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 encouraged to suggest improvements to governance and administrative systems and decision-making processes, and we respectfully consider this feedback. This is completed through weekly policy reviews, and PD. Our educators cover all NQS elements including those related to service operations, governance and leadership, and they contribute to QIP.

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 all educators are encouraged to suggest improvements to governance and administrative systems, including decision-making processes, and how this feedback is respectfully considered.

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 <u>all educators are encouraged to suggest improvements to governance</u> and <u>administrative systems, including decision-making processes</u>, and how this <u>feedback is respectfully considered.</u>

> **Part 1 of the question above:** The first part of the sentence is asking for a discussion about the early childhood service's approach to encouraging all educators to provide suggestions and ideas for enhancing governance and administrative systems. This includes decision-making processes within the organisation. The focus is on creating an environment that allows open communication and empowers educators to contribute to the improvement of how the service is managed and governed.

> **Part 2 of the question above:** The second part is asking for an explanation of how the feedback provided by educators is handled by the service. Specifically, it seeks to understand how the service shows respect towards the ideas and suggestions shared by educators. The emphasis is on how the service values and seriously considers the input of educators in decision-making processes related to governance and administrative matters.

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 <u>all educators are encouraged to suggest improvements to governance</u> and <u>administrative systems, including decision-making processes</u>, and how this <u>feedback is respectfully considered.</u>

Practice Example 1: The service has a dedicated feedback and suggestion box is placed in the staffroom. All educators are encouraged to share their ideas for improving governance and administrative systems. They can anonymously submit their suggestions, ensuring that everyone feels comfortable expressing their views. The Nominated Supervisor holds regular staff meetings to discuss the suggestions received and collaboratively evaluate their feasibility. When implementing changes based on the feedback, the management acknowledges the contributions of the educators and ensures that credit is given to those whose ideas were adopted.

Practice Example 2: The leadership team conducts quarterly focus group sessions with all educators to discuss governance and administrative matters. During these sessions, educators are encouraged to openly share their suggestions and recommendations for improvement. The management actively listens to the feedback provided by the educators and takes detailed notes during the discussions. After each session, a summary of the ideas is circulated to all staff, along with an action plan outlining how the feedback will be implemented or considered in decision-making processes. The educators appreciate the transparency and responsiveness of the management, which fosters a culture of open communication and continuous improvement.

Practice Example 3: The service has a dedicated team for continuous improvement, which includes educators from different age groups. This team meets bi-monthly to brainstorm and discuss ideas for enhancing governance and administrative systems. The educators are given the opportunity to present their suggestions and the management ensures that every idea is considered with respect and appreciation. The committee, in collaboration with the management team, reviews each proposal, assessing its potential impact and feasibility. Regular updates on the progress of the adopted suggestions are communicated to the entire staff to acknowledge the contributions of educators.

Practice Example 4: Educators are encouraged to participate in quarterly surveys that focus on governance and administrative aspects. The surveys include specific questions about areas where improvements can be made. Additionally, the educators can provide open-ended responses to share

their innovative ideas. The management team reviews the survey results carefully and identifies common themes and key suggestions. Subsequently, a meeting is organised with the educators to discuss the outcomes and explore how their feedback can be incorporated into decision-making processes. The educators feel valued and respected as they see the direct impact of their input on the service's governance and administrative systems.

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

Please discuss how all educators are encouraged to suggest improvements to governance and administrative systems, including decision-making processes, *(Remember reading these descriptions becomes a part of the reflection).*

…and how this feedback is respectfully considered. *(Describe the changes you made after the reflection).*