

Critical Reflection Prompt #45

Professional development is a great opportunity to build new skills and reflect on the current processes in the service. Reflect on how you approach professional development (pd) opportunities within your service. You may wish to consider the following:

- How you decide which pd is beneficial to which educators?
- Discuss any expectations of educators attending pd on what information they should bring back to the service?
- What types of pd are available to educators to help them achieve their goals in the pd plans?



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Critical Reflection Prompt #39

We all have lots of different forms and documents within our organisations for anything from requesting new resources to permissions for providing medication. Think about the forms that you have and reflect on how they achieve the following:

- ensure compliance is met?
- embed opportunities for holistic compliance?
- ensure employees understand the requirements around the document?



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Critical Reflection Prompt #42

When you think about the word "inclusion" what does this mean to you in your service?

Reflect on ways in which you provide opportunities for inclusion for children, families and educators. Do you provide opportunities for **all** current and future stakeholders to feel supported and valued or just some groups of people? How could you better support individuals or groups of people in decisions made within the service?



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Critical Reflection Prompt #44

The orientation process for new families can be a difficult time. Reflect on your orientation process and how it supports families to share important information with the service and feel comfortable with what to expect on the first day. You might like to think about the questions you ask on your enrolment forms, the way in which you engage with families with varied needs, whether your process is supportive of a positive introduction to the service for the family, offers flexibility for families in different circumstances.



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Critical Reflection Prompt #38

Take some time to reflect on how WHS practices are embedded into your every day work and whether there are any bad habits that creep in that could impact compliance. You may wish to consider aspects such as...

- The placement of items (e.g. chemical storage, power point safety plugs, furniture, wet floor signs etc.)
- The use of checklists (e.g. completed correctly, not filled in all at once, hazards addressed and communicated etc.)
- Practices of staff (e.g. clothing, following procedures etc.)



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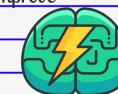


Critical Reflection Prompt #41

There are many different types of transitions in a service. Transitions into the service (both through enrolment and daily during drop off), transitions through the service between different rooms, transitions through the routine, transitions out of the service (both when leaving the service and daily during pick up). For some children there are also transitions in and out of other services such as therapists, hospitals, extended vacations etc. Reflect on how you support children through these transitions and any improvements that could be made to improve transitional times for children & families.



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Critical Reflection Prompt #43

The induction of new employees should support them to feel they are aware of the expectations the service has of them and build skills and knowledge to support them to satisfactorily complete their role. Reflect on the induction process within your organisation and whether this meets the needs of the educators. You may wish to discuss with educators to gather feedback on whether there were any changes to be made to allow for consistency across all staff and a high quality induction process for all.



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Critical Reflection Prompt #37

Sometimes the routine is driven by the educators and the clock, with not a lot of options built in for flexibility and children's needs. For example, if children are actively engaged in learning opportunities do they need to stop and pack away to move onto the next part of the routine because it is time, or can they continue to play until the next natural gap in the play? Reflect on how much agency children have in their routine both through the structure of the routine, and individual times of the routine such as meal times and rest time.



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Critical Reflection Prompt #40

There is a lot of emphasis from parents to ensure that services are preparing children for school. What does school readiness look like and how can we maintain compliance while supporting children to get ready for school? Reflect on how you approach school readiness and what impact this has on the children's ability to have agency, lead the learning, build dispositions for learning, and focuses on children's interests and skills? How do you know what the schools want you to focus on? How can you balance the needs of the families, schools and children?



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