



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.

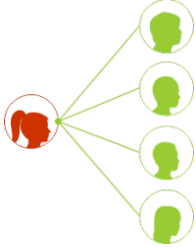
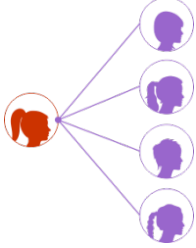
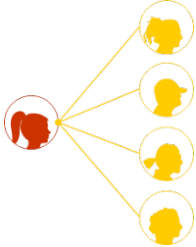
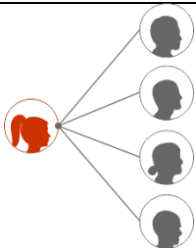
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Would a visitor to your room see you use different methods to critically reflect eg jottings/notes, children’s comments and work, photos, comments from team members or families?					
Would a visitor to your room see you critically reflect on planned and unplanned events and experiences, including routines and transitions, guiding principles and your practice eg intentional teaching, communication, relationships with children, and child-centred learning?					
Would a visitor to your room see you reflect from different viewpoints ie do you look through the eyes of a children, families, colleagues, the community and theorists?					
Would a visitor to your room see you sometimes use questions to help guide your reflection eg Who benefits when I work this way? What am I confronted by?					
Would a visitor to your room see you record your critical reflections eg diary/journal, reflection sheets?					
Would a visitor to your room see you use your critical reflections to improve each child’s participation, engagement and progress towards learning outcomes?					
Would a visitor to your room see your critical reflection as a regular and ongoing process?					
Would a visitor to your room see you critically reflect during planned reflection times as well as spontaneously when opportunities arise?					
Would a visitor to your room see you reflect individually and as part of a team?					
Would a visitor to your room see you make sure your reflections are true reflections, and not a description of what happened during the day or evaluation of a lesson or activity?					
Would a visitor to your room see you use your reflections to write strengths and improvement plans for your QIP?					



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:

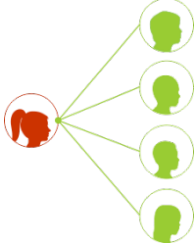
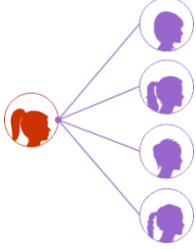
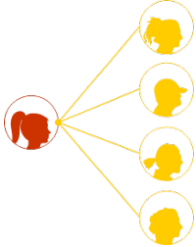
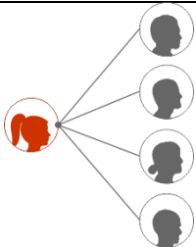
- How do you or could you use the EYLF/MTOP to help you reflect?
- **What opportunities are there for educators to raise issues/concerns and receive meaningful advice and support from colleagues?** The reflection point we are using below as an example.
- Could you improve the quality of evidence which supports your reflective process?

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 might perceive the educational environment as more positive and responsive when educators openly discuss challenges and seek solutions together. This collaborative atmosphere could lead to a sense of security and belonging for the children, seeing their caretakers working together to improve their learning experience.</p>	<p>Enhance the collaborative culture within the team, ensuring that discussions about challenges and the search for solutions are visible to children in appropriate ways, demonstrating problem-solving and cooperation in action.</p>
 <p>an educator</p>	<p>Educators may feel more supported and less isolated in their challenges when they have structured opportunities to share and discuss concerns with peers. This can lead to increased job satisfaction, professional growth, and a stronger sense of community within the educational setting.</p>	<p>Implement regular team meetings focused on reflective practice, where educators can share concerns, discuss challenges, and collaboratively find solutions or strategies to improve their practice.</p>
 <p>your families</p>	<p>Families likely value and trust an educational environment where educators are encouraged to seek advice and support from each other. This can enhance the family's confidence in the educators' ability to provide high-quality care and education to their children.</p>	<p>Communicate with families about the collaborative and reflective practices among educators, reinforcing the commitment to quality education and care. This could be done through newsletters, parent-teacher meetings, or informal chats.</p>
 <p>theorist and current research</p>	<p>Theorists and research in education stress the importance of reflective practice and collegial support in professional development and improving educational outcomes. Critical reflection within a community of practice is seen as vital for challenging and transforming educators' practices. Inspired by research on the benefits of outdoor play on children's learning and development, our team reflected on our current outdoor play practices. We realised we were not fully utilizing our outdoor space's potential. As a result, we redesigned our outdoor curriculum to include more nature-based learning opportunities, such as a vegetable garden project.</p>	<p>Adopt evidence-based reflective practices, such as action research or peer coaching, where educators can systematically reflect on and improve their practice based on theoretical frameworks and current research findings.</p>



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