



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	

Cleaning

ED1 ED2 ED3 ED4 ED5

Are you familiar with all service cleaning procedures including those for the bathroom, toilet, nappy change areas, rooms, high chairs, toys, cots/ stretchers/beds and sandpit?					
Do you diligently implement service cleaning schedules as rostered/required?					
Do you know how to properly clean up spills of blood or other body fluids?					

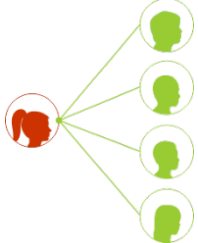
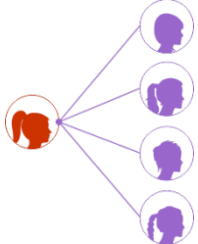
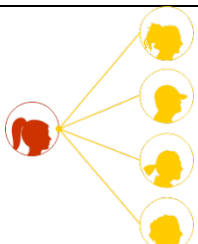
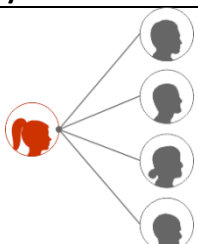
Maintenance

Do you diligently complete daily safety checks of indoor and outdoor areas using a checklist when assigned this task?					
Do you complete risk assessments to remove or minimise risks in the environment, including for potentially dangerous equipment/furniture?					
Do you know and implement your centre's maintenance procedure when you find broken/damaged resources, premises or equipment?					
Do you immediately remove broken/damaged resources, premises or equipment, or make sure children can't access them?					
Do you follow safety advice from recognised authorities and manufacturers when arranging, securing or using equipment and furniture eg anchoring furniture and equipment?					



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:

- Under Work/Occupational Health and Safety laws, workers have obligations to follow safe practices and act in ways which do not endanger others. How might element 3.1.2 Upkeep be relevant in this context?
- Are there any areas, or pieces of furniture or equipment at the Service you think need to be cleaned or maintained more effectively? What will you do?
- The NQF Guide for element 3.1.2 says educators should follow safety advice from recognised authorities and manufacturers when arranging equipment, furniture and experiences? What’s one example where you did this?

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>As a child, I may not be able to identify specific areas or equipment that need better cleaning or maintenance. However, I might notice when things look dirty or broken. If I see something like that, I would tell my educator or carer so they can take care of it and make our play areas safe and clean.</p>	<p>Implementing a Maintenance Checklist and Cleaning Schedule: We'll create a list of tasks and a timetable for cleaning and maintenance to ensure nothing is missed.</p> <p>Encouraging Open Communication with Families Regarding Cleanliness and Maintenance: We'll actively listen to parents' concerns and create ways for them to share feedback about cleanliness and maintenance.</p>
 <p>an educator</p>	<p>As an educator, I constantly assess the learning environment. I've noticed that some pieces of equipment are showing signs of wear and tear, and certain areas could be cleaned more effectively. To address this, I will create a maintenance checklist and schedule regular cleaning routines. I will also involve children in simple cleaning tasks to promote responsibility and hygiene.</p>	<p>Involving Children in Age-Appropriate Cleaning Activities: Children will participate in fun and educational cleaning tasks suitable for their age to teach responsibility and care for their environment.</p>
 <p>your families</p>	<p>Families may visit our service and notice cleanliness and maintenance issues. It's important to listen to their feedback and concerns. To address this, we will encourage open communication with families and promptly address any issues they raise. We will also share our cleaning and maintenance plans with them to ensure transparency and collaboration.</p>	<p>Incorporating Best Practices from Educational Theorists and Research into Curriculum and Planning: We'll follow expert recommendations in early childhood education to create a stimulating and safe learning environment and involve children in maintaining it.</p>
 <p>theorist and current research</p>	<p>Drawing from educational theorists and current research, it is evident that a well-maintained and clean learning environment is crucial for children's well-being and development. Researchers emphasise the importance of regular assessments and involving children in the care of their environment. Based on this, we will incorporate best practices, such as cleaning schedules, equipment maintenance, and involving children in cleaning activities, into our curriculum and planning to create a safe and nurturing environment.</p>	



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