

**Assess your practice first.**

Read the below description and evaluate it in relation to your practices.

The educational leader has provided coaching in critical reflection, focusing on assessing children's learning through EYLF/MTOP indicators. They've mentored me in effectively documenting learning by capturing not only visible actions but also children's thoughts and feelings. This guidance has improved how I plan experiences to extend learning and analyse children's knowledge meaningfully.

The educational leader encourages activities like learning parents' names and occupations to personalise connections. They share insights about families' strengths and interests, pairing educators with similar traits to foster rapport. By incorporating families' cultures into the curriculum, educators build deeper relationships while reflecting on diverse community values.

The educational leader collaborates with managers by addressing skill gaps through targeted coaching and supporting cultural shifts towards teamwork. They assist educators in adapting to new policies and procedures, including updated room leadership and staffing arrangements. The educational leader also mentors staff in implementing administrative changes, ensuring smooth transitions during organisational adjustments.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)

Please give an example of the coaching or mentoring you've received from the educational leader to improve your practice and effectively implement the planning and assessment cycle.

Please give an example of the strategies and processes the educational leader uses to help you build relationships with families.

Please discuss how the educational leader works with managers to support educators, including through periods of change.