



## Assess your practice first.

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

**Exceeding – Critical reflections.** Educators reflect on service roles and responsibilities and this improves practice and strengthens continuous improvement. For example, our team recently reflected on roles and responsibilities during a staff meeting. We discussed the distinction between the NS role and the person in day-to-day charge. Clarifying these responsibilities helped us ensure the right person is the "responsible person" under national law. This reflection improved our practice and strengthened our continuous improvement efforts.

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** - Give an example where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement.

**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.

Give an example where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement.

**Part 1: Give an example where you or your team reflected on service roles and responsibilities.** In this part of the question, you are being asked to provide a specific instance where either you individually or your team engaged in a process of reflection focused on the roles and responsibilities within the early childhood education and care service. Reflecting means thinking deeply and critically about these roles and responsibilities, considering how they were carried out and if they could be improved.

**Part 2: Describe how this reflection improved practice and strengthened continuous improvement.** In this part of the question, you are asked to explain the positive outcomes of the reflection you described in the previous part. Specifically, you need to describe how the process of reflection led to improvements in how roles and responsibilities were carried out within the service and contributed to the overall process of continuous improvement.

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.

Give an example where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement.

**Team Reflection Meetings:** During a monthly staff meeting, the team reflected on the effectiveness of the room leader roles. By discussing challenges and successes, we identified ways to streamline communication and task delegation, leading to a more organised and efficient classroom environment.

**Role-Clarification Workshop:** The service conducted a workshop where educators mapped out their daily responsibilities and compared them with their job descriptions. This reflection highlighted areas of overlap and gaps, prompting a reallocation of tasks that improved workflow and reduced stress.

**Feedback Sessions:** We introduced bi-weekly feedback sessions where educators could share their experiences and suggestions regarding their roles. This open dialogue allowed us to make adjustments that improved job satisfaction and enhanced our overall service delivery.

**Incident Review:** After a minor incident, the team reviewed the roles and responsibilities during emergency situations. This reflection led to revised emergency procedures and clearer role definitions, ensuring better preparedness and response in the future.

**Parent Communication Review:** Reflecting on a few instances of miscommunication with parents, the team examined our communication roles and protocols. We developed clearer guidelines and assigned specific communication tasks to improve consistency and trust with families.

**Child Observation Reflections:** Educators reflected on their roles in documenting and sharing child observations. By discussing best practices and aligning them with our service's philosophy, we improved our observation techniques and documentation quality, which enhanced our planning and reporting.

**Annual Role Evaluation:** At the end of the year, the team conducted a comprehensive review of all roles and responsibilities. This reflection identified areas for professional development and role adjustments, fostering continuous improvement and a more effective team dynamic.

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

Give an example where you or your team reflected on service roles and responsibilities and..., *(Remember reading these descriptions becomes a part of the reflection).*

... how this improved practice and strengthened continuous improvement. *(Describe the changes you made after the reflection).*