



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.

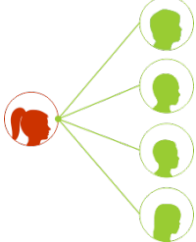
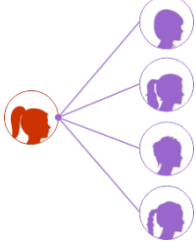
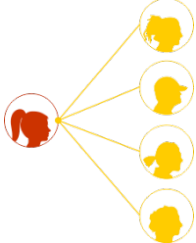
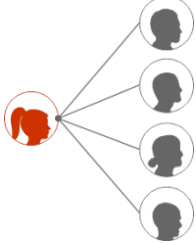
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Would a visitor to your room see you regularly engaging in conversations with families about their child's learning and sharing positive observations, interactions, and progress?					
Would a visitor to your room see you regularly sharing a child's learning documentation with their family?					
Would a visitor to your room see you communicating information about the curriculum and the EYLF with families?					
Would a visitor to your room see you making an effort to use families' preferred communication method when sharing information?					
Would a visitor to your room see you being approachable and willing to discuss a child's learning with their family at a mutually convenient time?					
Would a visitor to your room see you reflecting on potential barriers that may prevent families from understanding their child's learning information and taking steps to address them, such as using bilingual educators or considering cultural sensitivities?					
Would a visitor to your room see you seeking feedback from families about the information shared and the way it's presented, and making changes based on the feedback?					
Would a visitor to your room see you being mindful of sharing sensitive information in a way that respects the privacy of the child and their family?					
Would a visitor to your room see you ensuring that your learning documentation and communication with families support a consistent learning environment and outcomes for each child?					
Would a visitor to your room see you creating transition statements for children who are transitioning to school?					



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:

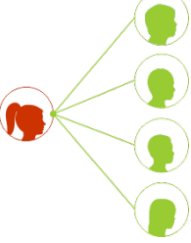
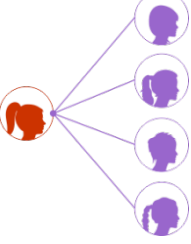
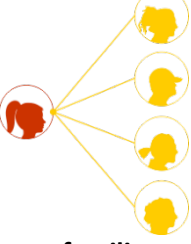
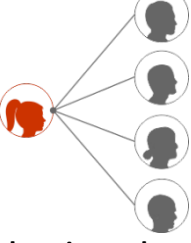
- How could you provide more meaningful information or documentation to families about the educational program?
- How do you document sensitive information about a child's participation or progress?
- How could you better meet the diverse needs of families when presenting information about a child's progress?

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>Children need to feel safe, respected, and valued, with their privacy protected. Documenting sensitive information requires a delicate balance to ensure children's dignity and self-esteem are maintained. Reflecting on this, it becomes essential to adopt practices that protect the confidentiality of the child, ensuring that any documentation is shared only with those who have a legitimate need to know and always with the child's best interests at heart.</p>	<p>Implement child-centric documentation practices that safeguard privacy and foster an environment where children feel respected and secure.</p> <p>Provide professional development opportunities focusing on ethical documentation practices and the legal responsibilities of educators regarding sensitive information.</p>
 <p>an educator</p>	<p>Educators play a pivotal role in observing, assessing, and documenting children's progress, including sensitive information. It's crucial for educators to be equipped with the skills to discern what constitutes sensitive information and the most appropriate ways to document and share this information. This includes understanding legal and ethical obligations regarding privacy and confidentiality.</p>	<p>Enhance communication channels with families, ensuring they are part of the conversation regarding what is documented, how it is stored, and who has access to it. This includes obtaining consent where necessary and involving them in decisions about sharing sensitive information.</p>
 <p>your families</p>	<p>Families expect transparency and sensitivity in how information about their children is managed. They need to trust that sensitive information is handled with the utmost care, respecting their child's privacy and the family's cultural values and beliefs.</p>	<p>Adopt a strengths-based approach in documentation, focusing on capabilities while respecting each child's unique context. Update or implement secure, digital methods for documenting sensitive information to ensure confidentiality and compliance with best practices and legislation.</p>
 <p>theorist and current research</p>	<p>Theorists like Bronfenbrenner, who emphasises the importance of considering the multiple environments influencing a child's development, remind us of the broader context in which sensitive information exists. Current research advocates for a strengths-based approach, focusing on children's capabilities and family engagement, and highlights the need for secure, digital documentation methods to protect sensitive information.</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:

- How could you provide more meaningful information or documentation to families about the educational program?
- How do you document sensitive information about a child's participation or progress?
- How could you better meet the diverse needs of families when presenting information about a child's progress?

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>		