



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 consider and discuss the social justice & equity implications of practice decisions to support and promote each child’s safety, including from a child protection perspective. We support vulnerable families, for example, providing clothing, food, and special meals our chef cooks. We assist families to contact local support services. We monitor and work with families who have mental health issues. **Please discuss on A&R visit. Be mindful of confidentiality.**

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 reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service.”

**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 reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service.”

#### Part 1: Considering Social Justice and Equity Example:

An educator is planning a classroom activity involving role-playing different professions. They consider the social justice and equity implications of their choices. Instead of assigning traditional gender roles to certain professions, they ensure that all children have the opportunity to choose any role they are interested in. This decision promotes gender equality and challenges stereotypes.

#### Part 2: Supporting Needs and Rights Example:

A service is planning an excursion to a local museum. One child has mobility challenges and requires a wheelchair. The educators discuss how to ensure the child's needs and rights are met during the trip. They coordinate with the museum to ensure wheelchair accessibility and plan activities that all children can participate in, making sure the child with mobility challenges feels included and supported.

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.

Please reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s

### Week 28, 4 to 8 September 2023 – 2.2.3 Child Protection

safety and ensure that practice takes into account the needs and rights of every child at the service.”

**Inclusive Materials and Play.** Educators are planning a storytelling activity for the children. They consider the social justice and equity implications by choosing a diverse range of storybooks that feature characters from various backgrounds and abilities. During the activity, they engage in discussions about the different characters and their experiences, fostering an environment of inclusivity and understanding.

**Child Protection Perspective:** By promoting an inclusive environment it contributes to ensuring the safety and well-being of every child. By selecting storybooks that represent a variety of backgrounds and abilities, educators create opportunities for children to develop empathy, respect, and understanding for others. This perspective is essential in preventing incidents of bullying, exclusion, or discrimination that may arise from a lack of awareness about differences.

**Practice Example:** During the storytelling activity, an educator notices that a child is particularly engaged with a story featuring a character with a visible physical disability. After the story, the educator leads a discussion about the character's experiences and challenges. The child with the disability shares their own insights, helping their peers understand their perspective. This open conversation not only promotes empathy and acceptance but also creates a safe space for children to discuss differences openly.

**Challenging Gender Stereotypes.** The educators are planning a play corner with different types of toys and games. They discuss how to ensure that the toys and games provided do not reinforce gender stereotypes. Instead of categorising toys as "boys'" or "girls'," they arrange a variety of toys that cater to different interests, allowing every child to explore and play freely without being confined by gender expectations.

**Child Protection Perspective:** Addressing and challenging gender stereotypes is essential from a child protection perspective as it contributes to creating an environment that supports children's emotional well-being, self-esteem, and identity development. By providing a range of toys that do not enforce traditional gender roles, educators help prevent feelings of exclusion or self-doubt that can arise when children are forced into narrowly defined gender norms.

**Practice Example:** During playtime, an educator observes a child hesitating before reaching for a construction toy set. The educator approaches the child and encourages them to explore the toys without any limitations. The child picks up the construction set and starts building with enthusiasm. The educator then engages in a conversation about how everyone can enjoy any type of toy they like, regardless of their gender. This interaction empowers the child to feel confident in their choices and interests.

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

Please reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions ... *(Remember reading these descriptions becomes a part of the reflection).*”

... to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service. *(Describe the changes you made after the reflection).*

#### Week 28, 4 to 8 September 2023 – 2.2.3 Child Protection