



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

Would visitors to your room see you looking for new ways to implement activities eg let's draw from a bird's eye view rather than a front on view?					
Would visitors to your room see you research and learn with the children if you're unfamiliar with a topic?					
Would visitors to your room see you explaining ideas and concepts to children when opportunities arise?					
Would visitors to your room see you encouraging children to investigate, experiment and test their ideas?					
Would visitors to your room see a plan (Bloom's Taxonomy) for 'mini projects' based on children's interests and knowledge?					
Would visitors to your room see you encourage children to listen to and consider other children's ideas and suggestions?					
Would visitors to your room see you plan activities for small and large groups?					
Would visitors to your room see you follow children's lead in their play and take on imaginary roles/ characters?					
Would visitors to your room see you implement extension activities and experiences other than art and craft?					
Would families visiting your room see you make sure environments are regularly reorganised and refreshed to encourage children's natural curiosity?					

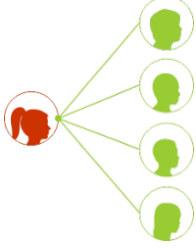
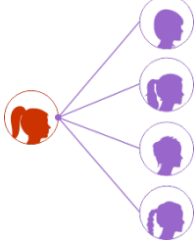
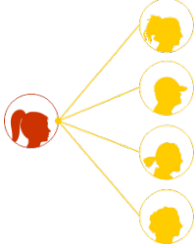
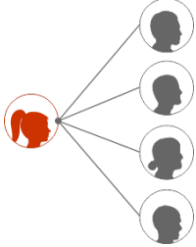
Interactions

Would visitors to your room see you ask open-ended questions to promote children's learning?					
Would visitors to your room see you provide positive feedback and additional ideas when children discuss issues?					
Would visitors to your room see you give positive feedback when children build on their skills or transfer them from one context to another?					



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:

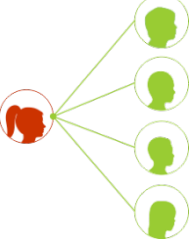
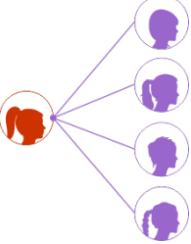
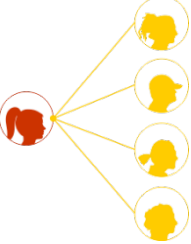
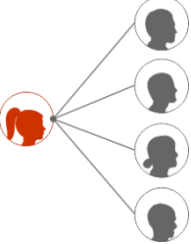
- How well do you respond to the ideas and play of individual children, including their contributions to group activities?
- Are you making the most of 'spontaneous teachable moments' to implement a rich and meaningful program?
- The NQF Guide says "*Responsive teaching is achieved by valuing and building on children's current and evolving strengths, skills and knowledge...*". Is this evident in your curriculum?

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 may feel valued when their ideas and interests shape the learning activities. If the curriculum consistently incorporates their evolving strengths, skills, and interests, they are likely to be more engaged and motivated. However, if they find the activities repetitive or unaligned with their interests, their engagement may fall away.</p>	<p>Ensure that daily activities are varied and directly inspired by children's current interests and feedback. Introduce a system where children can express their interests or suggest activities for the curriculum.</p>
 <p>an educator</p>	<p>Educators might observe that while they aim to build upon the children's strengths and knowledge, time constraints and a pre-planned curriculum might limit their responsiveness. They may find that the curriculum requires flexibility to adapt to children's evolving needs more dynamically.</p>	<p>Adopt a more flexible planning approach that allows for adjustments based on ongoing observations and assessments of children's development. Incorporate regular reflection sessions to discuss and adapt the curriculum as needed.</p>
 <p>your families</p>	<p>Families expect the curriculum to support their children's growth and prepare them for future learning stages. They might appreciate when they see their children's unique strengths and interests reflected in the curriculum but may express concerns if they feel the curriculum is too standardized or not attentive enough to individual needs.</p>	<p>Increase communication with families about how the curriculum is tailored to support their children's strengths and interests. Invite feedback from families to better understand children's interests and needs outside the educational setting and incorporate this feedback into the curriculum.</p>
 <p>theorist and current research</p>	<p>Current research and theories on child development emphasise the importance of a responsive, child-centred approach that adapts to the individual learner's pace, interests, and developmental stage. A curriculum that lacks this flexibility might not support the optimal development of all children.</p>	<p>Incorporate evidence-based practices that support responsive teaching, such as differentiated learning, inquiry-based learning, and play-based approaches that adapt to children's current levels of understanding and interest. Regularly review and update the curriculum based on the latest research and theoretical frameworks to ensure it remains responsive and effective.</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:

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