

# Teaching Practices Educators

## Quality Area 1 - Educational Program and Practice

|                 |  |
|-----------------|--|
| Name Educator 1 |  |
| Name Educator 2 |  |
| Name Educator 3 |  |
| Name Educator 4 |  |
| Name Educator 5 |  |

**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.

|   | ED1 | ED2 | ED3 | ED4 | ED5 |
|---|-----|-----|-----|-----|-----|
| Do you let children lead the development of the curriculum?   |     |     |     |     |     |
| Are you flexible in planning the curriculum ie don't plan weeks or months in advance or have pre-determined themes?   |     |     |     |     |     |
| Do you follow children's learning preferences eg don't force children to be involved in groups or activities (like formal structured group times) that don't interest them          |     |     |     |     |     |
| Are you flexible when it comes to routines where possible, giving children long periods of unhurried time?  |     |     |     |     |     |
| Do you use intentional teaching practices whenever opportunities arise, including during routines, not just at set times like group time?   |     |     |     |     |     |
| Do you reflect critically on activities, children's learning and your teaching practices, looking at events from the viewpoint of children, families, colleagues and the community? |     |     |     |     |     |
| Do you change your practices as a result of your critical reflections?  |     |     |     |     |     |
| Do you have conversations with children of all ages to affirm their identity and their place in their community?  |     |     |     |     |     |
| Do you promote activities which encourage children to interact and learn for each other?  |     |     |     |     |     |
| Do you <i>identify</i> what each child knows, can do and understands?   |     |     |     |     |     |
| Do you <i>extend</i> each child's learning based on what they know, can do and understand?  |     |     |     |     |     |
| Does your documentation clearly show what children know and what you have done to extend learning?  |     |     |     |     |     |
| Can families understand the documentation?  |     |     |     |     |     |
| Do you participate in children's imaginary play while allowing children to direct the drama?  |     |     |     |     |     |
| Do you act on opportunities to have sustained interactions and conversations with a child or children eg while changing nappies, during meals, during play?                         |     |     |     |     |     |
| Do you base learning around relationships that you have with children, and that they have with their families and community, rather than relying on resources and equipment?        |     |     |     |     |     |
| Do you actively seek to find out more about children's everyday lives eg through conversations with their families?   |     |     |     |     |     |
| Do you use information gained about children from their families and enrolment information to plan the Curriculum?  |     |     |     |     |     |
| Do you include room routines as opportunities for learning?   |     |     |     |     |     |



|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Do you make sure your own beliefs and values about what children can do don't limit their learning opportunities? |  |  |  |  |  |
|---|--|--|--|--|--|

Actions required