



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	

ED1 ED2 ED3 ED4 ED5

Regulatory Framework

Do you understand how your practice meets your Service philosophy?					
Do you regularly refer to the National Law and Regulations eg to clarify requirements?					
Do you regularly refer to the NQS for guidance on where your practice is ie working towards, meeting or exceeding?					
Do you implement a curriculum that promotes the EYLF Learning Outcomes?					

Professional Interactions

Do you always comply with your Service Code of Conduct eg behave in a respectful, professional way?					
Do you share your knowledge and practice with other team members?					
Do you welcome and support new staff members?					
Do you discuss staff changes and roles with families?					
Do you always support the Educational Leader and willingly implement their ideas?					
Do you always support other leaders eg Nominated Supervisor/Room Leader through your actions and comments?					

Practice

Are you clear about your duties and responsibilities – including those unrelated to teaching eg cleaning?					
Do you know who to go to for help or guidance?					
Do you regularly engage with families eg encourage them to give feedback, contribute to curriculum, participate in/lead activities, share their knowledge/culture?					
Do you discuss how your practice reflects the Service philosophy with families?					
Do you regularly connect children with their community eg through excursions/activities that reflect your unique location and context?					
Do you prioritise children's safety eg always minimise/remove hazards, report child protection concerns?					

7.1.3

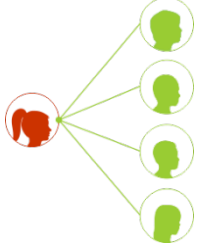
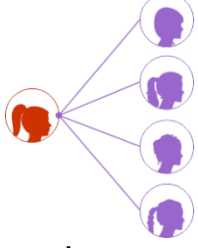
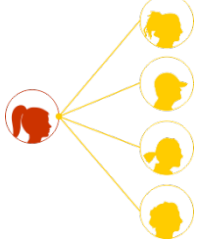
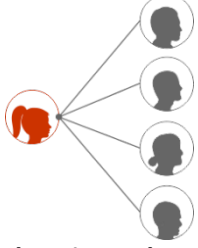
Roles and Responsibilities

Week 25 – 14.8.2023
Monday to Friday



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:

- Do you really understand the expectations your manager/leader has for your job?
- **Do families understand your responsibilities include providing them with information and community connections to support parenting and family wellbeing? Questions used below.**
- If you could change one thing to make your role clearer (for yourself or others), what would it be?

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>A child might wonder why their educator talks to their parents about more than just what happens in class. They may not understand how these discussions are related to their learning and well-being.</p>	<p>Child Perspective: We introduced interactive storytelling sessions that subtly highlight the role of educators in supporting families. This helps children understand how educators contribute to their overall well-being.</p> <p>Educator Perspective: We developed a concise guide outlining the various ways educators provide family support. This guide is shared with educators to improve their communication with families.</p>
 <p>an educator</p>	<p>An educator could struggle with effectively communicating their additional responsibilities beyond teaching to families. They might find it challenging to bridge the gap between their role as an educator and the role of providing family support.</p>	<p>Families Perspective: We launched regular informational workshops for families, explicitly outlining how educators can assist with parenting and family well-being. This empowers families with a clearer understanding of the educator's role.</p>
 <p>your families</p>	<p>Families might not fully grasp that educators are there to offer information and connections beyond classroom matters. This lack of understanding might lead to missed opportunities for valuable support.</p>	<p>Theorist and Research Perspective: We incorporated discussions about family well-being into our professional development sessions, aligning our practices with the latest research findings.</p>
 <p>theorist and current research</p>	<p>Child psychologist Urie Bronfenbrenner's Ecological Systems Theory says that a child's well-being is intricately linked to their family environment. His theory highlights how the interactions between a child and their immediate surroundings, including family, greatly influence their growth and development. Contemporary research consistently reinforces the pivotal role of family support networks in nurturing not only a child's intellectual growth but also their emotional and social well-being, forming a foundation for comprehensive and well-rounded development.</p>	

7.1.3

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