



Educational Leader

Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

A service reviewed what the NQF Guide said about element 1.3.2 and understood when educators critical reflect they:

- look *closely* at events, experiences, guiding principles, and their practices from different viewpoints
- use what they discover to identify practice that can continue and practice that needs changing to improve children's participation, learning and development
- identify how they may improve the program.

Reflection and critical reflection are very similar. The NQS Guide says critical reflection involves look *closely* at events, experiences, guiding principles, and their practices from different viewpoints, with a particular focus on equity, inclusion and diversity. It takes 'reflective practice' to a deeper level.

The Educators Guide to the EYLF and MTOP also has some valuable insights into reflection and critical reflection. When we engage in critical reflection we're promoting 'a culture of inquiry. It's more likely to lead to change when:

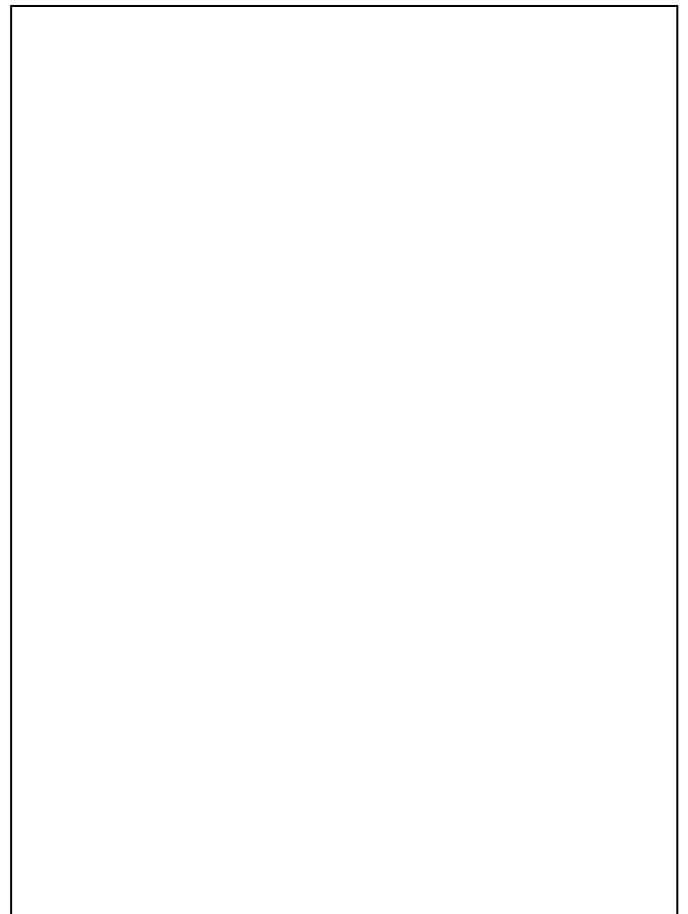
- undertaken collectively because this draws upon the diverse knowledge, experiences, views and attitudes of individuals within the group
- educators trust and respect each other, and feel able to talk about their concerns and challenges and discuss different views
- all staff and managers are open to change
- educators feel comfortable and able to question taken-for-granted practices and assumptions
- all educators have opportunities to contribute
- managers support the inquiry culture and give educators time to reflect and develop reflective skills

An inquiry process can include the following steps:

- reflect upon practices (from different perspectives)
- identify concerns/issues
- gather information/evidence
- reflect on what information is telling you
- frame a question to be explored
- decide upon action to achieve a change of practice
- evaluate the change
- start the process again.

ACECQA also has [information about the difference between critical reflection and evaluation](#). It's included with this week's email.

Review the information from ACECQA and the checklist in the educators' section. Where do your educators need assistance? How will you help them?



Week 17, 7 June - 11 June 2021- 1.3.2 Critical Reflection

Technology Usage Policy

- IT devices at the service (eg computers, laptops, iPads, tablets, Smart Boards, TVs and DVD players) may only be used for work related activities eg children’s play and projects
- Children will only access IT devices when directly supervised by educators
- Technology will not be used as a substitute for interactions and collaborative learning
- All screen content viewed by children at the service must:
 - be suitable to the needs and development levels of each child watching
 - hold the interests of the children watching
 - be rated 'G' if relevant
- The time children spend watching content on IT devices at the service will be consistent with the Federal Government’s ‘Physical Activity and Sedentary Behaviour Guidelines’ ie no more than two hours per day.
- Educators must not access personal IT devices (eg smart phones, iPads, tablets) while interacting with children or contributing to service ratios
- Action will be taken against educators who use computers inappropriately or for illegal purposes.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

Week 17, 7 June - 11 June 2021- 1.3.2 Critical Reflection