



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 are aware their personal and professional values may influence the way they engage with families and support their participation. This includes considering demographic values, for example, limiting participation in engagement or encouragement based on values/beliefs about their capabilities, literacy levels, and social skills. Or not engaging with families that threaten educators' standing as ECEC professionals by questioning their actions and continually suggesting improvements.

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 <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Critical Reflection</b> <i>Give an example of a reflection showing awareness that your personal and professional values may influence the way you engage with families and support their participation.</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.**

*Give an example of a reflection showing **awareness that your personal and professional values may influence the way you engage with families and support their participation.***

**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.

**Awareness that your personal and professional values.** This means being conscious of your own beliefs, attitudes, and principles, as well as the ethical standards and best practices within the field of early childhood education. Understanding and reflecting on your values, you can make informed decisions and provide high-quality care and education to young children.

**Influence the way you engage with families.** Connect the above description to this one so you can better understand your own biases and beliefs, which can impact how you interact with families from diverse backgrounds. This awareness can help you to develop respectful, trusting relationships with families, and to create a welcoming and inclusive environment for children in your care.

**Support their participation.** By connecting your values with your interactions with families, you can ensure that your actions align with your beliefs and principles and that creates the ability for you to work with all families.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for

### Week 11, 24 to 28 April 2023 – 6.1.2 Parents views are respected

you. It is important to ensure that we make it very clear how these three concepts have **created change** in your service.

*Give an example of a reflection showing **awareness that your personal and professional values may influence the way you engage with families and support their participation.***

After a recent interaction with a family from a different cultural background, I took some time to reflect on my own personal and professional values. I realised that I hold a strong belief in the importance of individualism and self-expression, which could have influenced the way I interacted with the family.

Upon further reflection, I recognised that the family may have a more collectivist cultural background and may value conformity and obedience over individualism.

With this awareness, I decided to adapt my approach by prioritising active listening and empathy towards the family's perspective. I also sought to learn more about their cultural background and how their values may differ from my own, especially the concept of arranged marriages. By being aware of my own values and how they may impact my interactions with families, I was able to approach the situation with greater sensitivity and respect for diversity.

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.

*Educators are aware their personal and professional values may influence the way they engage with families and support their participation. This includes:*

- cultural biases, for example, only inviting families with diverse cultures to participate in cultural activities, not other activities
- refugee/migrant biases, for example, valuing “Australians” more and encouraging their participation and not recognising skills gained overseas
- demographic values, for example, engaging or encouraging participation in limiting ways based on values/beliefs about capabilities, literacy levels, and social skills

- values about working and stay-at-home parents, for example, only inviting stay-at-home parents to participate
- values about family structures, for example, favouring two-parent families or avoiding same-sex parents
- values about activities such as smoking, alcohol, and drug consumption can impact the way educators engage with families
- not engaging with families who question educators’ actions, and continually suggesting improvements.

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

*Describe how a reflection showing **awareness that your personal and professional values ...** (remember reading these descriptions becomes a part of the reflection).*

*Influence the way you engage with families*

*And support their participation.*

**Week 11, 24 to 28 April 2023 – 6.1.2 Parents views are respected**