



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.** Current recognised guidance informs our approach to supporting families. The EYLF is based on socio-cultural theory that says children learn through the relationships they have with their families and community. Providing appropriate support to families assists children to learn and develop. We adopt current recognised guidance from Red Nose, Kidsafe, Nutrition Australia, and the federal government’s physical activity guidelines.

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> <i>Please discuss how current recognised guidance informs your approach to supporting relationships with families.</i>

**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 current recognised guidance informs your approach to supporting relationships with families.*

**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.

**Current recognised guidance.** Refers to the official documents, frameworks, and guidelines that have been developed by relevant authorities and experts in a particular field, industry, or sector. In the context of early childhood education in Australia, these guidance materials provide educators with best practices and recommendations for supporting children's learning and development, as well as building strong relationships with families.

**Supporting relationships with families.** Refers to the process of building positive and collaborative connections between early childhood educators and the families of the children in their care. This involves establishing a partnership with families, based on mutual respect, trust, and open communication. Supporting relationships with families is essential in early childhood education because it enables educators to gain a better understanding of each child's individual needs, strengths, and interests.

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

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

Please discuss how **current recognised guidance** informs your approach to **supporting relationships with families**.

In Australia, the Early Years Learning Framework (EYLF) is a nationally recognised guide for early childhood educators to support and enhance children's learning from birth to five years of age. The EYLF emphasises the importance of building strong relationships with families as a foundation for effective early childhood education.

According to the EYLF, building positive relationships with families involves respecting and valuing each family's unique culture, background, and experiences. This includes engaging in open and honest communication with families, actively listening to their perspectives, and involving them in their child's learning and development. Early childhood educators can also support families by providing information and resources, offering opportunities for involvement and collaboration, and fostering a sense of community and belonging.

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

Describe **current recognised guidance** (remember reading these descriptions becomes a part of the reflection).

Describe how this informs your approach to **supporting relationships with families**.

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