Critical Reflection Prompt #92

One of the regulatory requirements around documentation is that it can be understood by educators and families. Think about your documentation and whether it meets this requirement. Is your documentation full of codes that families may not understand? Does it use language that may be confusing to some? Is the learning supported by clear and well communicated language?

Critical Reflection Prompt #95

Do you see infants and toddlers as exploring and investigating their world, or do you see them as making mess and misbehaving? Do you see them as needing support and encouragement or needing to be controlled and taught how to behave? How is your image of these children supported by theory and research?

Critical Reflection Prompt #98

How comfortable are you, as an educator, in releasing control to the children? Does this idea fill you with possibilities or dread? Do you feel that if you are not in control then chaos will follow? Do you feel that if the children have more control then they wont know what to do with it? How would you feel if you had no control over your own life and someone else decided most things for you?

Critical Reflection Prompt #91

When you think about physical activity how do support the following...
Physical activity in the inside environments?
Physical activity for children of diverse abilities?
Physical activity for infants?
Physical activity through the routine?
Role modelling physical activity through your practices?

Critical Reflection Prompt #94

Think about your expectations for children and then consider whether they are setting some children up for failure. For example, if you have a rule that children cannot touch each other then tactile children will struggle with this, however if you have a rule that children are gentle with each other then on their best day everyone can achieve this.

Critical Reflection Prompt #97

Think about your routine within your room....
How do children get to have agency within the routine by making choices?
Is the routine flexible? In what ways?
How do children get to learn about the routine?
Is your routine ruled by the clock or by the children's needs and wants?
When was the last time your routine changed?

Critical Reflection Prompt #99

Did you know that signs of insecure attachment include aggression, anxiety, attention seeking, lack of impulse control, withdrawal, and neediness? Children who are used to insecure attachments behave in ways that create more insecure attachments as they push adults to control or ignore them. What if you could change a child's whole life just by spending time with them, showing them a secure attachment?

Critical Reflection Prompt #93

When it comes to professional development there are many ways to learn new ideas and build knowledge and skills. How many ways does your service use when developing different educator's professional learning? E.g. books, workshops, webinars, mentoring (internal & external), articles, internal training sessions, subscriptions to journals, networking with other services/educators etc.

Critical Reflection Prompt #96

When you are looking at including children's voices in service decisions do you think about how different age groups can be included? Older children might be involved in discussions and projects, but what about the younger children? Do you look at their behaviours and actions and use this as their preference to ensure that it is supported?