

Standard 1.3 Exceeding Themes Nominated Supervisor

NQS 1.3 Assessment and planning

Name of the person conducting the checklist: _____ Date: _____

Embedded Practice

Is there evidence all educators consistently engage in planned and spontaneous critical reflection on children's learning and development, individually and with their team?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently use what they learn through critical reflection to make changes to the program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain to an assessor how they consistently implement an assessment and planning cycle for each child ie how they collect and analyse information, then plan, implement and reflect in a way that enhances learning outcomes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain to an assessor how their assessment and planning connects to the principles, practices and outcomes of EYLF/MTOP?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain to an assessor how their assessment and planning connects to the service philosophy and quality expectations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently discuss each child's progress and participation in the program with their family?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all learning documentation is consistently of high quality and meets service expectations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Critical Reflection

Is there evidence all educators regularly contribute to discussions and critical reflections aimed at improving practice around assessment and planning for both children and families and make changes as required?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to discussions and critical reflections aimed at improving communication with families about their child's learning and participation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain how their assessment and planning is informed by current recognised guidance?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain some of the theories that influence their teaching practices and how these contribute to continuous improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators contribute to team discussions on the social justice and equity outcomes of assessment and planning to ensure the circumstances and rights of every child are met?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain some of the theories that influence your assessment and planning practices and how these contribute to continuous improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you ensure any change to the service's approach to assessment and planning is understood by all and implemented appropriately?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Engagement with families and community

Is there evidence educators' your assessment and planning practices reflect the service's unique geographical, cultural and community context?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence your assessment and planning practices welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently include children's voices and views when planning and implementing learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently involve children in assessing and planning their own learning and development?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently engage with children and families so they can include children's learning and development outside the service in the curriculum?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently communicate with each family in ways that meets their individual circumstances including cultural background?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required

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