



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 ie 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**. 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	

Orientation and enrolment

	ED1	ED2	ED3	ED4	ED5
During pre-enrolment visits or orientations (as well as after), do you talk with families about room/group routines, children's routines, families' values and expectations, and their child's needs and strengths?					
Do you reflect on ways you can meet families' expectations and promote continuity of care between home and the Service?					
Do you always fully understand any specific medical/ behaviour/ nutrition/physical activity/learning need, any ancillary service the child accesses, and regularly involve families in decision making around these?					
Do you share information with families about strategies which will help their child settle-in quickly eg 'Robyn Dolby style' handover conversations, immediately engaging child in interest, and soothing child etc?					
Do you consider each child's/family's individual needs as the child settles-in, and give families honest information about what's happening?					
Do you tell families they can stay with their child as they settle in – and contact the service to check how their child is going?					

Family involvement and contributions

Are you always friendly, polite, respectful and professional when communicating with families, children and other staff?					
Do you always use parents' names when communicating with them?					
Do you regularly encourage families to share their culture, jobs, interests etc with the children?					
Do you regularly share information with families about their child's participation and achievements?					
Do you respond to families' questions, concerns and requests quickly and professionally, and pass on relevant comments/suggestions which could improve practice or contribute to Service Quality Improvement Plans?					
Do you show families the Philosophy and relevant policies and procedures, and encourage them to participate in updates and reviews?					
Do you have strategies or resources to support and engage families with diverse language or literacy skills?					

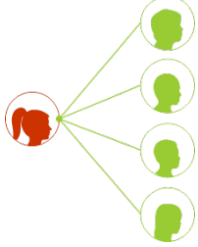
Week 11, 22 to 26 April 2024 – 6.1.1 Engagement with the service

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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:

- What do you need to feel more confident engaging with families touring the service or staying with their child while they settle-in?
- How could the Educational Leader or Nominated Supervisor help you encourage families to participate with policy or Philosophy reviews?
- How would you improve the enrolment process? (Example below)

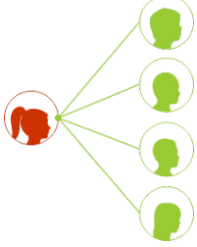
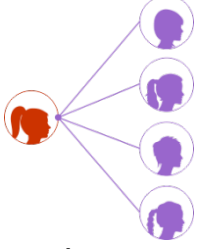
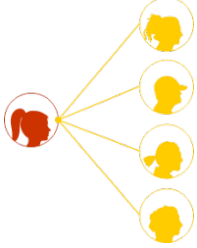
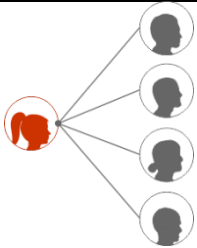
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>The enrolment process can be scary, as they are entering a new environment with unfamiliar people and routines. The process needs to be welcoming and friendly as possible. Educators can improve by involving children in the process and making them feel included and valued. Provide resources and activities that can help children become familiar while engaging with the other children.</p>	<ol style="list-style-type: none"> 1. Create child-friendly resources and activities to help children become familiar with the service and educators.
 <p>an educator</p>	<p>I understand that the enrolment process can be stressful for families, as they are entrusting their children to our care. Therefore, I believe that improving the enrolment process involves creating a welcoming environment, providing clear and concise information about the service, and offering support and reassurance to families during the settling-in period.</p>	<ol style="list-style-type: none"> 2. Provide regular updates and feedback to families during the enrolment and settling-in period.
 <p>your families</p>	<p>Families value open and honest communication with educators during the enrolment process. Educators can improve the enrolment process by providing regular updates and feedback to families, offering opportunities for families to share their ideas and suggestions, and creating a welcoming and inclusive environment that reflects the diversity of the community.</p>	<ol style="list-style-type: none"> 3. Offer opportunities for families to share their ideas and suggestions about the service.
 <p>theorist and current research</p>	<p>According to research, the enrolment process plays a crucial role in setting the tone for the child's experience in early childhood education and care services. The enrolment process should be viewed as a collaborative effort between families and educators, with a focus on building positive relationships and creating a sense of belonging for children. Theorists suggest that educators can improve the enrolment process by incorporating families' cultural practices and beliefs, using child-friendly resources and activities, and offering flexible options for families to visit and become familiar with the service.</p>	<ol style="list-style-type: none"> 4. Incorporate families' cultural practices and beliefs into the enrolment process. 5. Create a welcoming and inclusive environment that reflects the diversity of the community.

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

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