



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 make sure there's convenient and flexible access between indoor and outdoor areas eg openings accessible to children?					
Do you speak with managers/leaders where necessary to ensure every child has the equipment needed to participate fully in the program?					
Do you contribute to making the environments attractive and welcoming eg display children's projects and art work, keep environments clean and tidy?					
Do you work with resources that reflect the cultures and backgrounds of the children, families and local community?					
Do you use private spaces for confidential conversations with families?					
Do you make sure sleep and rest areas are quiet, comfortable and well ventilated?					
Do you follow supervision plans in indoor and/or outdoor spaces to ensure children are adequately supervised at all times?					
Do you constantly monitor indoor and outdoor spaces for risks to children eg items against the fence that may allow children to get outside the premises?					
Do you make sure there are adequate spaces for non-mobile or limited mobile children?					
Do you make sure all furniture and equipment is safe and used safely eg sinks used for handwashing after toileting are never used to prepare food or was art supplies?					
Do you document evaluations of and changes in the location of furniture and equipment?					
Do you consider the spaces available when organising group activities ie to ensure all children's safety, minimise conflict and promote learning outcomes?					
Do you ensure children are not exposed to excessive noise levels for long periods?					
Do you set up indoor and outdoor spaces to minimise the risk of injury (including sun safety) and conflict?					
Do you model environmentally sustainable practices eg heating/cooling temperatures not set too high or low?					

3.1.1

Fit for purpose

Week 34 – 30.10.23
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:

- If you could rearrange or change an indoor or outdoor space, what would you do and why? Is it feasible to try this? Could you achieve a similar outcome in a different way? (see below)
- Do you have all the age appropriate furniture or resources needed to let each child fully participate in the program? What's on your 'wish list' and have you discussed with the approved provider or nominated supervisor?
- Imagine you're a new parent walking into the centre for the first time? What do you see? What do you smell? Do you feel like you belong? What needs to change?

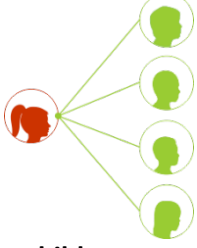
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	<p>The current outdoor space doesn't cater much to our age. I think adding areas for team sports or wall climbing would make it better. I enjoy challenges, so an obstacle course or a maze would be good. "It would be great if the outdoor area had facilities for basketball or skateboarding. Some wall murals or big art installations to paint or make would be nice. I always appreciate areas that test my skills, so an adventure trail would be fantastic!"</p>	<p>To better cater to older children, we'll add designated sports zones, an obstacle course, interactive art installations, and exploration alcoves in our outdoor space.</p>
<p>an educator</p>	<p>The indoor space feels cluttered. A more organised, labelled system would make resource retrieval easier and allow for smoother transitions between activities.</p>	<p>Organised and labelled resources. Made space less cluttered.</p>
<p>your families</p>	<p>Some parents mentioned that the outdoor space doesn't offer much shade during sunny days. It's crucial for their children to have protection from direct sunlight.</p>	<p>Plans to add more shaded areas or canopies in the outdoor space.</p>
<p>theorist and current research</p>	<p>For older children, referencing Vygotsky's sociocultural theory, creating an environment that promotes collaborative learning and scaffolding enhances their cognitive development through social interactions and guided challenges. Recent studies highlight the importance of natural elements in play areas for sensory development and connection with nature.</p>	<p>We're introducing Collaborative Learning Zones, Guided Challenges with educator scaffolding, and integrating diverse cultural materials to enrich learning through social interactions and cultural context. Incorporated natural play elements like sand, water, and wooden structures.</p>

Week 34, 30 October to 3 November 2023 – 3.1.1 Fit for Purpose



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 <p>an educator</p>		
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