



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 implement change in a sensitive and collaborative way, and clearly communicate reasons for the change. For example, Covid forced changes to: immunisation requirements, organisation of educators, documentation of learning, procedures (emergency rehearsals, cleaning, excursions), room routines (running sheets), meeting frequency, and learning agendas (more detailed).

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 give an example of the way service manager/leaders implemented change in a sensitive and collaborative way, including clearly communicating the reason for the change.

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 of the way service manager/leaders implemented change in a sensitive and collaborative way, including clearly communicating the reason for the change.

Let's break down the above statement into two parts and provide simple descriptions to help you:

Part 1: Give an Example of Implementing Change in a Sensitive and Collaborative Way:

This part of the question is asking for an example where a service manager or leader introduced a change in a manner that showed consideration for the feelings and perspectives of the team members and involved them in the process. **Example:** Imagine a service manager decided to change the daily schedule at an early childhood service. Instead of imposing the new schedule, the Nominated Supervisor called a meeting with all the educators and asked for their input. They listened to everyone's concerns and ideas, and together, they came up with a new schedule that worked better for everyone.

Part 2: Including Clearly Communicating the Reason for the Change:

This part is about explaining how the manager or leader made sure that everyone understood why the change was happening. It emphasises the importance of transparent communication. **Example:** In our previous example, the manager not only involved the educators in planning the new schedule but also took the time to explain the reasons behind the change. They talked about how it would help with children's learning and provided a clear, simple explanation that everyone could understand.

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 give an example of the way service manager/leaders implemented change in a sensitive and collaborative way, including clearly communicating the reason for the change.

Updating Curriculum Materials: The Nominated Supervisor decided to ask if an update the curriculum materials used by educators was required.

Implementation: They organised a series of workshops where educators collectively reviewed, critically reflected and provided input on the new materials.

Communication: The manager explained that the update was to align with the latest research in early childhood education, ensuring better learning experiences for children.

Revising Daily Routines: The educational leader wanted to revise the daily routines to accommodate children's diverse needs.

Implementation: They held open discussions with the educators to gather ideas and feedback and critically reflected from all the different perspectives.

Communication: The Ed leader shared that the change aimed to create a more inclusive environment and improve each child's daily experience.

Introducing New Technology: The educational leader asked for feedback regarding a new digital tool for tracking children's progress.

Implementation: They offered training sessions for educators to learn the new technology and encouraged questions and suggestions.

Communication: The Ed leader emphasised that the technology would streamline administrative tasks, allowing educators to focus more on teaching.

Changing Staff Schedules: The Nominated Supervisor needed to adjust staff schedules for better coverage during peak hours.

Implementation: They consulted with the staff to understand their preferences and constraints.

Communication: The Nominated Supervisor explained that the changes would ensure smoother transitions and more efficient use of resources, benefiting both staff and children.

Modifying Enrolment Procedures: The Nominated Supervisor decided to evaluate to see if they needed to modify the enrolment procedures for improved transition for children.

Implementation: They formed a working group with educators to collectively identify

the issues they were encountering and redesign the process. **Communication:** The manager clarified that the changes aimed to reduce paperwork, decrease waiting times for families, and enhance the overall experience of enrolling children into the service.

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

Please give an example of implementing change in a sensitive and collaborative way (*Remember reading these descriptions becomes a part of the reflection*).

... What consideration were given including clearly communicating the reason for the change? (*Describe the changes you made after the reflection*).

Week 38, 27 November to 1 December 2023 – 7.2.1 Continuous Improvement