



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.

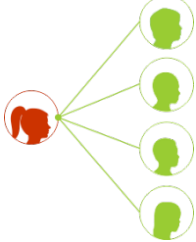
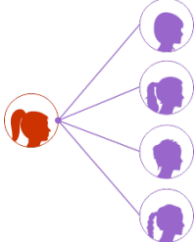
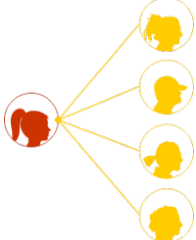
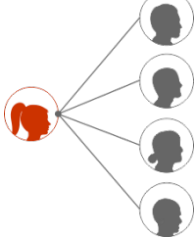
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Would a visitor to your room see you arrange activities, routines and the environment so children can choose, plan for and help set up play experiences and activities?					
Would a visitor to your room see you encourage children to make choices and decisions about things that affect them?					
Would a visitor to your room see you implement children's ideas and decisions?					
Would a visitor to your room see you encourage children to act independently (eg initiate and extend their own play) both individually and with their peers?					
Would a visitor to your room see you provide children with leadership opportunities?					
Would a visitor to your room see you support children to understand and manage their behaviours, and express their feelings and ideas, as they interact and collaborate with others?					
Would a visitor to your room see you actively support children's attempts to gain new skills and knowledge?					
Would a visitor to your room see you help children explore different identities and points of view?					
Would a visitor to your room see you support children to assess and manage risk?					
Would a visitor to your room see you hold high expectations for each child, provide them all with choices, support them all to express and implement their ideas and make decisions, and to take appropriate risks?					
Does your learning documentation show evidence of the above?					



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:

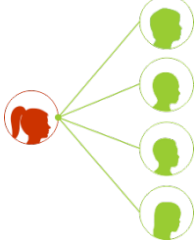
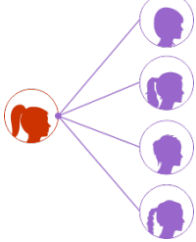
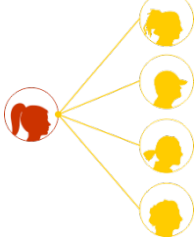
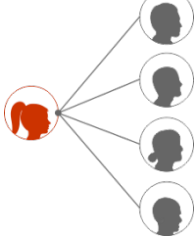
- Do you have views about your role, your expertise, or children's ages and capabilities that may limit children's ability to make choices and decisions ie direct their own learning?
- **How might giving children more agency help promote learning related to behaviour and emotions?**
- If you had the authority, what's the one thing you would change at the Service or in your room/group to promote child directed learning?

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>Being able to make choices about what I play with, how I learn, and who I interact with makes me feel respected and important. It's exciting when adults listen to me because it makes me believe my thoughts and feelings matter. When I get to decide things for myself, I learn how to manage my feelings better, especially when things don't go as planned. I also learn to understand others' feelings when we make decisions together in play.</p>	<p>Ensure environments and routines that consistently allow children to make meaningful choices, fostering their emotional intelligence and self-regulation skills.</p>
 <p>an educator</p>	<p>Recognising the unique preferences, strengths, and needs of each child helps me tailor my support effectively. By giving children more agency, I observe them learning to negotiate, solve conflicts, and express their emotions healthily. It's a shift from seeing myself as the director of learning to being a facilitator of children's explorations. This approach demands that I trust in the children's capacities to lead their learning and manage their behaviours with guidance.</p>	<p>Adopt a more child-centred approach in planning and implementing the curriculum, providing children with structured choices to guide their learning journeys.</p>
 <p>your families</p>	<p>Initially, I might worry if giving children too much freedom could lead to chaos or if they would miss out on important learning. However, seeing my child grow more independent, confident, and emotionally mature reassures me. Understanding that the educators are fostering not just academic skills but crucial life skills like decision-making, emotional regulation, and social interaction changes my perspective on what's important in early education.</p>	<p>Communicate the benefits of child-directed learning to families more effectively, involving them in the process and reassuring them through evidence of their children's progress.</p>
 <p>theorist and current research</p>	<p>Theories of child development, such as those proposed by Vygotsky, underscore the importance of active learning, where children construct knowledge through experiences. Research supports that children who are given more agency in their learning show improvements in emotional regulation, social skills, and intrinsic motivation. By embedding these principles into practice, educators can create a learning environment that is not only conducive to academic learning but also to the development of emotional and social competencies.</p>	<p>Implement pedagogical strategies that are evidence-based and align with developmental theories promoting child agency, ensuring that the curriculum reflects current research on best practices for emotional and behavioural learning.</p>



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