



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	

Do you always interact with children, other staff, families and community members in a respectful and professional way which is consistent with Service Code of Conduct/Ethics, Service philosophy and your job description?					
Do you ensure you consistently meet all the duties outlined in your position description responsibly and with due care?					
Do you consistently promote the benefits of diversity amongst children and staff, and remove barriers to inclusion and participation?					
Do you review the National Law, Regs, NQS, or Service policies and procedures to check compliance or when unsure of practice?					
Do you respect the roles of other staff, for example Educational Leader or Room/Group Leader, and support them in their roles?					
Do you consistently aim to improve your practice through critical reflection, feedback and professional development?					
Do you acknowledge and minimise the effect of personal biases/beliefs on children's learning, and your relationships with children, families, other staff and community members?					
Do you always respect families' expectations and work with them to achieve the best possible outcome for their child?					
Do you share your knowledge and practice tips with other educators?					
Do you consistently participate in service wide operations like policy reviews, QIP/SAT writing and staff meetings?					
Do you/would you always follow service grievance procedures if you have a complaint?					
Do you always respect the privacy of children's, families' and employees' confidential or personal information?					
Do you/would you always report unprofessional/illegal behaviour at the Service to the Nominated Supervisor even where this may compromise a friendship?					

4.2.2

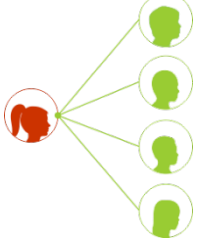
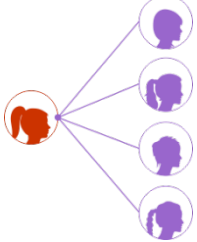
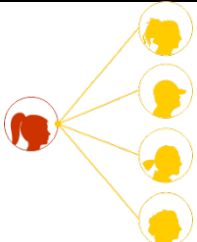
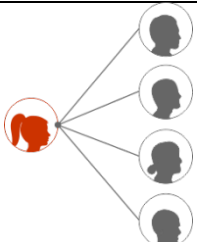
Professional standards

Week 30 – 18.9.2023
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:

- After completing the checklist on the previous page, what one thing could you focus on improving?
- What would you do if you heard an educator or staff member gossiping about a child, family, manager or employee outside the service? Does this behaviour fall into the scope of professional standards. Why or why not? (Example used below)
- What could you do to overcome or reduce a personal belief or bias you've acknowledged in relation to a child, family or staff member at the Service?

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 would likely not understand the gossip but may sense negativity or discomfort in the environment. This can impact their feelings of safety and trust in the educational setting, potentially affecting their well-being and learning experience.</p>	<p>Upon reflection, it is clear that gossiping about children, families, managers, or colleagues is not aligned with professional standards and ethical conduct in early childhood education. To address this issue, changes could include:</p> <ul style="list-style-type: none"> • Implementing a clear code of conduct that explicitly addresses gossip and its consequences. • Providing professional development and training on effective communication, conflict resolution, and maintaining confidentiality. • Encouraging open and respectful communication channels for addressing concerns or conflicts within the service. • Regularly reviewing and reinforcing ethical standards among staff members. <p>By implementing these changes, the educational service can create a more respectful and positive environment.</p>
 <p>an educator</p>	<p>As an educator, engaging in or witnessing gossip is unprofessional and falls outside the scope of professional standards. It can harm professional relationships and create a negative atmosphere within the service. Gossiping about children, families, or colleagues is not respectful or conducive to maintaining a positive learning environment.</p>	
 <p>your families</p>	<p>Families would likely be concerned and upset if they heard that staff members were gossiping about them or their child outside of the service. This behaviour could erode the trust between families and the educational institution and may lead to parents feeling uncomfortable or even withdrawing their child from the service.</p>	
 <p>theorist and current research</p>	<p>Theorists in early childhood education, such as Vygotsky, emphasise the importance of respectful and nurturing environments for children's development. Current research consistently supports the idea that positive relationships and respectful interactions among adults in a child's life contribute significantly to their well-being and learning outcomes.</p>	

Week 30, 18 to 22 September 2023 – 4.2.2 Professional Standards

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Professional standards guide practice, interactions and relationships.



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