



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	

Communication

ED1 ED2 ED3 ED4 ED5

Would visitors to your room see how you have worked with families to identify their child's interests, strengths and needs? What would that look like?					
Would visitors to your room see your curriculum based on each child's interests, strengths, needs, culture and daily lives eg their relationships and interactions and not what you think they should find interesting.					
Would visitors to your room see how you have learnt new things related to children's interest? What would that look like?					
Then would the visitors see how you have collaborated with children to research and investigate the topic? What would that look like?					
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?					

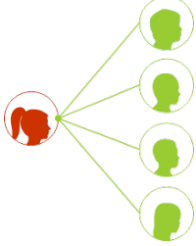
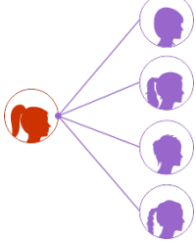
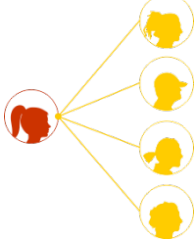
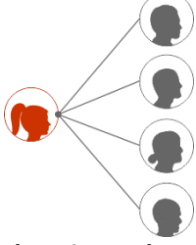
List dates you would find the above in your documentation.

	Date	Date	Date	Date	Date	Date	Date	Date
Children's knowledge and ideas								
Children's strengths and abilities								
Children's interest								
Children's culture								



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:

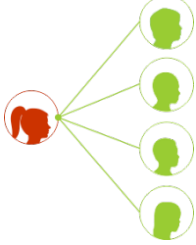
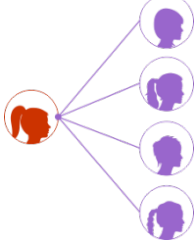
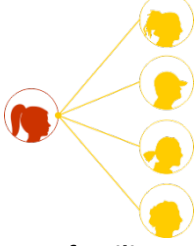
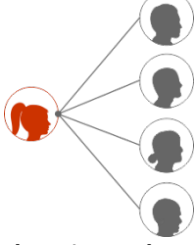
- Are you really listening to children's ideas and feedback? Could you improve in this area?
- Could you include more activities in the program which reflect the culture and language of each child's family?
- **Could your team implement a more flexible program that's more responsive to children's wishes and needs?** See below for an example of this point.

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>From a child's perspective, a more flexible program means their voices are heard and their choices matter. It signifies a learning environment where they can explore their interests deeply and feel valued. Children might experience increased satisfaction and joy in learning, as activities align more closely with their natural curiosities and developmental stages. However, they might also feel overwhelmed if given too many choices without adequate guidance.</p>	<p>Increase child-led activities, ensuring a balance between offering choices and providing structured guidance to help children navigate their options without feeling overwhelmed.</p>
 <p>an educator</p>	<p>Educators might initially find the shift towards a more flexible program challenging due to the increased demand for observation, documentation, and adaptation to individual needs. However, this approach also offers a rewarding experience as educators witness more engaged and motivated learners. It requires educators to be highly attuned to each child's development, interests, and needs, fostering a deeper connection and understanding between educator and child.</p>	<p>Enhance professional development in areas of child-led learning, observational skills, and adaptive planning to better support a responsive curriculum.</p>
 <p>your families</p>	<p>Families may appreciate a flexible program that acknowledges and incorporates their child's individuality and needs, enhancing their trust and involvement in the educational setting. They might also have concerns about whether the program's flexibility maintains a rigorous approach to learning foundational skills. Clear communication about the benefits of a responsive approach and how it supports holistic development is crucial.</p>	<p>Strengthen communication channels with families, sharing insights into the learning process and how their children's interests and needs are being met. Invite families to contribute ideas and feedback to the program.</p>
 <p>theorist and current research</p>	<p>Theoretical perspectives and current research support the move towards flexible, child-centred programs, highlighting their benefits in fostering intrinsic motivation, deeper learning, and social-emotional development. Theorists like Vygotsky emphasise the importance of social context and interaction in learning, suggesting that a flexible program can better accommodate these elements. Research also suggests that such programs can lead to improved outcomes in creativity, problem-solving skills, and adaptability.</p>	<p>Align program practices with evidence-based approaches that support flexible learning environments. Incorporate research findings into program planning and evaluation to continually refine practices.</p>



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 <p>your families</p>		
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