Critical Reflection Prompt #211

When employing a Nominated Supervisor how do you prove that the applicant has "adequate knowledge and understanding of the provision of education and care to children; and have the ability to effectively supervise and manage an education and care service"? What interview questions are used to ascertain this and ensure that they will promote compliance within the service? What scenarios are provided to test their knowledge?

Supports Regulation 117C
www.rare.support

Critical Reflection Prompt #214

When interacting with children how do you make sure they are meaningful, age-appropriate, positive, respectful and allow for the child's voice? How many of your interactions in the day are instructions (e.g. get your hat, put your shoes on)? How many are redirecting (e.g. put that back, go and read a book)? How many are purely to get documentation (e.g. what colour is it, how many did you use)? If these interactions dominate, are you meeting the regulations?

Supports Regulation 155
www.rare.support

Critical Reflection Prompt #217

When it comes to your policies and procedures how do you know that you have the required policies with the required information in them? How do you contextualise these policies and procedures to align with your philosophy and values? How do you support the needs of your stakeholders in the way your policies are written and presented? How do you make key information easy to find and follow in a crisis?

Supports Regulations 168, 169, 170
www.rare.support

Critical Reflection Prompt #210

When it comes to appointing educators as a responsible person, how does the service go about proving that they have "taken reasonable steps to ensure that the person has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service"? What evidence is there of this? How are educators mentored to develop this knowledge?

Supports Regulation 117B
www.rare.support

Critical Reflection Prompt #213

When it comes to keeping records on file how do you know that each file has what is meant to be contained in/with it? Do you conduct random audits to check this? Do you have a checklist on the front of the file to state what needs to be contained? Do you work backwards and make sure that enrolment forms, or induction forms contain all the required information so these can help meet the requirements?

Supports Regulation 145-150, 153-154, 160-162
www.rare.support

Critical Reflection Prompt #216

When it comes to access for parents/guardians do you reflect on how successfully you meet this requirement? Do you let families know that this is an option for them? Do you address barriers for certain families with linguistic or ability needs? Do you treat all families equally or are there biases involved? Do educators feel confident and capable in supporting families with their access in the service through their interactions and body language?

Supports Regulation 157
www.rare.support
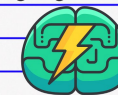
Critical Reflection Prompt #209

When it comes to FDC, how do educators understand the regulatory requirements of using their home for a service? How is this communicated in easy to understand and meaningful ways? How do coordinators check and ensure that environments remain safe and suitable, in line with the regulations? How are educators supported to address any issues in meaningful ways? What role do risk assessments play in supporting safe environments?

Supports Regulations 116-117
www.rare.support

Critical Reflection Prompt #212

When it comes to your Educational Leader (EL) have you put consideration into exactly what your expectations are around this role? Were these communicated to the candidate before they accepted the role in writing? Are there systems in place to define their roles and responsibilities or are they making it up as they go along? Do the other educators know what the role of the EL is to support transparency within the team?

Supports Regulation 118
www.rare.support

Critical Reflection Prompt #215

How do you ensure that your groupings of children, and group sizes, allow for positive relationships between children and educators? Do all children have opportunities to have their needs met? Are educators able to spend quality time with each child? Are children able to be prioritised over tasks? Do children feel safe, secure and valued within the group? Are children within certain groups creating barriers to this for others, and if so how are positive outcomes created for all involved?

Supports Regulation 156
www.rare.support