



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.

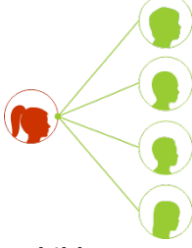
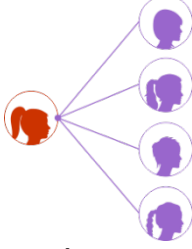
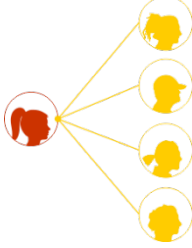
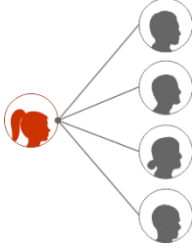
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Are you collaborating with the educational leader to provide curriculum direction and guidance?					
Are you collaborating with the educational leader and receiving support to implement planning, assessment, and reflection for program improvement?					
Are you collaborating with the educational leader and being effective in developing and implementing the educational program under their guidance?					
Are you collaborating with the educational leader to ensure that learning outcomes from learning frameworks guide children's development?					
Are you collaborating with the educational leader to promote an understanding of play and leisure-based learning among educators and families?					
Are you collaborating with the educational leader to support the knowledge, skills, and professionalism of educators effectively?					
Are you collaborating with the educational leader to encourage educators to question practices and think critically about teaching and equity?					
Are you familiar with and using updated learning frameworks (Version 2 of Belonging, Being and Becoming and My Time, Our Place)?					
Do you possess effective communication and interpersonal skills for educational leadership?					
Do you have an understanding of early childhood education theory, professional standards, and learning frameworks?					
Are you collaborating with the educational leader to promote a culture of critical reflection among educators and children?					
Are you collaborating with the educational leader to provide mentoring and support for colleagues from diverse backgrounds and experience levels?					



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 the Educational Leader help improve families' understanding of the EYLF/MTOP?
- How could the Educational Leader help you improve your programming and practice?
- **How could you improve the way you support the Educational Leader?**

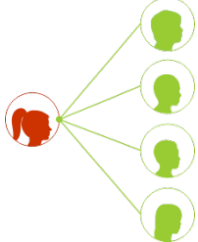
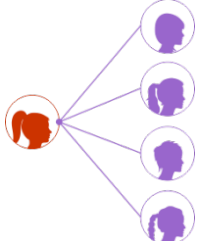
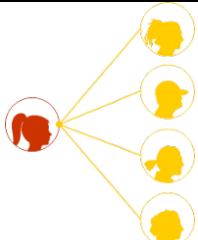
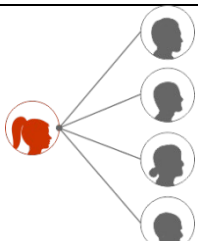
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>Children may not understand the role of the Educational Leader (EL), but they experience its impact through enriched learning opportunities. I could improve my support by ensuring that the EL's efforts directly align with children's expressed interests and needs, making learning more meaningful.</p>	<p>I will actively share observations of children's preferences and strengths with the EL, ensuring they have current insights to shape the curriculum.</p>
 <p>an educator</p>	<p>As an educator, I reflect on whether I fully utilise the EL's mentorship. I could improve by actively seeking feedback, asking for clarification on reflective practices, and consistently implementing their advice into daily routines.</p>	<p>I will schedule regular check-ins with the EL to review my reflective practices and document examples of how their guidance has improved my curriculum planning.</p>
 <p>your families</p>	<p>Families might not fully understand the EL's role in their child's learning. I reflect on whether I communicate the EL's contributions clearly enough to build trust and show how they enhance the program.</p>	<p>I will include a section in the monthly newsletter to highlight the EL's impact and discuss this during family meetings to build stronger connections.</p>
 <p>theorist and current research</p>	<p>Theorists like Dewey emphasise the importance of shared learning experiences, while current research highlights the role of leadership in driving quality. Reflecting through this lens, I consider if my practices align with collaborative and research-based approaches to support the EL.</p>	<p>I will integrate collaborative planning sessions with the EL, referencing current research to ensure our practices are evidence-based and child-centred.</p>

Week 39, 2 - 6 December 2024 – 7.2.2 Educational Leadership



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- How could the Educational Leader help improve families' understanding of the EYLF/MTOP?
- How could the Educational Leader help you improve your programming and practice?
- How could you improve the way you support the Educational Leader?

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

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