



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 | |

Practices

| | | | | | |
|--|--|--|--|--|--|
| Do you encourage other team members to share their ideas and knowledge, regardless of their experience, culture, background etc? | | | | | |
| Do you share your knowledge and skills with team members, including those based on current recognised approaches and research and information gained from professional development? | | | | | |
| Are you always professional and respectful when sharing information eg never engage in derogatory remarks about practice with team member or others? | | | | | |
| Do you know the particular strengths of team members and use them when you can? | | | | | |
| Are you open to receiving coaching/guidance about better ways of doing things or recognised best practice no matter how long you have been working in a Service or sector? | | | | | |
| Do you willingly support new team members and relief staff, including those who may not have your skills, knowledge or understanding of service practices, so they feel valued and included? | | | | | |
| Do you share tasks and responsibilities and promptly help team members who need extra assistance? | | | | | |
| Do you regularly reflect on the needs of children and families, including ensuring all children are included and supported, and share your ideas with team members? | | | | | |
| Do you follow a consistent process for documenting reflections on children's and families' needs? | | | | | |

4.2.1

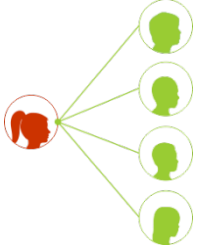
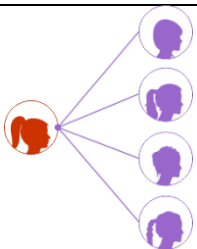
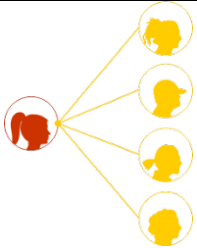
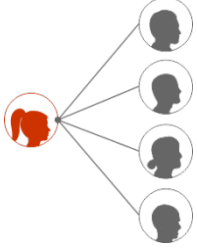
Professional collaboration

Week 29 – 11.9.2023
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:

- How could you help casual or relief educators feel more valued? (Used in the below example)
- Does valuable information about the needs of particular children or families always get shared between educators, or between managers and staff members? How could this be improved?
- Is there anything stopping the particular skills or strengths of some educators from being (fully) used to strengthen learning outcomes? What changes could you suggest?

| 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>Consider how casual educators impact children's sense of stability and trust. Are there ways to include them in activities that build familiarity?</p> | <p>Ensure casual educators are introduced and included in group activities to establish rapport.</p> <p>Include casual educators in briefings and meetings to ensure their input is valued.</p> |
|  <p>an educator</p> | <p>Think about the inclusion of casual educators in team discussions and decision-making. Are there opportunities for them to contribute their ideas?</p> | <p>Communicate with families about the purpose and importance of casual educators, highlighting their value in providing consistent care.</p> <p>For educators working with children, fostering a sense of productivity involves providing an environment that supports skill development, offers challenges, and acknowledges their efforts. Recognising and praising their achievements can boost their self-esteem and motivation to learn. Avoiding constant comparison and encouraging individual progress is essential to prevent feelings of inferiority.</p> |
|  <p>your families</p> | <p>Reflect on how families perceive the role of casual educators. Do they have clear communication about their presence and contributions?</p> | <p>Recognising and praising their achievements can boost their self-esteem and motivation to learn. Avoiding constant comparison and encouraging individual progress is essential to prevent feelings of inferiority.</p> |
|  <p>theorist and current research</p> | <p>Let's consider the insights of renowned early childhood theorist Erik Erikson, known for his theory of psychosocial development. Erikson emphasised the importance of trust and a sense of identity in early childhood. Children are focused on mastering new skills and developing a sense of competence. The psychosocial task in this stage is to navigate the balance between feeling productive and capable versus feeling inferior or inadequate.</p> | |

Week 29, 11 to 15 September 2023 – 4.2.1 Professional Collaboration

4.2.1

Professional collaboration

Week 29 – 11.9.2023
Monday to Friday

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.



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|---|--------------------------------------|--|
|  <p>a child</p> | | |
|  <p>an educator</p> | | |
|  <p>your families</p> | | |
|  <p>theorist and current research</p> | | |

Week 29, 11 to 15 September 2023 – 4.2.1 Professional Collaboration