

Critical Reflection Prompt #56

One of the aspects of Assessment & Ratings that may have an impact on your outcome is your ability to provide evidence of your practices. While you may know that you support compliance within your service through your self-assessment, if you are unable to provide evidence of this it may not be verified. Consider what systems you have in place to gather evidence that supports your approaches to meaningful compliance within your context. Are you confident with these systems or do you need to make changes? Do all staff know the importance of these systems to provide evidence of practice?



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Critical Reflection Prompt #59

How do you engage children with ongoing learning opportunities within your context? Do you use learning journeys? Do you use projects? How do you ensure that these align with your pedagogical approaches and philosophy? What evidence is gathered through these that support embedded aspects of the NQS? If you do not use ongoing learning opportunities what are the reasons behind this? What would need to be implemented if you were to start?



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Critical Reflection Prompt #62

One way to demonstrate practices are embedded within the service/organisation is to ensure that they align with the same values, beliefs, research and theory. Consider what documents you have within your context that would allow you to achieve this and how these documents are used? Do your documents use language that describes measurable implementation to hold practices accountable against the document? For example "we believe children learn best through play and therefore provide long blocks of time and open-ended resources to support this"



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Critical Reflection Prompt #55

The idea behind critical reflection is to connect educators to their practices so they are aware of why they do what they do. Through critical reflection educators may identify gaps in their knowledge, or perhaps identify ways to improve practice within the service. Changes in practice can lead to better outcomes for children, families and educators. However in order to achieve these outcomes there needs to be an approach of honesty and openness to critical reflection. How willing are you to be completely honest in your reflective practice? Why/why not?



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Critical Reflection Prompt #58

How committed are you to sustainable practices within your context and what is your reason for this approach? Do you have some sustainable experiences with the children using gardens and recycled materials to support compliance? Do you value sustainable practices within the organisation as a way to embed your values around caring for the planet through considerations such as paper use, electricity, water etc.? Do you share sustainable tips with the families and community to advocate for your beliefs with others?



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Critical Reflection Prompt #61

Reflect on your routine within your room/service. Who is it for? Why do you have it? What does it communicate about your philosophy and pedagogical approach? How does your routine allow for embedded evidence of your understanding of the NQS? You may consider the follow:

- Maximised learning opportunities
- Child-directed
- Transitions
- Flow between inside and outside
- Inclusive
- Children's rights
- Children's interests
- Children's needs



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Critical Reflection Prompt #63

Thanks to the internet we have access to countless ideas and examples of practice from Australia and across the world. While this may expand our opportunities it can also overwhelm us with a feeling that we must 'keep up' with current trends. Reflect on how you ensure that any changes made to your service are based on the needs of your context and how you provide evidence of this? For example - How do these new practices align with your philosophy, values, vision, pedagogical approach, curriculum, stakeholder needs, understanding of the NQF etc.?



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Critical Reflection Prompt #57

Consider how you embed healthy eating within your service. What role do the following aspects have in ensuring your consistent approach to supporting healthy eating:

- Planned and spontaneous experiences?
- Interactions with children?
- Resources, environment, professional development?
- Celebrations and events?
- Communication with families?
- Menu planning and meal times?



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Critical Reflection Prompt #60

If you ask families to identify learning goals for their children at the beginning of the year, reflect on how this achieves the following:

- Advocating for child-focused, play based learning?
- Collaborating with the families to develop their understanding of how your curriculum works?
- Drawing from your knowledge of theory, research and best practice to advocate for the rights of the child?
- Ensuring positive outcomes for children and families?



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