



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

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.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Children's Health and Wellbeing

Do you make sure children can independently access drinking water and offer it regularly during sessions, including at meal times?					
Do you make sure food provided considers each child's likes, dislikes, culture and religion?					
Do you offer food to children who are hungry outside meal or snack times?					
Do you never use food to reward or punish children?					
Do you always respect children's decision not to eat and never force them to eat?					
Do you provide families with information about their child's daily food intake, food preferences and new experiences?					
If families provide food, do you make sure it's healthy food consistent with advice from recognised authorities?					
Do you ensure all food and drinks offered to children are on the daily menu?					
Do you invite families to lead healthy/cultural cooking activities or dance/music/drama/sport activities with children?					

Healthy Eating and Curriculum

Do you engage children in cooking activities, including preparing meals/snacks, and discuss healthy food and good nutrition as part of the experience?					
Do you make sure children help plant, care for, harvest and cook produce from service gardens?					
Do you invite each child to help plan menus and meal/snack times?					
Do you have conversations with children about healthy food and good nutrition during meal and snack times?					
Do you model healthy eating at all times eg never eat unhealthy food in front of children?					
Do you regularly include learning about healthy food and lifestyles in the curriculum?					

Physical Activity and Curriculum

Do you regularly include learning about healthy bodies and active lifestyles in the curriculum?					
Do you regularly plan a variety of individual and group physical activities in consultation with children and families eg physical games, dancing, yoga, drama?					
Do you regularly encourage children to participate in physical activities that promote their gross and fine motor skills and spatial awareness including free active play?					
Do you encourage children to try new physical activities and support their efforts?					
Do you support physical activities initiated by or suggested by children?					

Week 19, 19 to 23 June 2023 – 2.1.3 Healthy lifestyles

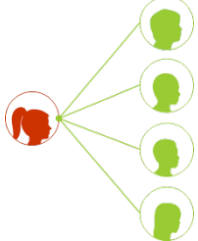
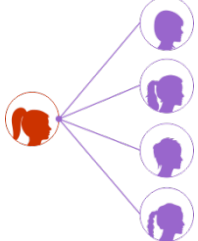
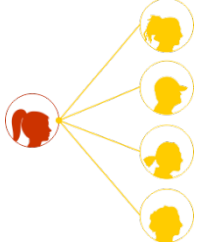
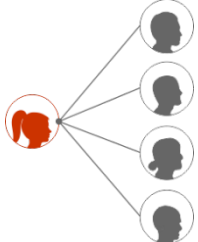
Do you make sure there's a reasonable balance between planned and spontaneous physical activities?					
Do you teach children the skills they need to participate safely in physical activities and have fun eg throwing and kicking techniques?					
Do you involve children in identifying and managing risks in their play and activities?					
Do you involve children in planning and setting up physical activities?					
Do you involve children in physical routines like sweeping, cleaning windows, vacuuming, weeding, digging etc?					
Food Safety					
Do you always follow service procedures for safely storing and heating food and drink?					

Week 19, 19 to 23 June 2023 – 2.1.3 Healthy lifestyles



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- Healthy eating includes eating when we’re hungry, and not eating when we’re full. How well do you support children with this aspect of healthy eating? How could you improve?
- Does your service have somewhere private and comfortable for breastfeeding mothers? If yes, how is this working? If not, is it something you’d like to see at the Service? Why or why not? (Note this is relevant for all centres – children may have younger siblings.)
- Are there opportunities to offer more of and/or different types of physical activities eg dance, drama, risky play, action songs, throwing and kicking balls, physical games, walking excursions, yoga etc? What might you change?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I noticed that sometimes it's hard for me to know when I'm hungry or full. I like cakes and biscuits.</p>	<p>Based on the reflections, I will engage in ongoing professional development to stay updated on nutrition and healthy eating guidelines.</p> <p>I will focus on creating a supportive and non-judgmental environment where children feel comfortable discussing their eating habits. This will include open conversations and activities that promote self-awareness and self-regulation.</p>
 <p>an educator</p>	<p>Reflecting on my practice as an educator, I realised the need to enhance my guidance and support regarding healthy eating habits. I will engage in ongoing professional development to stay updated on nutrition and healthy eating guidelines.</p>	<p>Recognising that external cues, such as portion sizes or social influences, may impact children's eating behaviours, I will educate children about listening to their own hunger and fullness cues. This will involve discussions and activities that encourage them to pay attention to their bodies and recognise when they are truly hungry or full.</p>
 <p>your families</p>	<p>I understand the importance of creating a healthy eating environment for my child. I appreciate that our child's teacher values our input and wants to collaborate with us. I'm glad they are open to hearing our insights and experiences regarding our child's eating habits. This shows that they truly care about our child's well-being.</p>	<p>Collaborating with families, provide guidance and resources on promoting healthy eating habits at home.</p>
 <p>theorist and current research</p>	<p>According to self-regulation theory, children's ability to recognise and respond to hunger and fullness cues develops gradually over time. Young children may not have fully developed self-regulation skills, and they rely more on external cues such as portion sizes or social influences to determine when to stop eating. This could explain why some children have difficulty knowing when they are full and may overeat.</p>	<p>Incorporating self-regulation activities into the curriculum, such as mindful eating exercises or interactive games that promote awareness of hunger and fullness cues.</p>

2.1.3

Healthy Lifestyles

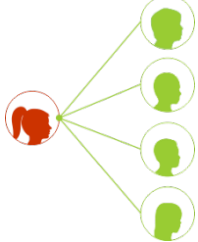
Week 19 – 19.6.2023
Monday to Friday

Healthy eating and physical activity are promoted and appropriate for each child.



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 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

Week 19, 19 to 23 June 2023 – 2.1.3 Healthy lifestyles