

Use Exceeding Themes Nominated Supervisor

Standard 3.2

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

Embedded Practice

Is there evidence all educators consistently support children's efforts to learn about and become involved in caring for the environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators implement activities which teach children about caring for the environment, and that you highlight relevant service practices that do this?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators use space and resources flexibly and in ways which encourage all children to participate and achieve learning outcomes – and could they confidently explain how they do this to an assessor?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly adapt spaces and resources to help children participate eg each day, week, month etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could explain to an assessor how their approach to inclusive environments, and teaching children about environmental responsibility, is consistent with 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 critical reflections, including with all service staff, about the way space and resources can best be used to promote inclusive, play-based learning environments?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to critical reflections about the best ways to teach children their environmental responsibilities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all staff regularly contribute to critical reflections about sustainable practices at the service and work together to implement and strengthen these practices?			
Are you confident all educators can discuss some of the current recognised guidelines implementing play-based learning environments and teaching children how to care for the environment?	<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 organising inclusive, play-based learning environments and supporting environmental responsibility 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 use and organise spaces and resources in ways that 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 all educators teach children about caring for the environment in ways that 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 all educators consistently engage with children, families and community members about the use of spaces, resources and ways to include diverse cultures, and include their ideas and preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Is there evidence all educators consistently engage with children, families and community members about sustainable practices at the service and environmental awareness, and include their ideas and preferences?	<input type="radio"/>	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators take children on excursions and use community spaces and resources to engage children in learning, including how to care for the environment?	<input type="radio"/> Yes		
Is there evidence all educators support families to implement practices at home which care for the environment?			

Actions required