

1.1.3

Program Learning Opportunities

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Week 4
19.2.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)
Conducted by the room leader along with their educators.



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 i.e. 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.

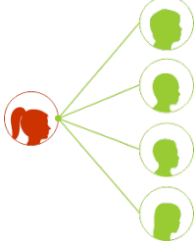
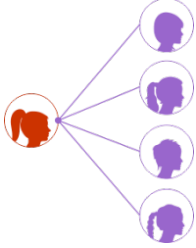
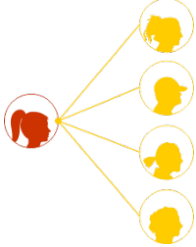
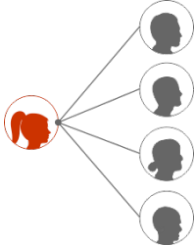
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Are you willing to change the room routine if children are focused on an activity or experience which is holding their interest?					
Are you willing to change the room routine so you can extend learning on the spot?					
Do you involve children in setting times and schedules for daily routines?					
Do you implement routines and activities in ways that minimise the time children must wait, e.g. for meals, to go outside, to start activity?					
Do you encourage children to make choices, including during routines and transition times?					
Do you use routines to intentionally teach children about issues like healthy eating, physical activity, hygiene and sustainability?					
Do you use routines to intentionally teach children literacy and numeracy concepts e.g. patterns, shapes, speed, counting, letters and sounds?					
Do you encourage children to become more independent during hygiene and health routines?					
Do you involve children in routines that are part of their daily lives outside the service e.g. preparing meals, menu planning, getting dressed, cleaning and packing up, caring for the garden/family pets?					
Do you use routines to promote all learning outcomes including Outcome 1 Children feel safe, secure and supported, and Outcome 3 Children have a strong sense of wellbeing e.g. through positive one on one interactions (including during nappy changes)?					
Do you provide opportunities during activities and routines for children to learn from and teach others?					
Do you break routines and activities into specific, small steps so children have the chance to help?					
Do you use 'spontaneous teachable moments' to extend on children's interests and learning, including during routines?					



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:

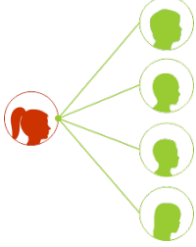
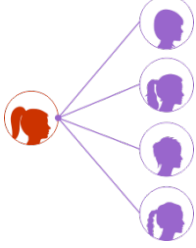
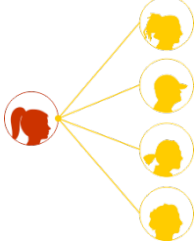
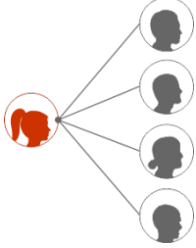
- Routines are the same everyday - am I missing opportunities to extend children's learning?
- **How could I improve my intentional teaching skills to take full advantage of teachable moments in planned and spontaneous experiences?** Example
- Does my documentation show how I'm implementing element 1.1.3?

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, learning is most engaging when it feels like play and when their interests are at the heart of activities. They value being listened to and having their ideas shape the learning experience.</p>	<p>Integrate more child-led activities where their interests guide the learning. Adopt a more flexible approach to planned activities, allowing spontaneous interests to steer the direction of learning.</p>
 <p>an educator</p>	<p>As an educator, reflecting on how effectively I take teachable moments involves assessing my observation skills, responsiveness to children's cues, and ability to integrate educational objectives seamlessly into play and routine interactions.</p>	<p>Enhance observation techniques to better identify children's interests and learning cues. Develop a repertoire of strategies to weave educational objectives into spontaneous activities without disrupting the flow of natural play.</p>
 <p>your families</p>	<p>Families may see the importance of learning in all contexts and value communication about their child's progress and how they can support learning at home. They might wish for more involvement in the learning process and more insights into the educational value of daily activities.</p>	<p>Improve communication with families about their child's learning journey, offering practical suggestions for extending learning at home. Involve families in the planning process to incorporate their values and expectations into the curriculum.</p>
 <p>theorist and current research</p>	<p>Holistic Play-Based Learning Reflecting from educational theorists and current research highlights the significance of social interactions, play-based learning, and the environment in children's learning. These perspectives emphasise the importance of a holistic approach that supports all areas of development.</p>	<p>Align teaching practices more closely with Holistic Play-Based Learning strategies that support play as a primary learning modality. This could involve restructuring the learning environment to encourage exploration and interaction according to the latest research findings.</p>



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:

- Routines are the same everyday - am I missing opportunities to extend children's learning?
- How could I improve my intentional teaching skills to take full advantage of teachable moments in planned and spontaneous experiences?
- Does my documentation show how I'm implementing element 1.1.3?

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