

Program Exceeding Themes Educators

Standard 1.1

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.

Embedded Practices	ED1	ED2	ED3	ED4	ED5
Is there evidence you collaborate with the Educational Leader to consistently plan curriculum, including daily routines, that maximise learning outcomes relating to identity, community connections, wellbeing, (learning) confidence and effective communication?					
Is there evidence you collaborate with the Educational Leader to consistently plan curriculum based on each child's knowledge, strengths, ideas, culture, abilities and interests?					
Is there evidence you consistently make decisions which encourage each child to achieve their learning and development potential?					
Can you explain (eg to an assessor) how your curriculum decisions connect to EYLF/MTOP and the service philosophy?					
Critical Reflection					
Is there evidence you regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required, including:					
• ways you can strengthen the program?					
• how you could better use routines to promote learning?					
• how to include children's changing knowledge, strengths, ideas, culture, abilities and interests?					
• whether decisions ensure the circumstances and rights of every child are considered (social justice and equity)?					
• how you could better include different cultures, including that of Indigenous Australians, in ways that promote respect and understanding?					
• how educational theories and philosophies influence your curriculum decisions eg those in EYLF/MTOP?					
Engagement with families and community					
Is there evidence you make curriculum decisions in ways that reflect the service's unique geographical, cultural and community environment?					
Is there evidence your curriculum decisions include the voices, priorities and strengths of children and families at the service?					
Is there evidence you consistently engage with families and community members to better understand, include and share each child's knowledge, strengths, ideas, culture, abilities and interests?					
Is there evidence you actively ask children for their views and ideas throughout the day and act on them wherever possible?					

Actions required