

Practice 1: Holistic approaches

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , this outcome means supporting all your educators to embrace a holistic approach to teaching and learning and ensuring all your team understand what that means.	
Reflections for management: What are your educators' views on the connectedness of mind, body and spirit? How could you encourage educators to reflect on this?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , this means incorporating a baby/ toddlers spiritual wellbeing into their development and focussing on the connections the child has with families, educators and the community.	
Reflections for educators of children under 2: What do you feel a baby's spirituality looks like? How will you integrate this in your documentation?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , this means seeing learning as a social activity and valuing collaborative learning, and showing this in your documentation.	
Reflections for educators of children over 2: How much of your documentation focuses on social learning and collaboration and how much do you focus on individual learning? Is this the right balance?	Current Practices/ Strengths:
	Actions for continuous improvement

Practice 2: Responsiveness to children

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , responsiveness to children means ensuring staff are available to the children and encouraging educators to play and learn alongside children.	
Reflections for management: How do you minimise the times educators are required to be focussed on routine tasks so they can have meaningful moments with children?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , responsiveness could mean watching and knowing the stages of the children you care for and entering their play at the perfect moment to stimulate and enrich their learning.	
Reflections for educators of children under 2: What strategies do educators use to communicate with children that are non-verbal?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , responsiveness can mean have strong, close relationships with children and involving children in decisions and asking for and respecting their feedback about their learning.	
Reflections for educators of children over 2: Have you read an observation to a child and asked them what they think about the learning and what do they want to learn next?	Current Practices/ Strengths:
	Actions for continuous improvement

Practice 3: Learning through Play

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , It is important you have a team of educators who really value play and who are not afraid to enjoy themselves with children or get dirty.	
Reflections for management: How do your educators feel about play? What are their thoughts on when it is appropriate to join in and when it is best not to?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , playing is the most important way to form attachments with young children to build trust, respect and caring relationships.	
Reflections for educators of children under 2: How do you use play to help children adjust and become familiar with routine times?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , this means allowing children to just be. Let children immerse themselves for long periods of time in their play and make it possible for them to return to their play as they want to with flexible routines and environments.	
Reflections for educators of children over 2: Look at your routine and work out how much of the day is dedicated to play and how much is dedicated to routine times. Is there enough opportunity for play? Is your program too structured? Can your routines look differently?	Current Practices/ Strengths:
	Actions for continuous improvement

Practice 4: Intentional teaching

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , Intentional teaching could be viewed as a professional practice which improves with the experience and qualifications of your team. It is important to have mentors within the team to demonstrate and model intentional teaching to less experienced educators.	
Reflections for management: Do you foster an environment for your educators that engage them in open questioning, speculating and problem solving?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , Intentional teaching can mean demonstrating and modelling to children how to use toys and implements and providing opportunities for children to use these skills in other contexts for themselves.	
Reflections for educators of children under 2: What are some ways you can demonstrate intentional teaching with babies/ toddlers that don't involve direction?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , intentional teaching includes planning opportunities for knowledge building and being purposeful and deliberate in your teaching.	
Reflections for educators of children over 2: How do you provoke curiosity while intentionally planning an experience for children? How do you encourage children to further investigate their developing questions?	Current Practices/ Strengths:
	Actions for continuous improvement

Practice 5: Learning environments

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , part of this practice entails ensuring there are natural aspects to the environments available for children to explore.	
Reflections for management: The EYLF suggests natural environments may include mud, water, sand, rocks, plants trees, gardens, edible plants and other items. How are these items available in your service?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , learning environments should have natural elements which the children can touch, smell, taste and study to help them build knowledge and a connection with the natural world.	
Reflections for educators of children under 2: What are your thoughts on young children having free access to nature? What are the advantages and the challenges?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , there is a great responsibility to pass on knowledge about how to care for the planet and plan for a sustainable future.	
Reflections for educators of children over 2: What responsibilities can you pass on to children in regards to sustainability? Could you do more?	Current Practices/ Strengths:
	Actions for continuous improvement

Practice 6: Cultural Competence

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , cultural competence is not just being aware of other cultures but understanding, communicating with and effectively interacting with other cultures. Services need to have procedures and resources in place to be culturally competent.	
Reflections for management: How is your service prepared to effectively and respectfully communicate with families across a variety of cultures?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , this means always demonstrating your commitment to developing your own cultural competence by valuing diversity and seeking to honour and understand differences in ways of living, seeing and knowing.	
Reflections for educators of children under 2: Explain some routine times that have been changed or altered because of a deeper understanding of the diverse cultures of families and community.	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , cultural competence means supporting the children to have a real understanding of different cultural practices and world views.	
Reflections for educators of children over 2: If you have limited cultural resources in your service, how could you use technologies to help grow the children's understandings?	Current Practices/ Strengths:
	Actions for continuous improvement

Practice 7: Continuity of learning and transitions

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , continuity of learning and transitions means having good procedures to ensure there is lots of time for children to transition and good communication to all parties about the process.	
Reflections for management: How is your centre involved in transitions to schools and other services? Does your service initiate communications and play an active role in these transitions?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , transitions can be a difficult time. The process needs to be slow and continuous to help children feel safe and familiar with the new environment and educators.	
Reflections for educators of children under 2: Having familiar items such as toys, photos or a familiar person can really help a child transition more easily. How does your service provide comfort and familiarity for children during transitions?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , it is important information is shared about the children during transitions so new knowledge and skills can be built on what each child already knows.	
Reflections for educators of children over 2: What documentation do you have for each child that can be shared with future teacher and educators?	Current Practices/ Strengths:
	Actions for continuous improvement

Practice 8: Assessment for learning

Which EYLF principles does this practice relate to?	
Which EYLF outcomes does this practice relate to?	
How is this practice reflected in your service's philosophy? What changes do you need to make?	Do you need to make changes to the environment or routines to implement this practice?
For management , Assessment involves the assessment and documentation on the children and also how the educators assess their work, their views and their own practices.	
Reflections for management: What resources are available to educators for them to reflect on early childhood theory and research and how their own practices reflect this?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2 , assessment for learning means involving the families in your documentation processes to plan effectively for each child and regularly seeking information from families on each child's progress at home.	
Reflections for educators of children under 2: How many different ways do you collect meaningful information about the children in your care? How do you collate and share this information in a professional way?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2 , Assessment for learning can mean co-constructing learning with each child. This involves allowing children access to their documentation and recording their thoughts and comments on their own learning.	
Reflections for educators of children over 2: How do you currently involve children in the assessment process? How do you record children's ideas for planning and evaluation?	Current Practices/ Strengths:
	Actions for continuous improvement