



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	

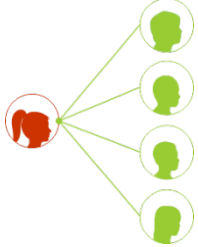
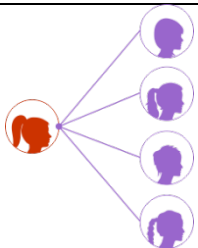
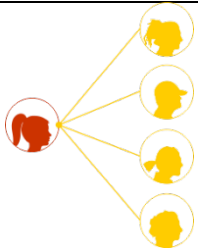
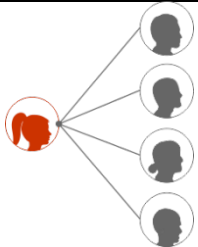
Practice

Do you ensure ratios are always maintained eg when you or other educators take breaks for meals, programming, administration, interviews?					
Do you always follow a playground supervision plan if there is one?					
Do you actively support/coach/mentor new or relief staff so they quickly become valued and effective team members?					
Communication and Reflection					
Do you share any ideas you have about rosters or organising educators more effectively to enhance communication with families, supervision or learning with the Nominated Supervisor?					
Do you make sure your interests and strengths are known and used in the best way eg love working with younger children, love gardening or cooking so involved in these activities?					
Do you talk to families about the organisation of educators and pass on their views to the Nominated Supervisor eg Danni’s mum says Miss Anna’s great at reading the children’s non-verbal cues?					
Do you communicate educator changes in your room/group to families before they occur or as soon as possible eg at morning drop offs?					
Do you share your concerns about any extra staffing needs to support safety/supervision or children with additional needs with the Nominated Supervisor?					
Does your team organise educators in ways that enable some to communicate meaningfully with families during drop-offs and pickups?					



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:

- If there's one thing you could change about the way educators are rostered or organised, what would it be, and why?
- How could you (or your team) provide more opportunities for meaningful discussion with families when they drop off or collect their child?
- **Can you use your interests, hobbies or personal skills with children? If not, what barriers are stopping you? What steps will you take to change this situation?**

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>I enjoy activities where educators share their interests, like storytelling, gardening, or singing. When educators bring their hobbies into our play, it feels more fun and engaging. But sometimes, I don't get to see these because the daily plan doesn't include them.</p>	<p>Encourage educators to integrate their personal skills and interests into the curriculum more regularly to create enriching and engaging activities.</p>
 <p>an educator</p>	<p>I often want to share my love for art and nature-based activities but find it hard due to a busy schedule or strict programming requirements. This limits my ability to use these skills effectively with the children.</p>	<p>Adjust the daily schedule to allow more flexibility for educators to incorporate their unique skills and interests, and provide opportunities to collaborate on integrating these into planned activities.</p>
 <p>your families</p>	<p>Families have expressed that they enjoy hearing about educators' special activities, like gardening projects or music sessions, as these bring a personal touch to the learning experience. They feel more connected when they see their child's educator sharing their passions.</p>	<p>Establish a practice where educators share their planned special interest activities with families through newsletters or daily updates, enhancing communication and involvement.</p>
 <p>theorist and current research</p>	<p>Drawing on Howard Gardner's Theory of Multiple Intelligences, children learn best when exposed to a variety of activities that engage different types of intelligence (e.g., musical, kinaesthetic, interpersonal). When educators incorporate their personal skills and hobbies, they cater to these diverse learning styles, enriching children's experiences. Loris Malaguzzi's Reggio Emilia approach also highlights that children thrive in environments where educators act as co-learners and collaborators, making personal contributions vital for effective learning.</p>	<p>Organise workshops to help educators identify their unique strengths and find creative ways to incorporate these into their teaching, fostering a holistic and engaging curriculum that supports various learning styles.</p>



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

Week 36, 11 to 15 November 2024 – 4.1.1 Organisation of Educators