7.1.2

Management systems
Systems are in place to manage risk and enable the effective management and operation of a quality service.

Week 24
5.8.2024

Section 6. **Exceeding: Critical Reflection** (Educational Leader)
Educational Leader to manage whole service 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. Weekly policy reviews and professional development sessions cover all NQS elements, including service operations, governance, and leadership. Contributions to the Quality Improvement Plan (QIP) arise from these sessions. Staff meetings and questionnaires also provide opportunities for educators to share their feedback, which is respectfully considered and implemented where appropriate.

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

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.

Regular Staff Meetings: Staff meetings are held where educators are invited to share their ideas and suggestions for improving governance and administrative systems. These meetings provide a platform for open discussion, and any suggestions made are documented and reviewed by management. Outcomes and decisions are communicated back to the team, ensuring transparency.

Suggestion Boxes: Physical or digital suggestion boxes are available for educators to submit their ideas and feedback anonymously. This encourages those who may be hesitant to speak up in meetings to contribute. Management reviews suggestions regularly and considers them in decision-making processes, providing feedback on actions taken.

Professional Development Sessions: During professional development sessions, educators are encouraged to reflect on current governance and administrative practices and propose improvements. These sessions are designed to foster a culture of continuous improvement and collaboration. Ideas generated are compiled and discussed in leadership meetings.

Feedback Surveys: Surveys are distributed to educators to gather their opinions on various aspects of the service's governance and administrative systems. The survey results are analysed, and trends or common themes are identified and addressed. Management ensures that educators are informed about the actions taken in response to their feedback.

Open Door Policy: The service implements an open-door policy where educators can approach management at any time with their suggestions and concerns. This approach promotes a culture of openness and trust. Management makes it a point to consider all feedback respectfully and provides follow-up on any changes implemented.

Collaborative Committees: Educators are invited to join committees focused on different areas of governance and administration, such as policy review or strategic planning. These committees work collaboratively to identify areas for improvement and develop action plans. This involvement ensures that educators have a direct impact on decision-making processes.

Action Plans and Follow-Ups: When educators suggest improvements, action plans are created to explore the feasibility of these ideas. Management follows up with the educators who made the suggestions, involving them in the implementation process. This not only validates their contributions but also ensures that their ideas are effectively integrated into the service's operations.

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).*