



Critical Reflection

Section 7 - Exceeding – Critical Reflection

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Critical reflections. Educators’ reflections can lead to alternative ways of supporting a family’s participation in service decisions. For example, we use different communication methods to support participation, and we recognise particular strengths, interests or family community connections, and then use them for the benefit of the service. We recognise barriers to families’ participation and remove them, for example, holding weekend events.

If you are doing similar practices to the example, use the below question to help you write your ‘**exceeding practice for critical reflection**’ description so you can add it to your QIP or SAT (NSW only).

For Exceeding the QIP and Self-Assessment Tool (SAT)
Critical Reflection <i>Please give an example of a time where your reflections led to alternate ways of supporting a family’s participation in service decisions and review processes.</i>

If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Critical Reflection. If you have already successfully completed the previous section demonstrating how you are exceeding in Critical Reflection, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please give an example of a time where your reflections led to alternate ways of supporting a family’s participation in service decisions and review processes.

Critical reflection is a valuable tool for educators to evaluate and improve their practice by identifying areas of strength, areas for improvement, and potential solutions to challenges. It involves questioning assumptions, considering alternative perspectives, and engaging in ongoing self-evaluation and learning.

Alternate ways to support a family’s participation could be to offer a variety of communication channels for families to provide feedback and suggestions. This could include surveys, suggestion boxes, or virtual forums where families can share their thoughts and ideas. Educators can also offer flexible meeting times or alternative forms of communication, such as phone or email, to accommodate families with different schedules or preferences.

Service decisions and review processes in an service involve a continuous cycle of planning, implementing, and evaluating practices to ensure that the service is meeting the needs of children and families. This includes regular reviews of policies and procedures, as well as ongoing assessment of the service’s performance against relevant standards and regulations.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these three concepts have **created change** in your service.

Week 10, 3 to 6 April 2023 – 6.1.1 Engagement with the service

Please give an example of a time where your reflections led to alternate ways of supporting a family's participation in service decisions and review processes.
For example:

- using different communication method to support participation

My reflections led to alternate ways of supporting a family's participation in service decisions and review processes was when I realised that some families may not feel comfortable speaking up during face-to-face meetings or discussions. As a result, I decided to explore alternative communication methods to ensure that all families had a chance to participate and have their voices heard.

I started to use different communication methods such as sending out surveys, creating suggestion boxes, and using online forums to gather feedback and suggestions from families. This allowed families to provide their input and participate in service decisions at a time and in a way that suited them best.

By using different communication methods, I was able to encourage families who were not comfortable speaking up during meetings to participate and have their say. It also allowed me to gather a wider range of perspectives and ideas from families who may not have been able to attend face-to-face meetings due to work or other commitments.

Your turn. Read the points below and select the ones you can either describe how you are doing it now, or how you could plan to do it.

Please give an example of a time where your reflections led to alternate ways of supporting a family's participation in service decisions and review processes.
For example:

- recognising a family's particular strengths, interests, or community connections and then using them
- recognising particular barriers to families' participation and removing them, such as staging weekend events for families that work all week
- understanding incentives that may support families' participation, such as cheese and wine nights.

Your example. Select a point from above and break it down into the three subsections.

Describe how your reflections led to...

to alternate ways (describe those alternate ways)

supporting a family's participation in service decisions and review processes. (Remember, you must show how the families contribution has made a change)

Week 10, 3 to 6 April 2023 – 6.1.1 Engagement with the service