



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Critical reflections. Reflecting on our approaches, we found that traditional meeting times limited some families' participation. To address this, we introduced flexible communication methods and event timings, such as weekend activities and virtual meetings, to accommodate working parents. This flexibility allowed us to harness diverse family strengths and interests, broadening our understanding and application of community resources, and ensuring all voices are heard.

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 a time where your reflections led to alternate ways of supporting a family's participation in service decisions and review processes.

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 a time where your reflections led to alternate ways of supporting a family's participation in service decisions and review processes.

Critical reflection is a valuable tool for educators to evaluate and improve their practice by identifying areas of strength, areas for improvement, and potential solutions to challenges. It involves questioning assumptions, considering alternative perspectives, and engaging in ongoing self-evaluation and learning.

Alternate ways to support a family's participation could be to offer a variety of communication channels for families to provide feedback and suggestions. This could include surveys, suggestion boxes, or virtual forums where families can share their thoughts and ideas. Educators can also offer flexible meeting times or alternative forms of communication, such as phone or email, to accommodate families with different schedules or preferences.

Service decisions and review processes in an early childhood centre involve a continuous cycle of planning, implementing, and evaluating practices to ensure that the service is meeting the needs of children and families. This includes regular reviews of policies and procedures, as well as ongoing assessment of the service's performance against relevant standards and regulations.

Week 11, 22 to 26 April 2024 – 6.1.1 Engagement with the service

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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 three concepts have **created change** in your service.

Please give an example of a time where your reflections led to alternate ways of supporting a family's participation in service decisions and review processes.

For example:

- using different communication method to support participation

My reflections led to alternate ways of supporting a family's participation in service decisions and review processes was when I realised that some families may not feel comfortable speaking up during face-to-face meetings or discussions. As a result, I decided to explore alternative communication methods to ensure that all families had a chance to participate and have their voices heard.

I started to use different communication methods such as sending out surveys, creating suggestion boxes, and using online forums to gather feedback and suggestions from families. This allowed families to provide their input and participate in service decisions at a time and in a way that suited them best.

By using different communication methods, I was able to encourage families who were not comfortable speaking up during meetings to participate and have their say. It also allowed me to gather a wider range of perspectives and ideas from families who may not have been able to attend face-to-face meetings due to work or other commitments.

Your turn. Read the points below and select the ones you can either describe how you are doing it now, or how you could plan to do it.

Please give an example of a time where your reflections led to alternate ways of supporting a family's participation in service decisions and review processes.

For example:

- recognising a family's particular strengths, interests, or community connections and then using them

- recognising particular barriers to families' participation and removing them, such as staging weekend events for families that work all week
- understanding incentives that may support families' participation, such as cheese and wine nights.

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

Describe how your reflections led to...

to alternate ways (describe those alternate ways)

supporting a family's participation in service decisions and review processes. *(Remember, you must show how the families contribution has made a change)*

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