



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
Can you confidently explain how the performance review process works at your service and how it contributes to the ongoing improvement in your practice?					
Do you regularly participate in professional development/training to improve practice, regardless of your current knowledge and skills?					
Are you always willing to try new ways of doing things to continually improve practice?					
Do you take the time to share knowledge and practice with team members?					
Do you value and act on any feedback, coaching or mentoring you receive from others (Educational Leader, Room/Group Leader, team members) about better ways to do things?					
During your performance review do you:					
• review and if necessary clarify your job role and expectations?					
• assess your own performance?					
• discuss your strengths, the contributions you've made, and practice areas you feel could be improved?					
• review any previous professional development/training Plan and actively contribute to an updated or new Plan based on your goals and identified practice needs?					
• ensure your professional development/training Plan has enough detail to ensure actions achieved eg dates to start and complete training ?					

7.2.3

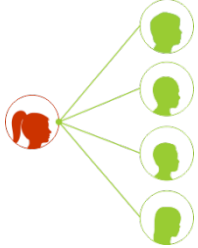
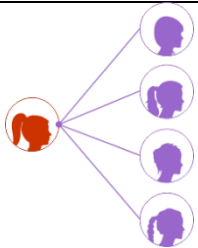
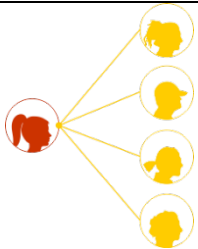
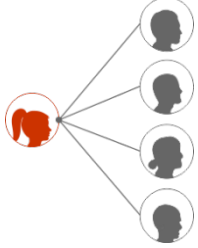
Development of Professionals

Week 40 – 11.12.2023
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:

- Does the performance review process work effectively at the Service? Why or why not?
- Effective performance reviews include objectively assessing performance to date, and planning for the future eg planning goals and professional development, building on strengths. Are these both done well at your Service? Why or why not?
- Are there any professional learning topics not currently included in educators’ training plans you think should be included? What are they?

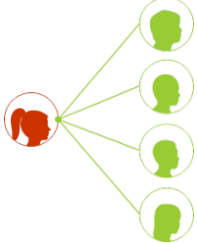
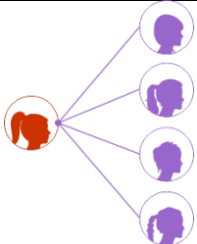
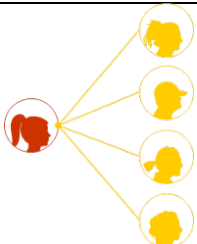
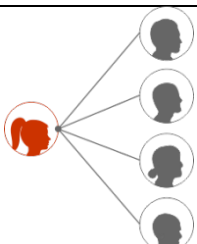
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>They might not have a direct awareness of performance reviews and evaluation practices in ECEC. However, what matters most is the quality of my learning experiences and the support they receive from educators. If performance reviews and reflection are well-implemented, they would benefit from more personalised and effective teaching approaches tailored to my needs and interests.</p>	<p>More Structured Reflection: Implement more structured opportunities for educators to engage in critical reflection, ensuring that it becomes an integral part of our planning cycle.</p> <p>Professional Development Alignment: Ensure that professional development opportunities are closely aligned with individual goals identified during performance reviews, making them more relevant and effective.</p>
 <p>an educator</p>	<p>I believe that effective performance reviews are essential for professional growth. They allow me to critically reflect on my teaching practices, curriculum planning, and interactions with children. This reflection helps me identify areas where I can improve and build on my strengths. However, the extent to which this is done well at our service may vary. There may be room for improvement in terms of providing more structured opportunities linking to professional development to individual goals.</p>	<p>Transparency and Communication: Improve communication with families by sharing insights into our reflective practices and how they benefit children. This can build trust and engagement.</p>
 <p>your families</p>	<p>Families appreciate knowing that educators are actively engaged in reflective practices and continuously striving for improvement. If our performance reviews are effective, families can have confidence that their children are receiving high-quality care and education. Open communication about these practices can enhance trust and collaboration.</p>	<p>Research Integration: Continuously integrate current research findings into our practices to stay updated with the latest developments in early childhood education and ensure our approaches are evidence-based.</p>
 <p>theorist and current research</p>	<p>EYLF and MTOP emphasise the importance of reflective practices and evaluation in early childhood education. They align with current research findings that suggest reflective educators are more likely to provide developmentally appropriate and responsive learning experiences for children. To meet these expectations, educators should actively engage in critical reflection, which involves assessing the effectiveness of their planning and curriculum implementation, both individually and collaboratively.</p>	<p>Child-Centred Focus: Maintain a child-centred focus in all aspects of our service, ensuring that curriculum planning and evaluation practices prioritise children's well-being, learning, and development.</p>

Week 40, 11-15 December 2023 – 7.2.3 Development of Professionals



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