

### Critical Reflection Prompt #128

When making changes in the service do you consider them in line with what is important to different stakeholder groups?  
If so, how do you know what is important to these stakeholder groups?  
If not, what challenges do you think could be removed if your decisions aligned with stakeholder values?



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### Critical Reflection Prompt #131

When making decisions in the organisation how do you make sure staff have an opportunity to contribute? How is this individualised for different staff with different levels of comfort, skills and abilities? How do staff get to see that their voice has been valued and heard?  
Remember - If you ask for a voice and then never use it, you eventually train people not to give you their ideas as they see they aren't valued.



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### Critical Reflection Prompt #134

Following on from the last prompt... how many events do you celebrate in a year? With over 500 events to choose from between cultural, environmental, sporting, charity, local, and national events, how do you pick which ones? Does the number of events impact the time available for children to play based on their interests and ideas? Does the way events occur mean that adult directed learning dominates? Why do you do the events you choose?



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### Critical Reflection Prompt #136

Every decision inside your service should align with your core values and beliefs. What systems do you have in place to make sure that your decisions all align?  
How do you support educators to make decisions with your core values?  
What would happen if your decisions were not aligned with your core values?



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### Critical Reflection Prompt #130

When you are extending experiences for children reflect on the following:  
- Is the extension based on what is best for the child or what is easiest/most comfortable for the educator?  
- Are you extending the focus for the child or just using the same resources again?  
- Do all children at an experience need the same extension or do they have different interests/needs?



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### Critical Reflection Prompt #133

When you are celebrating events inside your service how do you do so in a way that holistically support the rest of the NQS? How are they based on children's interests and responsive to children? How do the children have a voice in what and how they celebrate? How do the events allow for maximised learning opportunities? How do they align with the service philosophy and pedagogical approach? Or are they only ticking a box for culture/community?



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### Critical Reflection Prompt #135

While some aspects of the service should be different between different rooms based on how children learn, such as the program, what aspects do you keep the same? Having age appropriate commonalities between rooms allow for easier transitions for children as not everything is new. What shared resources are there, such as loose parts in different sizes? What shared rituals and routines?



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### Critical Reflection Prompt #129

Often when working with services on their self assessment tools the vast majority of evidence comes from the preschool and toddler rooms. If you have infants reflect on how the NQS is visible in this age group and what evidence there is of this? Particularly around how you give children agency and choice within the program and what examples there are of meaningful experiences and learning opportunities.



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### Critical Reflection Prompt #132

Every day inside your service there are dozens of practices that you complete. How many of these practices would you be able to explain the reason behind if you were asked why you did them? Knowing the WHY behind practices is important. It helps you know why you do these practices and how they contribute to the success of the service. It also allows you to reflect on whether the WHY is no longer valid and the practices may need to evolve.



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