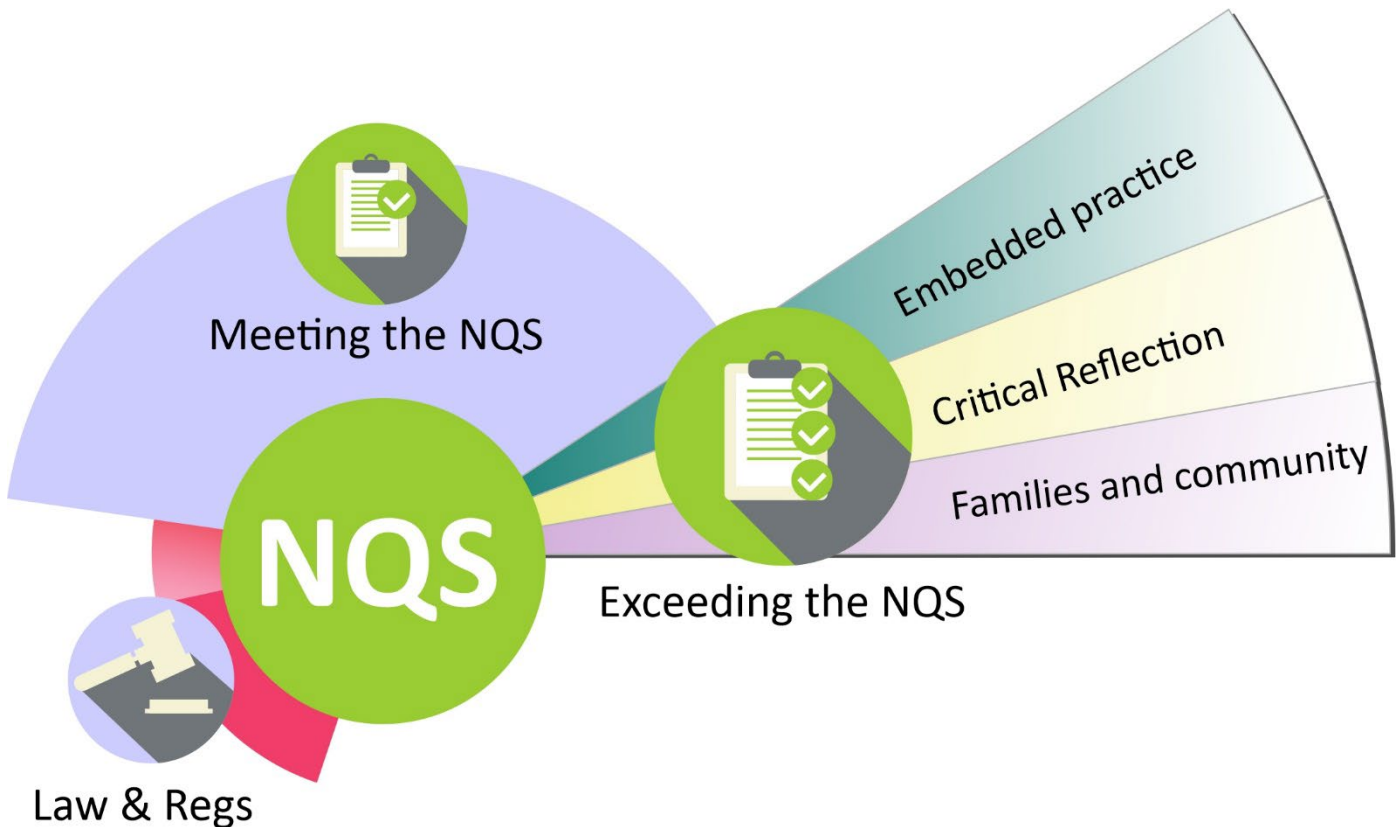


Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and Implementation.

Section 1. We show you exactly what is required for this element to be meeting and exceeding.



First step: We must ensure the Law and Regulations are always met. **Second step:** look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

The Educators and Educational Leaders pages give you exactly what you need to be meeting and exceeding.



Law section 168 Offence relating to required programs

(1) and (2) The approved provider and nominated supervisor must ensure that a program is delivered to all children ... that (a) is based on an approved learning framework; and

(b) is delivered in a manner that accords with the approved learning framework; and

(c) is based on the developmental needs, interests and experiences of each child; and

(d) is designed to take into account the individual differences of each child.

Penalty: **\$4000**, in the case of an individual. **\$20 000**, in any other case.

Evidence to show compliance to the Law can be found in our curriculum and demonstrated through the use of the practices and principles and learning outcomes of the MTOP.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

Week 8, 20 to 24 March 2023 – 1.3.2 Critical Reflection

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Meeting the NQS

Looking at the element in detail - Element 1.3.2 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.

Meeting - Educators look closely at events, experiences, guiding principles, and their practices from different viewpoints. By doing so, they identify practices that were effective and those that required improvement to enhance children's participation, learning, and development. Through the process of reflection, educators gathered insights and identified areas for improvement that helped to enhance the program. By continuously reflecting on their practice, educators ensured that the program is evolving to meet the needs of the children and support their ongoing learning and development.

Please note that the above in green can go directly into your QIP or SAT (NSW only) with your examples added to it.



Exceeding the NQS

Educators consistently use reflections to improve the design and implementation of the program. Examples include the following. We:

- time activities to meet children's physical/energy/concentration needs.
- constantly monitor the size of group activities.

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- include more activities promoting local cultures.
- always look to increase community connections.
- always look to increase our focus on children's voices and ideas for the curriculum.
- support our educators' efforts to learn/research with the children.
- support our educators' efforts to implement more risky/messy play.
- always look to increase our focus on learning from routines and transitions.
- provide opportunities for mixed-age activities/learning.
- always look to increase our focus on adapting activities to include children with additional needs.

Exceeding – Embedded Practice Our educators consistently use reflections to improve the design and implementation of the program. We do this during our Monday meetings and ensure the timing of activities meets children's physical energy and concentration needs. We vary the size of group activities, create leadership opportunities with children, and increase community connections with daily excursions. Routines and transitions increase our focus on learning. We support our educators learning/researching with the children.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Exceeding - Critically Reflecting –

All educators have opportunities to contribute to critical reflection and can challenge taken-for-granted practices and assumptions. For example:

Critical Reflection

- Educators have opportunities to contribute to critical reflection and challenge taken-for-granted practices and assumptions.
- Weekly reflection sessions allow educators to review the effectiveness of the program and identify areas for improvement.
- Changes are made if required based on the reflections of educators.
- Ongoing professional development enables educators to update their knowledge and skills to better support children's learning and development.

- All educators' reflections are valued, regardless of age and experience.
- A culture of open and constructive feedback allows educators to challenge each other's assumptions and support each other's professional growth.

Exceeding – Critical reflections. All our educators can contribute to critical reflection and challenge taken-for-granted practices and assumptions. For example, educators contribute to weekly reflections and make changes if required. The Ed Leader assists and guides all educators' reflections, and there is a culture of educators coming to the Ed Leader for assistance. This informs discussions and practice to ensure children, regardless of age and experience, are valued.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Families



Community
Links

Educators regularly use families' comments and feedback to inform reflection. This includes, for example, feedback about:

- specific topics/activities that could be included.
- their child's circumstances (at home), needs including additional needs, and interests.
- families' expectations that are/are not being met and why.
- educator performance
- incidents.

Exceeding – families and community Our educators regularly use families' comments and feedback to inform reflection. Children's home circumstances, needs including additional needs, and interests form critical reflection. Families' expectations and concerns about their child's performance cause us to reflect on the service's performance. We bring families' concerns about individual educator performance to the attention of the Nom Sup, and reflect on all incidents.

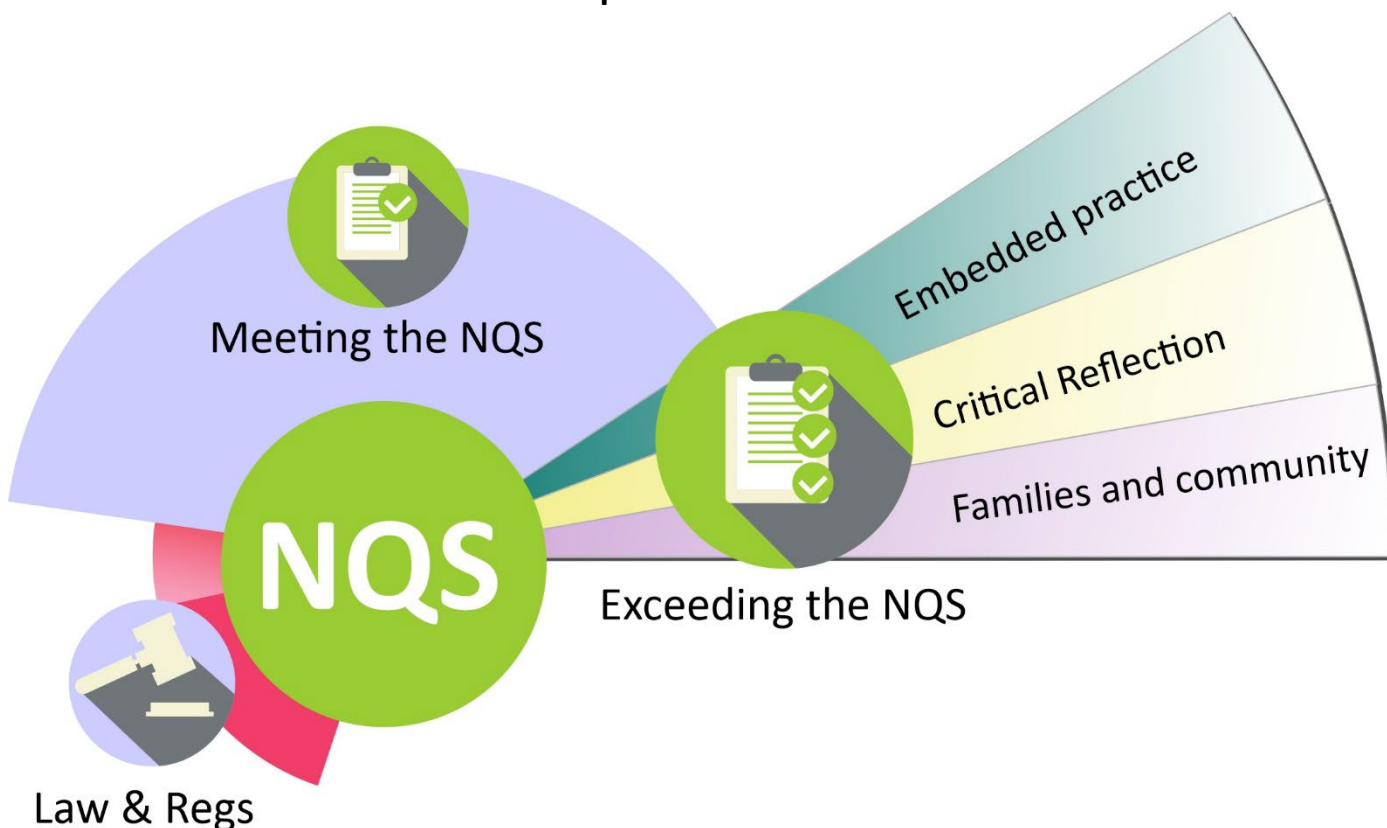
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Week 8, 20 to 24 March 2023 – 1.3.2 Critical Reflection

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

Educational Leader and Nominated Supervisor



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **7 things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them.
- (2) To help your educators learn watch this online video explaining intentional teaching. Click below.



Video
Training

<https://vimeo.com/574618627/6384195d75>

- (3) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.

- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection
- (6) Take time to read the VERY ADVANCED critical reflection about children's voices.
- (7) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Mr Brett asked if there's anything in the Regs about critical reflection – or is it just an NQS requirement? Please respond.		
Miss Tamiaka says she's confused about the difference between reflection and evaluation. Please explain the difference.		
Miss Skye asks if there's any 'right' way to document critical reflection. Is there?		

Week 8, 20 to 24 March 2023 – 1.3.2 Critical Reflection

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 20.3.23	Identifying educators understanding of the words we use in ECEC	Educators that are struggling	It was identified by an educator that wanted to resign because she felt that she wasn't good enough because she didn't understand the words we used.	Create a back to basic concepts that are broken down into simple descriptions of what practice could look like and how the ECEC word is connected.
Monday 20.3.23				
Tuesday 21.3.23				
Wednesday 22.3.23				
Thursday 23.3.23				
Friday 24.3.23				

General thoughts or ideas

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Exceeding the NQS

In the educators' section we have included critical reflection examples and a process of documenting if it is occurring or not occurring at an exceeding level.

Go through your education reflections and identify the following. If you cannot see it, then, assist by coaching them through the process.

Educators consistently use reflections to improve the design and implementation of the program. Examples include the following. We:

Time activities to meet children's physical/energy/concentration needs.

Yes No, follow up required?

Constantly monitor the size of group activities.

Yes No, follow up required?

Include more activities promoting local cultures.

Yes No, follow up required?

Always look to increase community connections.

Yes No, follow up required?

Always look to increase our focus on children's voices and ideas for the curriculum.

Yes No, follow up required?

Support our educators' efforts to learn/research with the children.

Yes No, follow up required?

Support our educators' efforts to implement more risky/messy play.

Yes No, follow up required?

Always look to increase our focus on learning from routines and transitions.

Yes No, follow up required?

Week 8, 20 to 24 March 2023 – 1.3.2 Critical Reflection

Provide opportunities for mixed-age activities/learning.

Yes No, follow up required?

Always look to increase our focus on adapting activities to include children with additional needs.

Yes No, follow up required?

Exceeding – Embedded Practice Our educators consistently use reflections to improve the design and implementation of the program. We do this during our Monday meetings and ensure the timing of activities meets children’s physical energy and concentration needs. We vary the size of group activities, create leadership opportunities with children, and increase community connections with daily excursions. Routines and transitions increase our focus on learning. We support our educators learning/researching with the children.

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Very advanced critical reflection. Are we really capturing the child’s voice?

Critical Reflection

The NQS says “Educators are committed to listening to children’s voices and to

trying to understand their perspectives so that they can honour children’s rights to have input into matters that affect them.” Educators must recognise the importance of capturing the complexity and multiplicity of young child’s voice. As a primary school-aged child, it can sometimes feel like your voice is not being heard or valued by adults around you. Whether it’s in the classroom or at home, it can be frustrating

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when the adults in your life don’t seem to understand your perspective or listen to what you have to say. This is where dialogic methodology comes in – a way of communicating that values all voices, and encourages everyone to listen and respond to one another.

Dialogic methodology is based on the idea that communication is a two-way street. It’s not just about one person speaking and the other person listening – it’s about both people actively engaging in a conversation, sharing ideas and building understanding together. When we use dialogic methodology, we recognize that everyone’s voice is important, and that we can learn from one another through respectful and open dialogue.

In the classroom, this might look like a group discussion where everyone is encouraged to share their thoughts and ideas. Rather than the teacher talking at the students, everyone is invited to participate in the conversation and build on what others have said. Through this process of dialogue, everyone’s voice is valued and heard, and a deeper understanding of the topic is developed.

At home, dialogic methodology might involve sitting down with your parents or caregivers and having a conversation about something that’s important to you. Rather than feeling like you’re being talked at or dismissed, you can use dialogic methodology to share your thoughts and feelings, and to listen to what your parents have to say in response. Through this process of dialogue, you can build a stronger relationship with your parents and feel more heard and understood.

Dialogic methodology is not just about talking – it’s also about listening. When we use dialogic methodology, we actively listen to what others are saying, and try to understand their perspective. This helps us build empathy and develop a deeper understanding of those around us.

For primary school-aged children, dialogic methodology can be a powerful tool for developing communication skills and building social relationships. By valuing everyone’s voice and actively listening to what others have to say, children can develop a sense of confidence and self-worth, and learn to navigate complex social situations.

As a primary school-aged child, you can use dialogic methodology to advocate for yourself and share your thoughts and ideas in a respectful and effective way. By actively listening to others and responding thoughtfully, you can build stronger relationships and deepen your understanding of those around you.

In conclusion, dialogic methodology is a powerful way of communicating that values all voices and encourages respectful and open dialogue. By actively listening to one another and valuing everyone’s perspective, we can build stronger relationships and develop a deeper understanding of those around us. As a primary school-aged child, you can use dialogic methodology to advocate for yourself and share your thoughts and ideas in a respectful and effective way. So why not give it a try and see how it can benefit you in your classroom and at home?



Families



Community Links

Go through your education reflections and identify the following. If you cannot see it, then, assist by coaching them through the process.

Educators regularly use families’ comments and feedback to inform reflection. This includes, for example, feedback about:

Specific topics/activities that could be included.

Yes No, follow up required?

Their child’s circumstances (at home), needs including additional needs, and interests.

Yes No, follow up required?

Families’ expectations that are/are not being met and why.

Yes No, follow up required?

Educator performance

Yes No, follow up required?

Incidents.

Yes No, follow up required?

Exceeding – families and community Our educators regularly use families’ comments and feedback to inform reflection. Children’s home circumstances, needs including additional needs, and interests form critical reflection. Families’ expectations and concerns about their child’s performance cause us to reflect on the service’s performance. We bring families’ concerns about individual educator performance to the attention of the Nom Sup, and reflect on all incidents.

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Week 8, 20 to 24 March 2023 – 1.3.2 Critical Reflection



Answers from last week - Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
OSHC Miss Lily asks what educators have to evaluate exactly. Please respond.	OSHC Reg 74 says educators must evaluate each child's wellbeing, development and learning. In NSW, NT and QLD the requirement to document evaluations of children's learning is replaced by a requirement to document evidence about the development of the program.	
OSHC Miss Daphne asks whether evaluation against the learning outcomes is required. Is it?	OSHC In the ACT, SA, TAS, VIC and WA, evaluations of the child's wellbeing, development and learning in relation to learning outcomes are required are required. In NSW, NT and QLD the requirement to document individual children's wellbeing, learning and development is replaced by a requirement to document evidence about the development of the program. <i>"Services are still required to understand all children and their strengths, ideas, abilities and interests and their progress across the learning outcomes as part of the planning cycle. This can be reflected in documenting how and why the education program has been developed to support all children to participate in the program."</i> Source Documenting Programs for School Age Children .	
Mr Kyle is confused about how much assessing educators need to document. What's your response	There's no specific amount of documentation required. As you'd expect though, there should be more documentation for those children that attend more than others. (Reg 74)	

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