

Critical Reflection Prompt #150

While agency is important to ensure that children have a voice and can make decisions, this must be balanced out with duty of care to support children's safety and wellbeing.
How do you build children's awareness of consequences to their choices so that they can use informed agency to guide their decisions?



Supports Element 1.2.3 in self assessment tool

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Critical Reflection Prompt #153

When you think about sharing learning with families do you consider the following?
- How do you know what learning each families wants to know about?
- How do you know the best way to share learning with each family?
- How do you share learning in a way that families can understand, not hidden behind codes?



Supports Element 1.3.3 in self assessment tool

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Critical Reflection Prompt #147

Think about your routine and what drives it.
Is it driven by clocks and rosters so that everything is planned out based on the needs of the adults?
Is everything based on the children and their needs, with cues and behaviour guiding what should be next?
Does the documented routine show a deep understanding of the NQS?
Does the documented routine allow for flexibility?



Supports Element 1.1.3 in self assessment tool

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Critical Reflection Prompt #149

When children are playing and you are being responsive to their ideas how do you know you have these right?
Do you see children playing with a resource and base your response on that resource and how you would use it?
Or do you observe the children playing and ask questions to get a better understanding of their ideas before responding?



Supports Element 1.2.2 in self assessment tool

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Critical Reflection Prompt #152

While reflections need to be happening around the whole NQS you also need to reflect specifically around children's learning and the curriculum. Most of this occurs through informal conversations, but what evidence do you have of reflection guiding practice? How do you show that changes are made to improve practices based on these reflections?
How does this align with current practices so it doesn't overwhelm educators?



Supports Element 1.3.2 in self assessment tool

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Critical Reflection Prompt #146

How does your planning and programming allow for children to be individuals? How can children with different learning styles achieve the same outcomes? How can children with different abilities still be challenged? How can children learn similar skills and knowledge through their own unique interests?



Supports Element 1.1.2 in self assessment tool

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Critical Reflection Prompt #148

How do you intentionally connect children with learning? Do you do this by planning overtly skill based tasks for the children such as colour sorting?
Do you do this by being aware of children's developmental needs and building these into interests and interactions?
Based on your approach do you feel you are getting authentic and meaningful assessment of the children's learning?



Supports Element 1.2.1 in self assessment tool

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Critical Reflection Prompt #151

While we all know a planning cycle is a crucial part of compliance how meaningful is yours?
- Do you have a planning cycle because you need to or because it is a valuable way to assess and support children's learning?
- Do you do documentation because you have to or because it allows you to get to know the children better and how to support their developmental needs?



Supports Element 1.3.1 in self assessment tool

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Critical Reflection Prompt #154

Think about rest time within your service. How do you know it meets the individual needs of the children? How do you know it allows children autonomy? How do you know it allows for maximised learning opportunities for children who do not sleep? How do you know it is child-focused and not just a way to gather all the children so that cleaning and documentation can occur?



Supports Element 2.1.1 in self assessment tool

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