

Critical Reflection Prompt #113

Think about your learning environment and whether there are any biases that are being encouraged within the space. For example are boys encouraged to play with blocks and girls in home corner? Are certain children allowed to take over an area, controlling who can enter, and others told to just let them be? Do educators avoid certain areas causing more behavioural issues to happen there?



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Critical Reflection Prompt #116

Think about your ideas of school readiness and how this is represented within your curriculum. Is school readiness and add on to what you already do? Or is school readiness embedded into everything you are doing? Is your documentation making it clear to families how you prepare your children for school? Or do you need to do specific 'school readiness' activities to show this to families?



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Critical Reflection Prompt #110

When looking at ways to include Aboriginal and Torres Strait Islander culture into your service how do you do this in a way that is aligned with your context and meaningful for the stakeholders of your service? Think about Indigenous language, art, symbols, totems, plants, care for the land, bush tucker, stories, customs, music, games. Is it age appropriate? Is it authentic? Is it embedded?



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Critical Reflection Prompt #112

Think about the staffing culture of your organisation and consider the statement 'what you allow is what will continue'... Do staff have systems in place to confidentially speak up if they are not happy with the behaviour of their co-workers or management? Is this then taken seriously and management systems are followed to hold employees accountable for their actions? Do changes need to be made?



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Critical Reflection Prompt #115

How do you allow children to be creative within your service? Do you see creativity only in areas where children are making something (e.g. art, music, dance) or do you see creativity in line with the dictionary definition... 'thinking in innovative and new ways'? How do you support children's creativity by making it safe? Do your rules allow children to think differently and try out their ideas, or do they create barriers?



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Critical Reflection Prompt #109

When you approach families to be involved in the service, and care of their children, do you just think about the needs of the service or how this will impact the family? Do you consider how comfortable they are with the request? How well it has been explained? Whether it will put pressures on their time? How you would feel if you were the family? Whether it is meaningful (makes sense) for the family to get involved?



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Critical Reflection Prompt #111

How do you support children to be intrinsically motivated to regulate their own behaviours without needing extrinsic motivations (e.g. stickers, stamps, praise)? Do you give children specific feedback on their efforts so that they know what worked? Do you connect children to their own behaviours through language such as 'listen to your body' or 'was that a good choice?' instead of fixing it for them?



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Critical Reflection Prompt #114

Think about your interpretation of being an intentional teacher. Do you see this as being in charge of adult-directed learning opportunities? Do you see this as thinking about everything you do throughout the day and how this impacts children? How are you thoughtful, purposeful and deliberate in everything that you do? Could you improve in this area?



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Critical Reflection Prompt #117

If you use social media posts as a marketing tool within your service think about the following... Do you make decisions based on your social media presence? Are you prioritising social media worthy experiences over your philosophy and the rights of the child? Do you use social media to showcase your philosophy and reach your community?



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