



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/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	

Showing how the curriculum using the EYLF (approved framework)

ED1 ED2 ED3 ED4 ED5

Would visitors to your room see your children behaving in ways and engaged in activities that meet learning outcome indicators eg children expressing opinions and emotions, making choices, solving problems, collaborating with others, displaying curiosity and enthusiasm, using play to investigate, imagine, build and identity, and learning and practicing new skills?					
Would visitors to your room see you implementing activities that encourage each child to investigate ideas (including more complex topics) and contribute their suggestions/hypotheses/knowledge etc eg activities that involve or extend learning about literacy, numeracy, science, symbols, creative arts, environment?					
Would visitors to your room see you extending children’s communication eg implementing activities that build language (including languages used at home), providing access to a range of media (including print displays and books) and encouraging children to engage in meaningful conversations/interactions with their friends or teachers?					
If working with young children, would visitors to your room see you responding to their cues and signals and interacting with them one-on-one during routines/activities?					
If working with older children, would visitors to your room see you including children’s diverse lifestyles, views and knowledge, and encouraging them to help plan and lead the program?					
Can you confidently explain how the service philosophy guides your programming decisions?					



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:

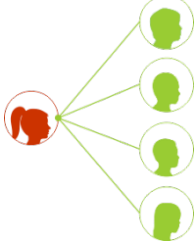
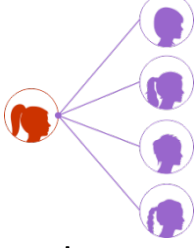
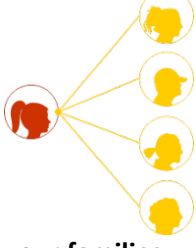
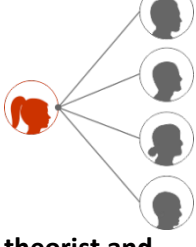
- What is identity and how do you help children build a strong identity?
- How might you help children connect with their community in a socially responsible way? Below critical reflection is using this point.
- **What do we mean when we talk about wellbeing and how do educators promote this?** We have used this as the example below.

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>Through the eyes of a child, wellbeing might be understood as feeling safe, loved, and happy. Children perceive their wellbeing in terms of having fun, feeling cared for, and being able to play and explore. Educators promote this by creating a safe, nurturing environment where children are encouraged to express themselves, engage in play, and form positive relationships.</p>	<p>Increase opportunities for child-led play and ensure that the environment is consistently welcoming and emotionally supportive.</p>
 <p>an educator</p>	<p>As an educator, promoting wellbeing involves understanding each child’s unique needs and creating an inclusive, supportive learning environment. It’s about fostering emotional literacy, resilience, and social skills. Educators also play a crucial role in identifying any issues in a child’s wellbeing and working collaboratively with families to support the child.</p>	<p>Implement regular assessments of the emotional and social climate of the classroom and tailor activities to address identified needs.</p>
 <p>your families</p>	<p>Families might view wellbeing in terms of their child’s happiness and overall development. They rely on educators to provide a caring, educational environment. Communication with families about their child’s progress and wellbeing is essential.</p>	<p>Enhance communication with families, providing regular updates and seeking their input on their child’s development and wellbeing.</p>
 <p>theorist and current research</p>	<p>Theorists like Maslow emphasise the importance of meeting basic needs and the influence of environmental factors on wellbeing. Current research highlights the importance of early emotional and social development. This suggests a need for a holistic approach to wellbeing.</p>	<p>Incorporate a more holistic approach in the curriculum that addresses not just educational but also emotional and social needs of children.</p>



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- What do we mean when we talk about wellbeing and how do educators promote this?

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