



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 reflect on service roles and responsibilities, and this improves practice and strengthens continuous improvement. The Ed Leader’s role was changed to a full-time position to better support all educators through demonstration and coaching. He needs to ensure educators are open to new ideas and positive criticism, and it has taken time to build trusting relationships. This has extended to ensure the effectiveness of room leaders to make their rooms run smoothly.

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> - Give an example where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement.

**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 where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement.

**Part 1: Give an example where you or your team reflected on service roles and responsibilities.** In this part of the question, you are being asked to provide a specific instance where either you individually or your team engaged in a process of reflection focused on the roles and responsibilities within the early childhood education and care service. Reflecting means thinking deeply and critically about these roles and responsibilities, considering how they were carried out and if they could be improved.

**Part 2: Describe how this reflection improved practice and strengthened continuous improvement.** In this part of the question, you are asked to explain the positive outcomes of the reflection you described in the previous part. Specifically, you need to describe how the process of reflection led to improvements in how roles and responsibilities were carried out within the service and contributed to the overall process of continuous improvement.

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.

Give an example where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement.

**Reflecting on Communication Roles.** Example of Reflection: During a team meeting, we realised that there was a lack of clear communication between educators and support staff regarding individual child development goals and observations. We felt that this was hindering our ability to provide consistent and tailored learning experiences.

**Improvement and Continuous Improvement.** As a result of this reflection, we implemented a weekly sharing session where educators and support staff come together to discuss each child's progress, learning needs, and any concerns. This improved practice ensured that everyone involved had a comprehensive understanding of their roles in supporting children's development.

Strengthening continuous improvement, we incorporated this practice into our routine. We observed increased collaboration, more informed decision-making, and better alignment of activities with each child's learning journey. Additionally, this experience encouraged us to regularly assess and enhance our communication strategies to maintain effective teamwork.

**Reflection on Outdoor Play Supervision.** During an incident review, we recognised that our supervision practices during outdoor playtime needed improvement. We realised that staff members had varying interpretations of their responsibilities, which could lead to safety concerns for the children.

**Improvement and Continuous Improvement.** In response to this reflection, we held a training session on effective outdoor supervision, clarifying roles and responsibilities for each staff member. We also introduced a rotation system to ensure that educators took turns supervising different play areas.

The improvement was evident as incidents decreased and children's outdoor experiences became safer and more enriching. To maintain continuous improvement, we integrated regular

supervision reviews into our monthly team meetings, fostering open discussions about challenges and successes. This process allowed us to adjust our practices and ensure ongoing enhancement of outdoor play supervision.

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

Give an example where you or your team reflected on service roles and responsibilities and..., *(Remember reading these descriptions becomes a part of the reflection).*

... how this improved practice and strengthened continuous improvement. *(Describe the changes you made after the reflection).*