Critical Reflection Prompt #10

Do you plan for children to learn through the experiences and engagement you provide?

Or do you plan for opportunities and then be open to the ways in which children engage with their environment and direct their own learning?

Discuss the pros and cons of each approach and how it would impact your planning cycle and pedagogical approaches.

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Critical Reflection Prompt #13

When it comes to compliance how certain are you that everything in your service or your organisation is meeting or exceeding compliance requirements of the NQF?
Sometimes we base our decisions on outdated, misunderstood or second-hand information. A policy at our last job may have been that organisation's expectations, but not a clear reflection of the regulations. The more you understand the compliance requirements the easier it is to make decisions for your context.

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Critical Reflection Prompt #16

Think about the Practices...
How often do you think about your role in children's learning or is the emphasis on the children and what they are demonstrating?
How do you share your role in children's learning with the families and community?
Do you feel that there is a clear understanding of the role of the educator in 'play based learning'? How could you better advocate for this?

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Critical Reflection Prompt #18

Just as it is important that children have consistent expectations and these are implemented universally, the same can be said for educators/employees.
How are educators made aware of expectations in the service, and are they all aware of the same information?
How are educators held accountable to these expectations, and are the accountability measures consistent for all staff?
Are all employees, at all levels of the organisation, role modelling the expectations at all time?

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Critical Reflection Prompt #12

Consider your environment... In what ways are the children's individual interests and skills reflected in your environment?
How often do you change your environment and how does this support/impact children's learning opportunities?
How many things in your environment do children have access to and therefore agency over?
Do you have rules around what can and can't be moved around the environments? Why do these exist? How do they support children's learning opportunities?

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Critical Reflection Prompt #15

Think about the Learning Outcomes...
Do you expect to see one at a time or do you look at the big picture of all of the learning that is occurring?
Do you avoid certain learning outcomes because you do not know what they mean?
Do you expect to see certain outcomes in certain experiences e.g. a book is a 5, outdoors is a 3, first day is a 1?
How does your use of the learning outcomes limit or increase your ability to engage with and support children's learning?

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Critical Reflection Prompt #17

Considering the philosophy is attached to the QIP and helps form the first impression of the service before an assessment and ratings visit, how well does your philosophy match your practices?
If someone who had never seen your service before read your philosophy would they get a clear picture of current practices?
If so, how do you maintain this?
If not, what needs to change, practices or the philosophy (or both) to correct this?

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Critical Reflection Prompt #11

When it comes to documentation there are different ways to approach it and this can impact our feelings on the topic...
Do you document learning that has been planned or spontaneous learning that you notice?
Do you consider your role to be to engage with the children and support their learning or to document the children's learning?
Do you feel documentation is valuable or a burden?
Explore each of these and discuss opportunities to improve your documentation practices based on the responses.

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Critical Reflection Prompt #14

When you consider your image of the child we often hear words like "capable", "confident", "creative", "inquisitive", "innovative". Based on these words and others that you may come up with, how does your program, environment and resources support your images of the children?
For example; if children are capable, how are they given opportunities to take risks and challenge themselves? How are creative and innovative children allowed to use the resources in new and different ways, or what 'rules' get in their way?

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