



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 consistently adjust supervision procedures/arrangements when required. This includes being aware of changes in children’s ages, group sizes, activities, and location. For example, when we start excursions in the younger rooms, we split the groups in two until the children and educators are confident. Effective outdoor supervision includes keeping activities at a safe distance from each other.

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 - Please discuss how you and your team consistently adjust supervision procedures/arrangements when required eg to meet changes in children’s ages, group size, activities and location.

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 discuss how you and your team consistently adjust supervision procedures/arrangements when required eg to meet changes in children’s ages, group size, activities and location.

Consistently adjusting supervision

procedures/arrangements - As an educator, it's crucial to consistently adjust supervision procedures based on factors like children's ages, group size, activities, and location. For younger children, more direct supervision is needed, gradually allowing autonomy as they grow. Larger groups may require additional staff or adjusted ratios. Activities with different risks require varying levels of supervision, and different locations introduce unique hazards that must be considered. Adapting supervision ensures a safe environment for children to explore and learn while mitigating potential dangers.

Importance and impact of adapting supervision procedures - Adapting supervision procedures are vital for children's well-being and safety. Adjusting to changes in children's ages ensures age-appropriate guidance and safety. For younger children, close supervision is crucial, gradually granting more independence as they grow. Adapting to group size allows for individual attention in smaller groups and adjusted ratios in larger groups to maintain effective management. Considering activity nature ensures appropriate supervision levels, such as closer supervision for outdoor play with risky play equipment and less intensive supervision for quieter activities. Adapting to location, like during excursions, involves implementing additional safety measures to create a secure environment for exploration and learning.

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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 discuss how you and your team consistently adjust supervision procedures/arrangements when required eg to meet changes in children’s ages, group size, activities and location.

In our early childhood service, we recognize that as children grow and develop, their needs change. **Changes in children's ages:** For example, with our younger children we provide close and direct supervision during outdoor play to ensure their safety as they explore their surroundings. However, with our older groups, we adjust supervision to allow for more independence during structured activities, while still maintaining a watchful eye to ensure their well-being.

Group size adjustments: We carefully consider group sizes to provide effective supervision. During small group activities, such as art sessions or play, we maintain a low child-to-adult ratio to offer individual attention and ensure every child's engagement and safety. We try to break the group up into smaller groups that fit the ratio. For larger group activities, and outdoor activities we adjust the supervision by having multiple educators present and in different locations and dispersed with the children to ensure that all children are adequately supervised and actively participating.

Adaptation to activity types: We understand that different activities carry different levels of risk, and we adjust our supervision accordingly. For example, during outdoor climbing activities, we provide closer supervision to ensure the children's safety and guide their actions. On the other hand, during quieter activities like reading corners or puzzles and games tables, we maintain a watchful eye while allowing children to explore and engage with minimal intervention, fostering their independence and decision-making skills.

Location considerations: We adapt supervision procedures to different locations to ensure the children's safety. For instance, during our regular outdoor play sessions in our securely fenced playground, we implement ongoing supervision by

strategically positioning educators around the play area to maintain a safe environment. When organising excursions, we conduct thorough risk assessments, implement additional safety measures like assigning buddy systems, and adjust the adult-to-child ratio to provide appropriate supervision and ensure the children's well-being in unfamiliar surroundings. We discuss at length which children must not be together within the group during the excursions and ensure those children have an educator to be with.

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

Please discuss how you and your team consistently adjust supervision procedures/arrangements...
(Remember reading these descriptions becomes a part of the reflection).

...when required eg to meet changes in children’s ages, group size, activities and location... (Describe the changes you made after the reflection).

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