



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.

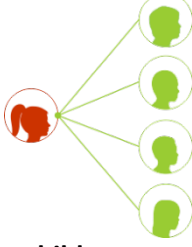
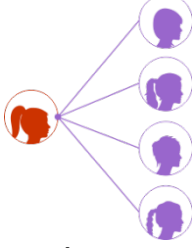
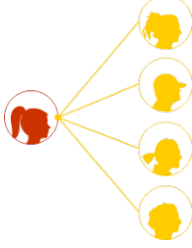
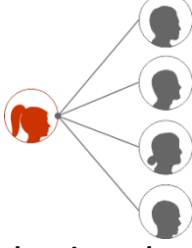
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Do you complete risk assessments to manage potential risks eg bottle warming, new equipment, relevant learning activities?					
Do you only access your own personal information or information you need to do your job?					
Do you share curriculum information in a way that respects the privacy of children and their families?					
Do you refer to the National Law and Regs, or policies and procedures if unsure what's required/how to do something?					
Do you always make notifications within timeframes required under the National Law and Regs eg notify serious incidents within 24 hours, notify parents of incident within 24 hours?					
Do you always follow service policies and procedures, including those dealing with social media, technology, privacy, tobacco alcohol and drugs, broken resources, incidents/accidents, supervision and child protection?					
Do you always ask someone to explain a Policy or Reg requirement you don't understand?					
Do you use the complaints procedure if unable to resolve a complaint directly with the person concerned?					
Do you analyse incidents at the service and make improvements to practice/premises where relevant?					
Do you regularly contribute to the strengths and improvement sections of your Service QIP (SAT for NSW)?					
Are you clear about who your supervisor is, and who you should give feedback to/discuss concerns with?					
Communication					
Do you offer feedback about service operations, policies and procedures etc during staff meetings or discussions with your manager/leader?					
Do you pass relevant information you receive about children/families to your Room or Group Leader/Nominated Supervisor?					
Do you ask for support if needed eg coaching, mentoring, training?					



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 much do the views of other educators influence your contributions to the continuous improvement of management systems? Examples below from this point.
- Are there record keeping processes that you feel are cumbersome, inefficient or unnecessary? How could these be improved? Who will you discuss this with? (eg see QIP/SAT improvement example)
- Are there human resource management procedures (eg leave, rosters, access to training) that are not working very well? What needs to change? Have you discussed respectfully with Managers?

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 consider the children's perspectives through observations, conversations, and feedback sessions. Children's voices are valuable in shaping our management systems to be more child-centred, safe, and supportive. Their input helps us create a learning environment that meets their needs and interests.</p>	<p>Based on children's suggestions, we implemented child-friendly signage for easy navigation within the centre. We also modified our daily routines to offer more choices during transition times, empowering children to make decisions.</p>
 <p>an educator</p>	<p>I value the perspectives of my fellow educators as we collaboratively work towards continuous improvement. Their insights help us identify areas for growth and innovation in our management systems. We discuss challenges and successes, allowing us to learn from each other's experiences and build a strong team.</p>	<p>After listening to my colleagues' suggestions, we introduced a rotating mentoring program to support new educators. We also implemented a shared digital platform to streamline communication and resource sharing among staff.</p>
 <p>your families</p>	<p>The feedback and suggestions from families are integral to enhancing our management systems. Their involvement allows us to address their specific needs and expectations, fostering a positive partnership between the service and families.</p>	<p>Based on family feedback, we extended our operating hours to better accommodate working parents' schedules. We also created a dedicated area in the centre for families to share their ideas and contribute to decision-making.</p>
 <p>theorist and current research</p>	<p>Dr. Frances Wardle emphasises the importance of outdoor experiences for children's holistic development, fostering connections with nature, and promoting physical, cognitive, and emotional well-being. Dr. Wardle's research highlights the benefits of unstructured outdoor play in enhancing children's creativity, problem-solving skills, and social interactions. She advocates for the integration of natural play elements into learning environments to support children's exploration and curiosity.</p>	<p>In response to recent research on the benefits of outdoor play, we redesigned our outdoor area to offer more nature-based play opportunities. We also incorporated emergent curriculum principles inspired by leading theorists into our planning process.</p>

Systems are in place to manage risk and enable the effective management and operation of a quality service.



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