

# Program Exceeding Themes Nominated Supervisor

## Standard 1.1

Name of the person conducting the checklist: \_\_\_\_\_ Date: \_\_\_\_\_

### Embedded Practice

Is there evidence all educators 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?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators collaborate with the Educational Leader to consistently plan curriculum based on each child's knowledge, strengths, ideas, culture, abilities and interests?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently make decisions which encourage each child to achieve their learning and development potential?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could explain (eg to an assessor) how their curriculum decisions connect to EYLF/MTOP and the service philosophy?	<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 about the way they plan and implement curriculum, and make changes as required eg how to strengthen the program, better use routines to promote learning, include children's evolving knowledge, interests etc, better promote different cultures and reflect educational theories and philosophies?	<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 curriculum decision-making 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 all educators make curriculum decisions in ways that reflect the service's unique geographical, cultural and community environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence their curriculum decisions include the voices, priorities and strengths of children and families at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently engage with families and community members to better understand, include and share each child's knowledge, strengths, ideas, culture, abilities and interests?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators actively ask children for their views and ideas throughout the day and act on them wherever possible?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Actions required