



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	

Would a visitor see you consistently respond to children's cues or communication for assistance with personal needs and comfort?					
Would a visitor see you make sure the rest and relaxation area is comfortable and inviting eg there's space for children to spend time alone?					
Would a visitor see you support children's choice to participate in quiet, meaningful activities rather than rest or engage in other activities where appropriate?					
Would a visitor see you negotiate rest requirements with children, and with their families if necessary eg by explaining your obligations to meet children's rest needs?					
Would a visitor see you provide children with clean spare clothes when needed or access to these?					
Would a visitor see you respect families' clothing preferences where these meet service policies for children's wellbeing and safety?					
Would a visitor see you respect and promote children's privacy during toileting, when they're getting changed etc?					
Would a visitor see you communicate and interact with children while helping with toileting routines/accidents so the experience is relaxed and positive?					
Would a visitor see you encourage families to advise when their child's rest needs or personal care routines change?					
Would a visitor see you involve children in making rules and routines that ensure their comfort and wellbeing?					

Week 17, 5 to 9 June 2023 – 2.1.1 Wellbeing and comfort

2.1.1

Wellbeing and comfort

Week 17 – 5.6.2023
Monday to Friday

Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.



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:

- Could you improve the way you manage family requests about care and wellbeing routines that are inconsistent with the National Law/Regs or your policies? In what way?
- Are you always attuned to a child’s verbal or non-verbal feedback about their wellbeing and comfort preferences or needs? Do you always take them seriously?
- Could your personal beliefs or values about appropriate levels of comfort or empathy be adversely impacting children’s wellbeing? Could you try a different approach?

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>Sometimes adults don't get how I want to feel better. They might think I don't need much comfort, or they don't notice when I'm sad or upset. It would be great if they tried harder to understand me and help me feel better when I need it.</p>	<p>The reflection on personal beliefs and values leads to a more child-centred approach.</p> <p>Actively listening to children and observing their cues helps educators understand their unique needs for comfort and empathy.</p>
<p>an educator</p>	<p>I realise that my personal beliefs or values about comfort and empathy could inadvertently impact the child's wellbeing. I may need to reassess my approach and consider different strategies to better meet their needs for comfort and empathy. This reflection prompts me to adopt a more child-centred approach, listening attentively to their cues, and providing the level of comfort and empathy that they require.</p>	<p>Educators respond by validating feelings, providing support, and adapting their responses to individual children.</p> <p>Establishing strong relationships and open communication with parents ensures a comprehensive understanding of children's needs.</p>
<p>your families</p>	<p>I understand the importance of educators being attuned to my child's individual needs for comfort and empathy. I appreciate when educators make efforts to understand and respond to my child's emotions and provide appropriate support.</p>	<p>Ongoing professional development keeps educators informed about best practices, contributing to their ability to support children's emotional well-being effectively.</p>
<p>theorist and current research</p>	<p>It is evident that children's emotional well-being is crucial for their overall development. Theorists such as Vygotsky and Erikson emphasise the significance of supportive relationships and empathy in promoting children's emotional growth. Current research highlights the positive impact of responsive caregiving on children's social-emotional development.</p>	

Week 17, 5 to 9 June 2023 – 2.1.1 Wellbeing and comfort

2.1.1

Wellbeing and comfort

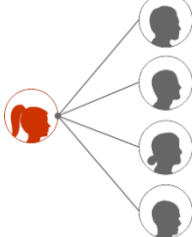
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