



Educational Leader

There is an effective self-assessment and quality improvement process in place.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.3.2 and understood educators must:

- 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.

The core of this element's exceeding theme is:

All educators regularly engage in planned and spontaneous critical reflection on children's learning and development, as individuals and in groups, and make identified changes to the design and implementation of the program. Critical reflection includes social justice and equity considerations, theoretical and philosophical influence, and how well all educators include the views and input of children, families and the community.

Last year we looked at the differences between Technical, Practical and Critical Reflection (week 36). We've summarised these below.

Technical reflection

- there's a single truth/one right way/common sense approach
- limited thinking of alternative or competing views
- one source of information
- one-way communication

Practical reflection

- personal opinions and experiences only used
- others' perspectives considered from a personal opinion point of view rather than looking at the evidence
- one source of information
- two-way communication using only one perspective

Critical reflection

- multiple views and information sources considered, and existing practices questioned
- social justice and power imbalances considered if relevant
- includes self-reflection (understanding own reasoning)
- two-way communication using many perspectives and external evidence
- leads to changes in practice.

Source: Educators reflecting on sleep and rest time dilemmas in ECEC: where is the "critical" in reflective practices? By Brownlee, Irvine, Sullivan and Thorpe published 2020 The Australian Educational Researcher

Now consider the following reflection by an educator:

Nate can't sit still. He's disruptive and often wrecks the work of other children. I know he's on the spectrum, and I think we need to work out how to have 'the conversation' with mum. I think she'll find it difficult to accept he may need specialist support, but we need to insist to achieve the best outcome for Nate.

What type of reflection is this and why?
(The answer's in the Nominated Supervisor section).

How will you help educators reflect critically, rather than Technically, Practically – or simply evaluating what has occurred.

Week 4, 21 February – 25 February 2022- 1.3.2 Critical Reflection

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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 Get Up and Grow Guidelines
 - birth to 2 years zero time per day (very short viewings for educational purposes is okay)
 - 2-5 years no more than one hour 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