

Critical Reflection Prompt #165

Think about your roster...

- How many roster decisions are based on the needs of adults vs the needs of children?
- Can you identify roster decisions that support the needs of the children and families?
- When a child is unsettled do you consider how the roster could better support the child?
- How does your rostering align with your philosophy?



Supports Element 4.1.1 in self assessment tool

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Critical Reflection Prompt #168

The easiest way to explain professional practice is to always behave as though there is an authorised officer in the service. How do you create a culture that is professional, where stakeholders deserve best practice all the time, not only when someone is watching? What systems do you have in place to create and maintain this professional culture? How do you role model this as a leader in the service?



Supports Element 4.2.2 in self assessment tool

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Critical Reflection Prompt #171

How do you use small group work to support children to develop social skills and collaborate with others?
Are your groups always within the same age group or are there opportunities to work across age groups to support scaffolding from the children?
What is your role as an educator in these groups to facilitate and model appropriate social skills?



Supports Element 5.2.1 in self assessment tool

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Critical Reflection Prompt #164

Do you feel comfortable enough in your own sustainability knowledge to support this in children?

If so, how can you make sure your knowledge aligns with current best practice guidelines?

If not, what could you do to address your gaps in knowledge?



Supports Element 3.2.3 in self assessment tool

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Critical Reflection Prompt #167

In the same way that individualised practices for children supports best practice the same works for staff. If your team have different skills, knowledge, abilities and strengths how are these utilised to get the best out of the collective team? Do you individualise practices based on this or is everyone expected to all work at the same level and in the same way?



Supports Element 4.2.1 in self assessment tool

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Critical Reflection Prompt #170

How do you advocate for children's rights when making decisions inside your service? What does this look like? Does every child have an educator who will advocate for them?
Now either consider how you ensure every child has an advocate?
OR how you will facilitate each child to have an advocate?



Supports Element 5.1.2 in self assessment tool

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Critical Reflection Prompt #172

What are your honest thoughts on children's behaviour and how do they impact your response?

- Do you believe children should know how to behave better or do you take time to help them learn these ways?
- Do you see children as acting out to make your day worse, or struggling with their own day?
- Do you see behaviours as manipulative, or responses to situations and feelings children are not yet able to cope with?



Supports Element 5.2.2 in self assessment tool

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Critical Reflection Prompt #166

If you don't show evidence of valuing the input from others they learn to not share their ideas. With this in mind, how do you make sure that employees feel their input is valued? Do you ask for it because you have to, or because you want to hear their opinion? Do you allow their input to change the outcome of decisions or was that outcome already decided? Do staff have to share ideas in way that suits you or can they use a way that suits them?



Supports Element 4.1.2 in self assessment tool

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Critical Reflection Prompt #169

When you think about the relationships that you have with children in your service are they individualised based on the child or do they all look similar? Do you adapt your approach to forming relationships based on each child's temperament and needs? Or do children just need to 'get used to' how you like to behave, whether or not it supports them to feel safe and secure?



Supports Element 5.1.1 in self assessment tool

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