



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 and 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	

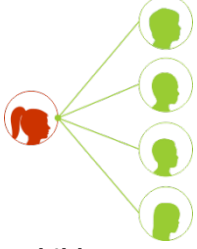
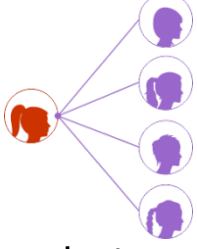
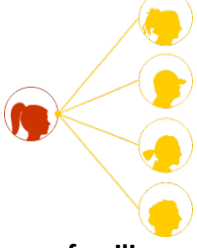
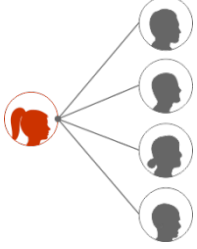
When there are problems at work do you reflect on the cause and take steps to address the issue - eg do you speak with the Room/Group Leader/Educational Leader/Nominated Supervisor if:

• you have strengths that aren't being used?					
• you're unsure how to do something and need coaching or training?					
• there's a personal issue at home affecting your work?					
• you find it difficult to work with the Room/Group Leader's particular leadership style?					
• you're having difficulty working with other members of your team					
• you're having difficulty managing a child's behaviour?					
• you're feeling threatened or intimidated by a family or staff member?					
• you feel educating and caring for children may not be the career for you?					
• you're looking for new challenges or a promotion?					
• you're not sure who your direct manager is because you seem to have more than one?					
• feel the roster does not take account of your personal needs?					
• you're not feeling valued or acknowledged for the contributions you make to the team?					
Do you use the service complaint procedure to resolve matters that you can't resolve face to face with the person concerned?					
Do you actively contribute to your performance appraisal and offer suggestions for training and improvement?					



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:

- Is there one thing at your Service (other than pay) that could potentially make you look elsewhere for work? If so, what is it? Is there something you could do to help address this issue?
- Educators who've been working at a centre for a while can build strong and trusting relationships with families. How might this help make their jobs easier?
- If the Nominated Supervisor asked for feedback on the type of incentives that might encourage educators to stay (other than money) - eg time off the floor to do paperwork, social functions outside work, recognition awards, contract cleaner - what might you suggest? What have you seen work well at other centres?

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>When educators have strong relationships with my family, I feel more comfortable and safe at the centre. I can see that my family trusts the educators, which helps me feel secure and confident to explore and learn. I am more likely to engage in activities, try new things, and communicate my needs when I know the people around me are trusted by my parents.</p>	<p>I will focus on building strong connections with families to create an environment where children feel more secure and confident.</p>
 <p>an educator</p>	<p>Establishing trust with families can make communication easier and more effective. When families trust me, they are more likely to share important information about their child's needs, interests, and challenges, which can improve my ability to plan effectively. This trust also makes it easier to discuss concerns, share progress, and collaborate on strategies for supporting the child's learning and wellbeing.</p>	<p>I will continue to use open communication and build strong relationships with families by maintaining regular updates and creating more opportunities for informal conversations.</p>
 <p>your families</p>	<p>Families who trust educators feel more at ease leaving their children in our care. They know that their child's wellbeing is a priority and are more willing to share insights and feedback. This relationship helps families feel included in their child's learning journey and more comfortable collaborating on approaches that support development both at home and at the centre.</p>	<p>I will create more interactive and inclusive family activities to strengthen these relationships and ensure families feel part of the learning process.</p>
 <p>theorist and current research</p>	<p>According to Bronfenbrenner's Ecological Systems Theory, relationships in the microsystem, such as those between families and educators, significantly impact a child's development. Research shows that strong educator-family relationships enhance trust and consistency, which are key factors for children's emotional and cognitive development.</p>	<p>I will integrate practices that reinforce consistency and collaboration, aligning with Bronfenbrenner's principles, to promote a holistic support system for the child.</p>

Week 37, 18 to 22 November 2024 – 4.1.2 Continuity of Staff

4.1.2

Continuity of staff

Week 37 – 20.11.2023
Monday to Friday



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

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