



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	

Adequate supervision

Do you always supervise children including during toileting, sleep, rest, meals, transitions and higher risk activities eg water play, cooking, woodwork, nappy changes?					
Do you always adjust your level of supervision to reflect the ages, number of children, activity, location, experience level of team members etc?					
Can you always see and hear sleeping/resting children, and do you check young children (eg babies) at regular intervals?					
Do you make sure children only leave the service with their parent, authorised nominee, to attend an authorised excursion or transport service, or during a medical or other emergency?					
Do you communicate your movements and relevant information about children with team members to ensure there's always adequate supervision (eg Danni's playing in the maze, I'm just going to the toilet)?					
Do you share supervision arrangements/plans with relief staff?					
Do you closely supervise all visitors, students and volunteers at all times children are present?					

Reasonable precautions

Do you always follow the Policies and Procedures which promote children's safety eg:					
• Sun Protection Policy which requires educators to follow recognised sun safe practices?					
• Sleep and Rest Policy which requires educators to follow safe sleep practices recommended by Red Nose?					
• Water Safety Policy which requires educators to follow water safety practices?					
• Hazardous Substances Policy which requires educators to ensure children cannot access hazardous products like medications, detergents, cleaning products, garden chemicals, and electrical equipment?					
• Tobacco, Drug and Alcohol Policy which aims to ensure staff are never impaired by alcohol or legal/illegal drugs at work?					
• Physical Environment Policy which aims to ensure service has safe indoor and outdoor environments and work practices eg do you complete daily					

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safety checks, effectively implement maintenance practices, consume hot food and drinks in staff only areas, remove or cordon off identified risks?					
<ul style="list-style-type: none"> • Medical Conditions Policy which requires educators to follow management (action) plans, risk minimisation and communication plans for children with a specific health care need, allergy or medical condition? 					
<ul style="list-style-type: none"> • Excursion Policy which requires educators to complete appropriate risk assessments and adequately supervise children during excursions? 					
<ul style="list-style-type: none"> • Transport Policy which requires educators to complete appropriate risk assessments and adequately supervise children during transport 					
Do you regularly discuss safety issues with children, teach them how to safely use equipment and resources, and involve them in setting safety rules where age appropriate?					

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2.2.1

Supervision

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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:

- How do you balance the need to supervise children with their rights and needs for privacy and independence?
- Could you improve the way supervision plans and requirements are discussed with relief staff? How might this occur?
- **Do you regularly talk to children about safety issues? Could you improve the way you do this?**

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>As a child, regular communication about safety issues is essential for understanding potential risks and developing important safety skills. Educators should create opportunities for open dialogue, using age-appropriate language and interactive activities to engage children in safety discussions. Reflection may reveal that more interactive and child-centred approaches can be incorporated, such as role-playing scenarios or involving children in safety rule creation.</p>	<ol style="list-style-type: none"> 1. Actively involve children in safety discussions, seeking their input and encouraging their participation. 2. Use age-appropriate language and interactive teaching strategies to enhance children's understanding of safety.
<p>an educator</p>	<p>Reflecting on this aspect reveals the need to enhance communication strategies. We could involve incorporating regular safety discussions during group times or individual conversations, actively seeking children's input and perspectives, and using visual aids or storytelling techniques to effectively convey safety messages.</p>	<ol style="list-style-type: none"> 3. Strengthen collaboration with families, sharing resources and information to support safety practices at home. 4. Stay updated on current research and incorporate evidence-based practices into safety discussions.
<p>your families</p>	<p>Reflecting on feedback may lead to improved collaboration with families, such as sharing resources and information about safety at home, involving families in safety-related activities, or seeking their input to ensure cultural sensitivity and relevance in safety discussions.</p>	<ol style="list-style-type: none"> 5. Regularly evaluate the effectiveness of my communication strategies and seek feedback from children, families, and colleagues to continuously improve.
<p>theorist and current research</p>	<p>Vygotsky's sociocultural theory emphasises the role of social interactions and cultural context in shaping children's cognitive development. Children's learning and understanding of the world are heavily influenced by their interactions with more knowledgeable others, such as parents, educators, and peers. In safety awareness, children learn about safety through social interactions and cultural practices. Educators can draw on Vygotsky's theory to scaffold environments that foster children's understanding of safety rules and hazards.</p>	

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At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.



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- How do you balance the need to supervise children with their rights and needs for privacy and independence?
- Could you improve the way supervision plans and requirements are discussed with relief staff? How might this occur?
- Do you regularly talk to children about safety issues? Could you improve the way you do this?

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

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