

Critical Reflection Prompt #66

When we talk about encouraging children to take risks there are different types of risks:

- Physical risks - may cause injury or incident
- Emotional risks - may cause frustration or sadness
- Social risks - may lead to rejection
- Cognitive risks - may lack knowledge and need support

How do you support children to feel safe taking different types of risks? What does this look like in your context? What support mechanisms are in place?



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Critical Reflection Prompt #69

If something doesn't 'feel right' to you, how confident are you to explore the expectations and compliance requirements, and do research to support your feelings? Do you understand the difference between organisational policies and regulatory requirements? Do you know where to go to research current expectations and best practice guidelines? How would you share your research within your context to raise your concerns? What impact could your decision whether to speak up or not have on the outcomes for the stakeholders?



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Critical Reflection Prompt #72

Reflect on your goals and aims when it comes to children's learning. Do you focus on specific skills such as pencil grip, cutting, colour recognition? Do you focus on developmental milestones such as language skills, motor development, social interactions? Do you focus on dispositions for learning such as curiosity, resilience, exploration? Is there one aspect your assessment of children's learning tends to focus on, or does it draw from a variety of learning measurements? How does your approach impact the curriculum and children?



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Critical Reflection Prompt #65

One of the guiding principles of the NQF is that "Children are successful, competent and capable learners"*. Reflect on how this is visible in the decisions made within your service around our curriculum, environment, routine and resources? What is the role of the educator to support children to demonstrate their competencies around learning? How do educators facilitate children to be successful in their learning? What educator practices are guided by the idea that children are capable learners? Where is the evidence to support these reflections?



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*Guide to the National Quality Framework pg10

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Critical Reflection Prompt #68

Reflect on how your approach to supervision within your context supports compliance and best practice around supervision. Spend some time to think about the following:

How organisational expectations for supervision support or restrict educator's abilities to meet children's needs?

How routines and rosters impact educator's abilities to actively supervise and meet children's needs?

Your thoughts on your supervision skills and knowledge and the impact this could have on children's needs?



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Critical Reflection Prompt #71

When you are exploring the way in which your curriculum works and engaging in self-assessment across your practices do you consider how embedded practices are for all children? A good tool for this is to think of examples where the same occurs for children of different ages e.g. an infant, a toddler, a preschooler and a school aged child. Can you also demonstrate practices across children with a diverse range of abilities, interests and needs. Do your examples demonstrate consistently embedded practice or are there areas for improvement?



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Critical Reflection Prompt #64

When human beings lose their agency they are prone to looking for ways to assert their power wherever they can, resulting in manipulation, attention seeking, bullying, and other power plays. Within organisations this is often a sign of employees who do not feel they belong or lack a sense of security. Reflect on examples you may have seen of this within your current role or previous jobs? What caused this to happen? How could it have been avoided? What systems are in place to address concerns professionally without power plays?



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Critical Reflection Prompt #67

Consider the role relationships with children have within your context. How do you support children to feel a sense of belonging within your service? Does that look the same for each child, or individualised? Consider the learning framework principle of 'secure, respectful and reciprocal relationships' and how this is embedded within all of your relationships with the children in your care? Do you feel confident in your abilities to form positive relationships with each child? If there are any barriers, how can you overcome these?



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Critical Reflection Prompt #70

Sometimes we can get into a pattern of relying on the same types of experiences and activities as we feel comfortable with them and they may be easy to plan. Often the way we program is based on the way we would like to learn. Reflect on your programming preferences and the impact this can be having on the children in your care? Do you notice any patterns in the style of experiences you tend to plan? Do you notice any patterns in the experiences you get most of your documentation from? Could this cause barriers for any children?



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