



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.

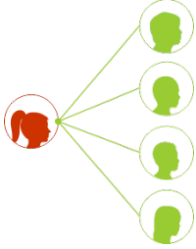
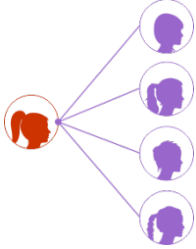
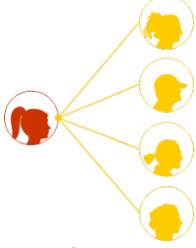
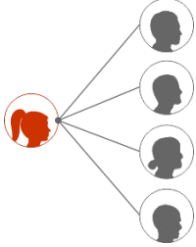
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Practices	ED1	ED2	ED3	ED4	ED5
Do you use strategies like modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations to extend children's thinking and learning?					
Do you provide time, space and learning experiences that encourage thoughtful and challenging conversations with children?					
Do you engage with children by listening, showing interest and asking open-ended questions to encourage thinking and conversation?					
Do you use a range of communication strategies that involve explanations, speculation and problem solving?					
Do you collaborate with children to develop further knowledge and skills?					
Do you provide instructional/intentional support to children during play, routines and transitions?					
Can you show plans and strategies you use to promote learning across all aspects of the program?					
Can you show how intentional teaching strategies are used to extend children's play, including spontaneous experiences?					
Can you show how changes in practices have been implemented to support a child requiring additional assistance or to build respect for diversity?					
Can you show and explain why you decide when to use a particular intentional teaching strategy, including the intentional positioning of resources or structuring of the learning environment?					
Can you show how you make conscious decisions in a play/leisure based program to promote learning and wellbeing?					



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:

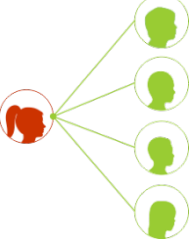
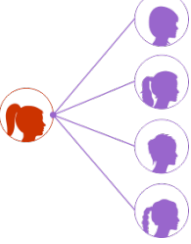
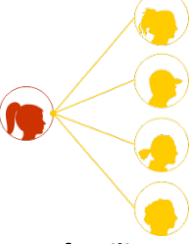
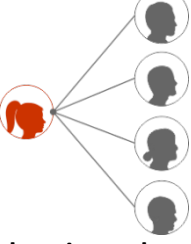
- The NQF Guide says “*assessors may observe educators who are fully present and mindful of opportunities to provide children with time and space to ‘be’*” (p 128). What do you think this means? How well do you do this? See example below.
- Are you stronger in some intentional teaching strategies than others? How could you improve those strategies you’re less confident implementing?
- The NQF Guide says “*intentional educators move flexibly in and out of different roles*” (p 127). What roles do you think the Guide is talking about – what roles do you move in and out of?

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>I really like it when my teachers are really there with me, you know? Like, they're not just kinda half-paying attention while they're doing something else. When they give me space to just be me, it feels awesome. It's like they're really listening to what I want to do and what I'm interested in, instead of always telling me what to do next.</p>	<p>Being fully present and attentive during interactions with children, minimising distractions and focusing on actively listening to children's voices and cues.</p> <p>Shift towards more child-centred approaches, where children's interests, preferences, and choices are valued and incorporated into curriculum planning and activities.</p>
 <p>an educator</p>	<p>Being fully present and mindful by providing children with time and space to 'be' is essential for fostering their autonomy, independence, and self-expression. I try to do this by observing children closely, listening to their cues, and respecting their choices and decisions. However, I acknowledge that maintaining this level of mindfulness can be challenging at times, especially in busy or demanding settings.</p>	<p>Work to empower children's agency by providing them with opportunities to make choices, express themselves, and take ownership of their learning experiences.</p>
 <p>your families</p>	<p>When families see educators being fully present and mindful of providing children with time and space to 'be,' they are reassured that their children's individual needs and interests are being recognised and respected. Open communication and collaboration between educators and families are crucial in ensuring that children receive consistent support and encouragement both at home and in educational settings.</p>	<p>Improve communication with children, parents, and colleagues, fostering open dialogue and collaboration to better understand and meet the needs of each child.</p>
 <p>theorist and current research</p>	<p>Providing children with time and space to 'be' aligns with the principles of child-centred pedagogy and socio-cultural theories of learning. It emphasises the importance of valuing children's agency, autonomy, and self-directed exploration in facilitating meaningful learning experiences. When educators adopt a mindful and responsive approach to children's needs and interests, they promote positive outcomes in terms of cognitive, social, and emotional development. Creating an environment that respects children's autonomy and promotes self-regulation contributes to their overall well-being and sense of belonging in educational settings.</p>	<p>Seek feedback from children, parents, and peers, and adjusting their approaches accordingly to better support children's holistic development.</p> <p>Focus on child-centred pedagogy, socio-cultural theories of learning, and effective communication strategies to enhance their practice.</p>



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