



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 actively promote equity, inclusion, diversity and challenge stereotypes in your curriculum and interactions with children?					
Do you plan curriculum around each child's strengths, interests and learning styles?					
Do you learn about each child's family circumstances, culture, home language and use this to plan learning activities?					
Do your interactions with each child reflect their family circumstances, culture and home language where appropriate?					
Do you plan activities that promote diversity, gender equity and challenge stereotypes?					
Do you plan activities that promote respect for and learning of Indigenous histories and cultures?					
Do learning activities include the community and environment in which children live?					
Do you listen to each child's views and suggestions and action them where possible?					
Do you challenge your own biases and beliefs to ensure children are not limited by any artificial barriers you may construct?					
Do you discuss any concerns about a child's ability to participate with the Educational Leader/Room-Group Leader/Nominated Supervisor?					
Do you share relevant information about each child with team members, Educational Leader, Room-Group Leaders or Nominated Supervisor to ensure consistent practices and promote participation and inclusion?					
<b>Inclusive Practice – Additional Needs</b>					
Do you work with families, professionals, inclusion/support agencies to support each child's participation?					
Do you adjust activities, routines, transitions so all children can participate and learn eg remove/reduce physical, language, sensory, cultural barriers, implement support plans?					
Do you have high expectations for all children, including those with additional needs?					
Do you ask for professional development in additional need areas if relevant so you can provide better outcomes for children?					

**Week 32, 16 to 20 October 2023 – 6.2.2 Access and Participation**



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 expect children whose brains work differently (eg children with autism) to behave in neurotypical ways? Is this always necessary, and who does it benefit? (Example used below)
- How do you assess a child’s ‘sense of belonging’? Could you assess how much a child feels they belong in a different way for different children?
- How effective are the adjustments you make to activities, routines, spaces etc to ensure each child can fully participate?

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>Children may feel pressured to conform to neurotypical behaviours, which can lead to stress and anxiety. They may benefit from a more inclusive environment that celebrates their unique strengths and differences.</p>	<p>Create a safe space where children can express themselves authentically and ensure their individual needs are met. Promote acceptance and celebrate diversity.</p> <p>Engage in professional development to better understand and support neurodivergent children. Implement strategies that accommodate diverse learning styles and communication methods.</p>
<p>an educator</p>	<p>Educators may have unintentional biases or expectations based on neurotypical norms. Recognising that each child is unique and has different needs is crucial for effective teaching and support.</p>	<p>Provide resources, workshops, and support groups for families of neurodivergent children. Foster open communication and collaboration between educators and families.</p>
<p>your families</p>	<p>Families may have concerns about their child's social acceptance and success in a neurotypical world. They may need guidance on embracing their child's uniqueness.</p>	<p>Apply Vygotsky's sociocultural theory by recognising that learning is influenced by culture, context, and individual experiences. Tailor teaching methods to meet the diverse needs of children.</p>
<p>theorist and current research</p>	<p>Theorists such as Vygotsky emphasise the importance of considering individual differences in learning. They would argue against a one-size-fits-all approach.</p> <p>Research consistently shows that neurodivergent individuals can thrive when provided with appropriate support and understanding. Focusing on neurotypical behaviour expectations may limit their potential.</p>	<p>Stay updated on the latest research findings related to neurodiversity. Implement evidence-based strategies that promote the well-being and development of neurodivergent children.</p>



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- How do you assess a child's 'sense of belonging'? Could you assess how much a child feels they belong in a different way for different children?
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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>		