence and self-direction?					
Are there opportunities for children to learn from and contribute to their community (e.g., participating in local events, working with community groups)?					
Are there planned experiences (incursions/excursions) that involve visiting or interacting with the community to extend children's learning?					

Week 33, 21 to 25 October 2024 – 6.2.3 Community Engagement



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 improve children's engagement with the local community so they have a better understanding of the world they live in? This question used in below reflection.
- **How could you change the indoor/outdoor environment to better reflect your diverse local community?**
- How important is it to you to learn more about other cultures? How might this strengthen children's learning and relationships with families?

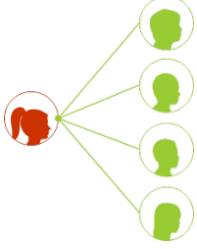
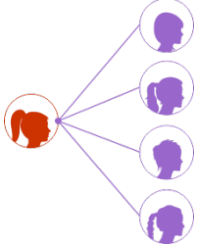
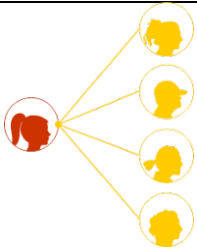
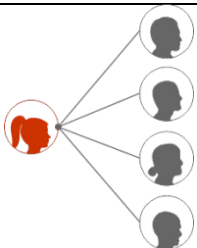
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>As a child, I might feel more connected if I see elements in the environment that reflect my culture or local community. I might also engage more if there are familiar landmarks, plants, or local art that remind me of places I visit outside the service.</p>	<p>Introduce more visuals like photos, artwork, and objects from the local community. Add local plants and familiar cultural items to play spaces. Incorporate child-led activities based on their interests and local traditions.</p>
 <p>an educator</p>	<p>As an educator, I see the importance of creating spaces where children feel represented and valued. Reflecting on the diversity of the local community, I notice we could further embed cultural elements into daily routines and outdoor play.</p>	<p>Plan more community-linked activities, like inviting local community members to share stories and traditions. Use outdoor space to reflect cultural diversity, e.g., growing native plants and creating local-themed play areas.</p>
 <p>your families</p>	<p>Families might feel more included and respected if they see their culture and community reflected in the environment. They might also be more willing to contribute their ideas and feel part of the centre's decision-making process.</p>	<p>Actively engage families to share cultural traditions, music, and visual materials that can be integrated into the environment. Create spaces where families' contributions are visible and celebrated, like a family wall or display.</p>
 <p>theorist and current research</p>	<p>Based on Vygotsky's socio-cultural theory, children learn best through interactions in environments that reflect their community. Research suggests that inclusive spaces that celebrate diversity improve children's sense of belonging and social development.</p>	<p>Reconfigure indoor/outdoor areas to include spaces that encourage collaborative play, inspired by local culture. Use diverse resources that reflect children's home environments, drawing from research on cultural inclusivity.</p>

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

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