



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	

When there are problems at work do you reflect on the cause and take steps to address the issue - eg do you speak with the Room/Group Leader/Educational Leader/Nominated Supervisor if:

• you have strengths that aren't being used?					
• you're unsure how to do something and need coaching or training?					
• there's a personal issue at home affecting your work?					
• you find it difficult to work with the Room/Group Leader's particular leadership style?					
• you're having difficulty working with other members of your team					
• you're having difficulty managing a child's behaviour?					
• you're feeling threatened or intimidated by a family or staff member?					
• you feel educating and caring for children may not be the career for you?					
• you're looking for new challenges or a promotion?					
• you're not sure who your direct manager is because you seem to have more than one?					
• feel the roster does not take account of your personal needs?					
• you're not feeling valued or acknowledged for the contributions you make to the team?					
Do you use the service complaint procedure to resolve matters that you can't resolve face to face with the person concerned?					
Do you actively contribute to your performance appraisal and offer suggestions for training and improvement?					

4.1.2

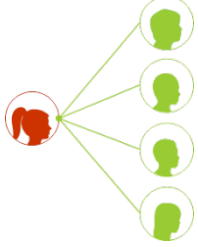
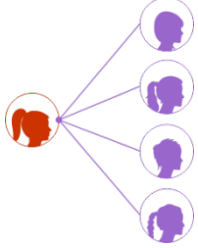
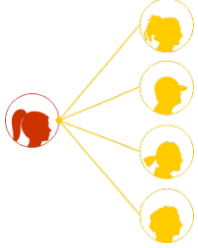
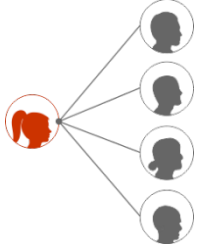
Continuity of staff

Week 37 – 20.11.2023
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:

- Is there one thing at your Service (other than pay) that could potentially make you look elsewhere for work? If so, what is it? Is there something you could do to help address this issue? **(See below)**
- Educators who’ve been working at a centre for a while can build strong and trusting relationships with families. How might this help make their jobs easier?
- If the Nominated Supervisor asked for feedback on the type of incentives that might encourage educators to stay (other than money) - eg time off the floor to do paperwork, social functions outside work, recognition awards, contract cleaner - what might you suggest? What have you seen work well at other centres?

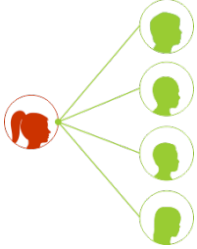
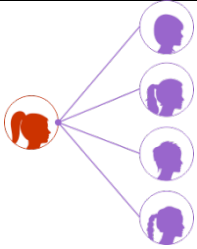
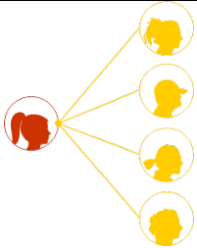
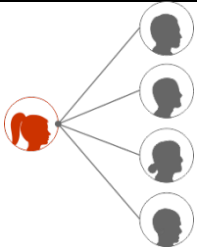
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>Potential Issue: Lack of engaging and diverse activities. Child's View: Children might feel bored or unchallenged if the activities are monotonous or don't cater to their interests and developmental stages.</p>	<p>Change to Implement: Introduce a wider variety of activities that cater to different interests and developmental needs, ensuring that every child finds something engaging.</p>
 <p>an educator</p>	<p>Potential Issue: Inadequate professional development opportunities. Educator's View: Educators may feel stagnant in their career if there are limited opportunities for growth and learning.</p>	<p>Change to Implement: Develop a robust professional development program, offering workshops, courses, and opportunities for further education and specialisation.</p>
 <p>your families</p>	<p>Potential Issue: Lack of communication and engagement with families. Families' View: Families may feel disconnected from their children's education and development if there's inadequate communication.</p>	<p>Change to Implement: Enhance family engagement through regular updates, meetings, and opportunities for families to participate in the educational process.</p>
 <p>theorist and current research</p>	<p>Potential Issue: Non-inclusive curriculum. Theorist's View: Theorists emphasise the importance of an inclusive, culturally responsive curriculum that reflects the diversity of learners.</p> <p>Current Research Perspective: Potential Issue: Lack of support for mental health and wellbeing. Research View: Current research underscores the importance of educator wellbeing for effective teaching and positive child outcomes.</p>	<p>Change to Implement: Revise the curriculum to ensure it is inclusive, culturally responsive, and reflective of the community’s diversity.</p> <p>Change to Implement: Implement wellbeing programs for educators, including access to mental health resources, stress management workshops, and a supportive work environment.</p>

Week 37, 20 to 24 November 2023 – 4.1.2 Continuity of Staff



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- If the Nominated Supervisor asked for feedback on the type of incentives that might encourage educators to stay (other than money) - eg time off the floor to do paperwork, social functions outside work, recognition awards, contract cleaner - what might you suggest? What have you seen work well at other centres?

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