



Assess your practice first.

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

Exceeding – Critical reflections. Interactions within the community: All interactions between educators and the community aim to foster respect and positivity. This is ensured through regular reviews of the Code of Conduct and managing staff performance when expectations aren't met. Recruitment processes focus on cultural fit, and teamwork training and mentoring help staff develop strong community engagement. Community partnerships with local organisations and members further enhance a collaborative and supportive service environment.

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 team reflection about an ethical issue at the Service and any changes made to improve ethical practice.

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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 team reflection about an ethical issue at the Service and any changes made to improve ethical practice.

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

Part 1: "Please give an example of a team reflection about an ethical issue at the Service."

Description: In this part, you're being asked to provide an instance or case where a group of people (a team) at the educational service took some time to think deeply and discuss an ethical problem or dilemma. Ethical issues typically involve questions of what is right or wrong, and a team reflection means that they thought together about this issue.

Part 2: "and any changes made to improve ethical practice."

Description: This part is about explaining what actions or adjustments were made as a result of the team's reflection on the ethical issue. Did the team decide to change policies, procedures, or behaviours to ensure that they are acting in an ethically sound manner? The focus is on any improvements made to ensure ethical practices are upheld.

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 a team reflection about an ethical issue at the Service and any changes made to improve ethical practice.

Privacy and Confidentiality: The team reflected on a situation where a staff member unintentionally shared

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sensitive information about a child in a public space. To improve ethical practice, the team reinforced the importance of maintaining privacy and implemented new guidelines, ensuring discussions about children or families occur only in private, designated areas.

Cultural Sensitivity: During a team reflection, educators realised they had unintentionally overlooked the cultural needs of a family by not considering their dietary restrictions during a service event. As a result, the team introduced a policy to actively consult with families on cultural or religious requirements in advance of any activities, ensuring inclusivity and respect for all backgrounds.

Equal Attention to Children: The team identified that certain children, especially those with more challenging behaviours, were receiving more attention than others. To address this, the team developed strategies to ensure that all children are given equal attention and opportunities, such as using a balanced roster for one-on-one time and intentionally focusing on positive interactions with all children.

Acceptance of Gifts: A reflection on the ethical dilemma of receiving gifts from families led the team to revise the service's gift policy. The new policy provides clear guidelines about accepting gifts to avoid conflicts of interest or perceived favouritism, ensuring that all staff act fairly and ethically in their interactions with families.

Supporting a Child with Additional Needs: The team reflected on the support provided to a child with additional needs and recognised that adjustments weren't being consistently applied across different educators. After the reflection, the team created a clear plan that outlined consistent strategies and responsibilities for supporting the child, ensuring equity and fairness in practice.

Conflict of Interest: The team reflected on a situation where an educator had a personal relationship with a family at the service, which risked a conflict of interest. To improve ethical practice, the team agreed that any potential conflicts should be declared early, and clear boundaries should be maintained to ensure fairness and professionalism in decision-making.

Inclusive Play Opportunities: During a team reflection, it was noted that some outdoor activities weren't accessible for children with mobility issues. The team decided to make adjustments to play areas and activities, ensuring that all children, regardless of ability, could participate. This reflection led to the service adopting a more inclusive approach to planning activities, aligning with ethical responsibilities to promote equity.

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

Please give an example of a team reflection about an ethical issue at the Service.... *(Remember reading these descriptions becomes a part of the reflection).*

... and any changes made to improve ethical practice. *(Describe the changes you made after the reflection).*

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