

# 4.1.1

## Organisation of Educators

Week 36 – 13.11.2023  
Monday to Friday



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	

### Practice

Do you ensure ratios are always maintained eg when you or other educators take breaks for meals, programming, administration, interviews?					
Do you always follow a playground supervision plan if there is one?					
Do you actively support/coach/mentor new or relief staff so they quickly become valued and effective team members?					
<b>Communication and Reflection</b>					
Do you share any ideas you have about rosters or organising educators more effectively to enhance communication with families, supervision or learning with the Nominated Supervisor?					
Do you make sure your interests and strengths are known and used in the best way eg love working with younger children, love gardening or cooking so involved in these activities?					
Do you talk to families about the organisation of educators and pass on their views to the Nominated Supervisor eg Danni's mum says Miss Anna's great at reading the children's non-verbal cues?					
Do you communicate educator changes in your room/group to families before they occur or as soon as possible eg at morning drop offs?					
Do you share your concerns about any extra staffing needs to support safety/supervision or children with additional needs with the Nominated Supervisor?					
Does your team organise educators in ways that enable some to communicate meaningfully with families during drop-offs and pickups?					

### Week 36, 13 to 17 November 2023 – 4.1.1 Organisation of Educators

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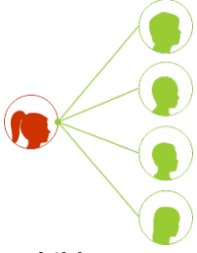
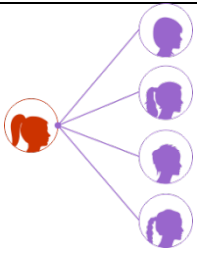
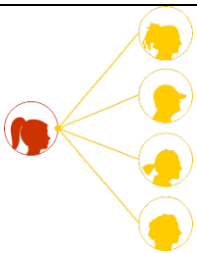
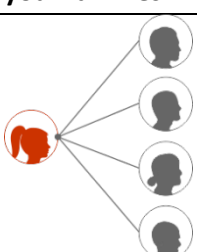
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The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- If there’s one thing you could change about the way educators are rostered or organised, what would it be, and why?
- **How could you (or your team) provide more opportunities for meaningful discussion with families when they drop off or collect their child? (Example below)**
- Can you use your interests, hobbies or personal skills with children? If not, what barriers are stopping you? What steps will you take to change this situation?

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><b>Feelings:</b> Children may feel proud and excited to share their daily experiences with their parents.  <b>Needs:</b> They need these discussions to be a comforting routine that validates their experiences.  <b>Impact:</b> More in-depth conversations with families could lead to children feeling more connected between their home and learning environments.</p>	<p><b>For Children:</b> Create a welcoming environment at drop-off and collection times that encourages children to share something about their day with their parents.   <b>For Educators:</b> Schedule brief meetings or set aside specific times dedicated to these discussions, ensuring they are focused and meaningful.</p>
 <p>an educator</p>	<p><b>Challenges:</b> Educators may struggle with time constraints during busy transition periods.  <b>Opportunities:</b> They could use this time to share specific anecdotes about the child’s day, facilitating a stronger connection with the family.  <b>Professional Development:</b> Training in effective communication strategies can be beneficial.</p>	<p><b>For Families:</b> Offer flexible communication channels like a mix of face-to-face, digital notes, or visual displays of children’s activities that parents can view and discuss.</p>
 <p>your families</p>	<p><b>Expectations:</b> Families expect to be informed and involved in their child’s learning journey.  <b>Feedback:</b> They could provide insight into what information is most valuable to them during these brief interactions.  <b>Engagement:</b> Opportunities for discussions can strengthen the partnership between families and educators.</p>	<p><b>Theoretical Integration:</b> Apply educational theories to design a structured yet flexible approach to family discussions that reflects a deep understanding of social learning.</p>
 <p>theorist and current research</p>	<p><b>Perspective:</b> Many theorists, like Vygotsky, stress the importance of social interaction in learning. Engaging families can create a shared community of practice.  <b>Application:</b> Implementing theories of family engagement can lead to practices that recognise the reciprocal nature of learning between children, families, and educators.  <b>Evidence-Based Practice:</b> Research suggests that strong family-educator partnerships contribute to improved educational outcomes.  <b>Implementation:</b> Utilising research on effective communication can help structure these discussions to be more fruitful.</p>	<p><b>Research Application:</b> Keep updated with the latest research on family engagement and regularly incorporate these findings into the communication strategies employed by the service.</p>

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Professional standards guide practice, interactions and relationships.



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