

Critical Reflection Prompt #83

How do you mark the transition of children who leave the service before they are going to school, such as moving house? Do you mark this occasion with some sort of ritual to help the child understand this transition to a new part of their life and the rest of the children to process what is happening with their social group?



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Critical Reflection Prompt #86

Part of the regulatory requirements of observations is that they contain an assessment of learning and engagement. This requires you to be able to support your assessment with evidence such as the child's discussions, gestures, work samples, engagement etc. Do you base your assessment on facts about the child or assumptions based on your planning objectives?



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Critical Reflection Prompt #89

How do your displays reflect the different types of learning and experiences that occur within your curriculum? Do you focus mostly on craft based displays or do you find innovative ways to make displays out of authentic experiences such as discussions, exploration and investigation, hands on learning, projects etc.?



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Critical Reflection Prompt #82

When you think about sustainability within the service, do you only focus on experiences with the children, or the whole service's approach? What efforts can you make within the service to add sustainable practices into other aspects such as purchases, food wastage, paper use, aerosols, electricity usage etc.?



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Critical Reflection Prompt #85

When you read stories with children think about how you support their emerging literacy skills... Do you point out how the pictures match the text to help provide meaning to words? Do you point to the text to support children's awareness of where to start to read from? Do you talk to the children about the story as it's happening to help build their understanding? Do you respond to children's ideas?



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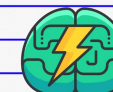


Critical Reflection Prompt #88

How do you create a sense of belonging inside your service for your educators? Are their ideas represented in service decisions? Are their cultures and identities visible inside the service? Do you value their skills and abilities? Do you celebrate their successes? Do you value their time and need for work/life balance? What impact do your approaches have on your team?



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Critical Reflection Prompt #90

Older children learn fairly quickly and can master new skills in a few sessions. Infants can take weeks or months to master new skills. Think about your knowledge of child development and how your program reflects these differences. Does your program change for different age groups? Is it realistic for the children's abilities and supporting progress to be seen?



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Critical Reflection Prompt #84

When you think about children having agency what are your expectations around this? If you take agency as 'children being able to make decisions that impact their world' then what do you see your role in promoting agency? Noticing children's interests and ideas? Responding to children's cues? Following up on children's suggestions? Pointing out children's ideas in the environment?



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Critical Reflection Prompt #87

Do you respect the rights of the child when thinking about gathering work samples? Do you write on a child's work without their permission? Do you interrupt a child's work to take a photo? Do you take a child's work to put in a portfolio/display without asking their permission? How would you feel if any of these things were done to you while you were trying to get your work completed?



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