



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.** We regularly reflect on opportunities to enhance each child’s health outcomes, especially at Monday night meetings, and discussions with the Ed Leader. Points discussed include the children’s home situation relating to healthy food, sleeping routine, toileting practices, physical activity, devices time, dental hygiene, cultural practices impacting health (sugar in drinks), and any specific medical plans. We connect families with community support groups, medical professionals, and financial planners.

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> - Please give an example where you and all educators regularly reflect on opportunities to enhance each child’s health outcomes, ensuring your reflections include the perspectives of children and families.

**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 where you and all **educators regularly reflect on opportunities to enhance each child’s health outcomes**, ensuring your reflections **include the perspectives of children and families**.

... **educators regularly reflect on opportunities to enhance each child’s health outcomes**,

Means that they take time to think about and consider ways to improve the well-being and health of every child in their care. They look for chances to make things better and think about what they can do to help each child be healthier. This might involve reviewing their practices, observing how children respond to certain activities or routines, and considering if there are any changes or improvements that can be made to promote better health outcomes.

... **regularly reflect on opportunities to enhance each child’s health outcomes** .. Children and their families have unique experiences, preferences, and concerns that may impact their health outcomes. By including their perspectives in the reflection process, educators gain a deeper understanding of each child’s individual needs, preferences, and strengths. This understanding allows educators to tailor their approaches and interventions to better support the child’s health and well-being. Involving children and families in reflections also promotes a sense of collaboration, trust, and shared decision-making, ensuring that the child’s health needs are addressed in a holistic and family-centred manner.

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 concepts have **created change** in your service.

#### Week 18, 12 to 16 June 2023 – 2.1.2 Health practices and procedures

Please give an example where you and all **educators regularly reflect on opportunities to enhance each child's health outcomes**, ensuring your reflections **include the perspectives of children and families**.

During reflection sessions, educators discussed and considered various aspects related to children's health, such as physical activity, nutrition, hygiene practices, and emotional well-being. They reviewed their daily routines and activities to identify areas where improvements could be made.

This included:

1. **Physical Activity:** They reflected on the duration and variety of activities identifying when children needed the physical activity after cognitive classroom activities, but also identifying when the play was becoming unruly and when educators needed implement structured activities.
2. **Nutrition:** Educators assessed the nutritional value of breakfast, snacks and meals of children coming to the service in the morning. This led to discussions with families to ensure they knew what was considered healthier options and what had too much added sugar.
3. **Hygiene Practices:** Reflection focuses on evaluating handwashing routines and promoting proper hygiene habits. Visual reminders created by the children and interactive activities were added to reinforce good hygiene practices.
4. **Emotional Well-being:** Educators discuss strategies for supporting emotional well-being, creating a calm and nurturing environment. This led to implementing relaxation techniques, teaching self-regulation skills, and fostering positive relationships.

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

Please explain how all educators **regularly reflect on opportunities to enhance each child's health outcomes** (Remember reading these descriptions becomes a part of the reflection).

**regularly reflect on opportunities to enhance each child's health outcomes** (Describe the changes you made after the reflection).