



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.

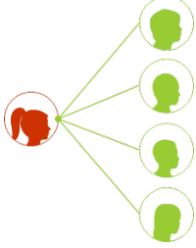
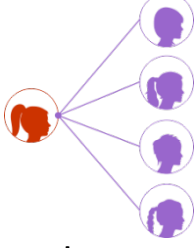
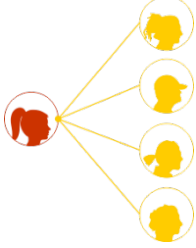
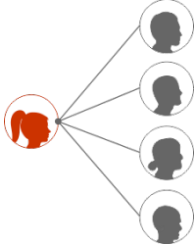
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Would a visitor to your room see you actively participate in children's activities as part of the 'observation' process ie not stand back and 'observe'?					
Would a visitor to your room see you use the outcome indicators to analyse what children know, can do and understand?					
Would a visitor to your room see you use your 'observations' and analysis to plan learning that supports children to achieve the learning outcomes?					
Would a visitor to your room see you include 'teachable moments' as part of your learning plans when these opportunities arise?					
Would a visitor to your room see you plan on the spot as well as making future learning plans?					
Would a visitor to your room see you implement a variety of activities and experiences that engage children, recognise their strengths and interests, and connect them with their families and community?					
Would a visitor to your room see you document learning in ways that show all stages of the assessment and planning cycle?					
Would a visitor to your room see you make learning documents visible and display them attractively?					
Would a visitor to your room see you reflect on or evaluate how you can improve each stage of the planning cycle?					



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:

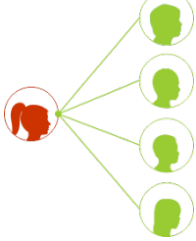
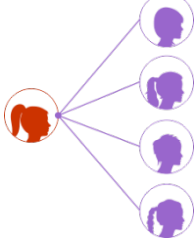
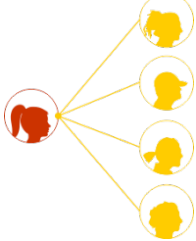
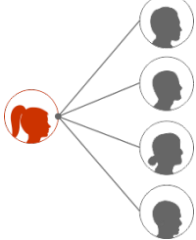
- Am I confident implementing all parts of the assessment and planning cycle? What parts could I strengthen?
- **What do I need to be able to properly implement the assessment and planning cycle?**
- Does my documentation prove I’m implementing the assessment and planning cycle? How does it/could it do this?

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>The implementation of the assessment and planning cycle should result in an environment that feels safe, engaging, and responsive to their interests and needs. They need educators to notice their interests, acknowledge their strengths, and support their challenges.</p>	<p>I will focus on enhancing the environment to make it more interactive and responsive to children's cues. This may involve incorporating more open-ended questions during activities to understand their interests better.</p>
 <p>an educator</p>	<p>Properly implementing the assessment and planning cycle requires a solid understanding of each child's developmental stages, interests, and learning styles. It also necessitates efficient time management to observe, document, and plan effectively, alongside reflective practice to continuously improve teaching strategies.</p>	<p>I will dedicate time each week for professional development, focusing on areas like child development theories and effective observation techniques. Additionally, setting aside regular times for reflection and planning will ensure a more thoughtful and informed implementation of the cycle.</p>
 <p>your families</p>	<p>Families need to see that the educational program is beneficial for their child’s development and that their input is valued. They look for evidence that their child is progressing and that the program is tailored to their child’s unique needs and interests.</p>	<p>Enhancing communication with families about their child’s learning and development is essential. I plan to introduce regular, structured updates on each child's progress and involve families more in the planning process through surveys or informal discussions to gather their insights and priorities.</p>
 <p>theorist and current research</p>	<p>Theorists and current research emphasise the importance of a reflective and adaptive practice that is informed by evidence-based strategies. They advocate for practices that are child-centred, culturally responsive, and inclusive, ensuring that planning and assessment are done with a deep understanding of the diversity of learners.</p>	<p>I may involve researching and applying new strategies that have been shown to effectively support diverse learning needs and reflecting on the inclusivity of current practices.</p>



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