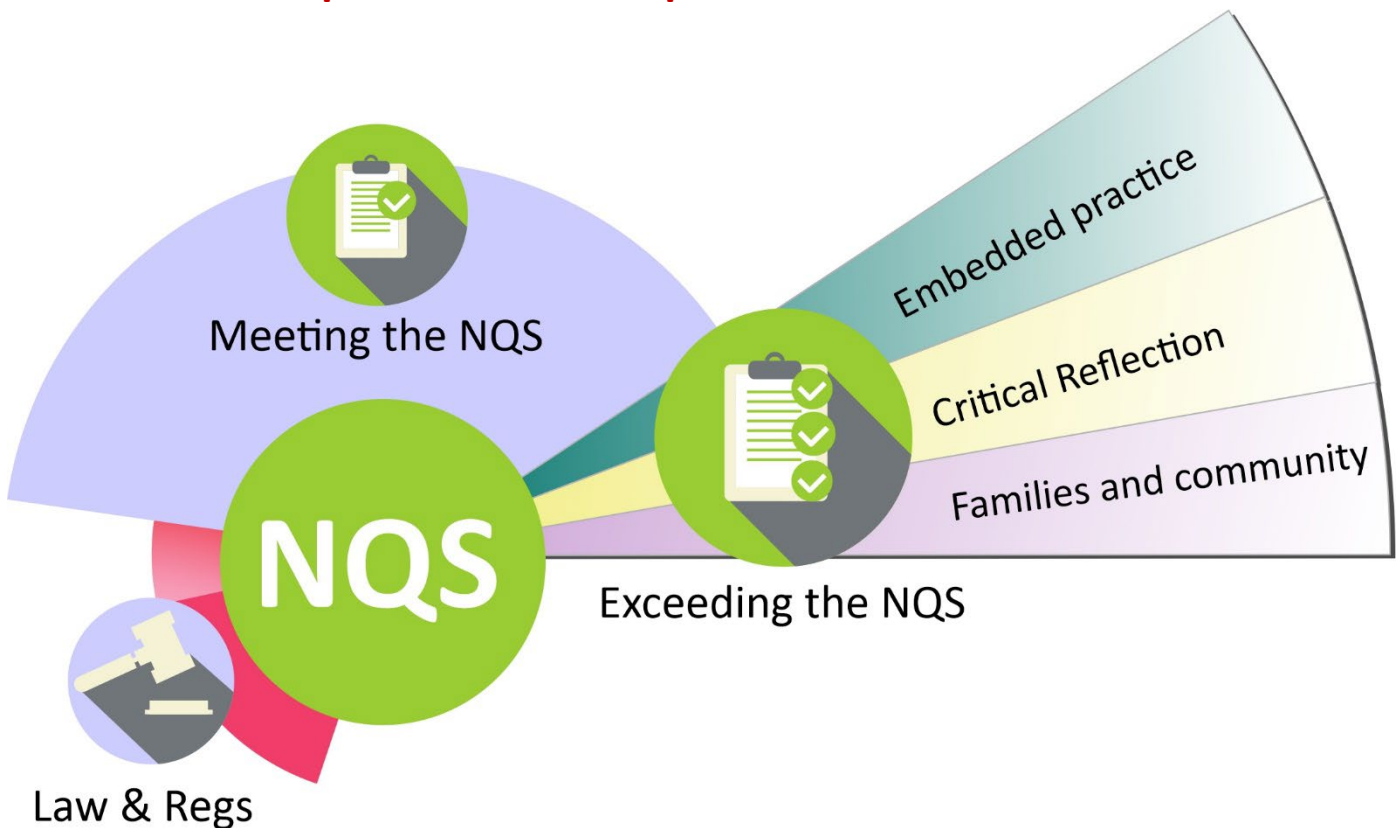


Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Section 2. Examples of what's required for educators.



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.



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.

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

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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 EYLF.

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



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.

What does this look like in practice?

Documentation that reflects on all aspects of the program and may include entries in reflective journals, or jottings. ***Below are examples of reflection.***

Effectiveness of arrivals/departures

During arrivals and departures, there was a lack of personalised greetings and visual aids that could help ease separation distress for children. As a result, some children felt overwhelmed and uneasy when their parents left, which disrupted the start of their day. To solve this, we implemented a more personalised approach, including using the parent's name, the child's name, giving them a hug, and showing them a picture of what they will be doing during the day. We also provided parents with feedback on how their child settled in for the day with a quick phone call.

Interactions, responsiveness and relationships with particular children

There was a lack of positive interactions and responsive teaching that led to some children feeling insecure and unimportant. Observations and documentation of children's interests, strengths, and areas for development were not used to inform intentional teaching strategies. We addressed this by encouraging educators to spend more one-on-one time with children, showing interest in their activities, and actively engaging with them. We also established regular

meetings to discuss the children's progress and individual needs.

Transitions and routines

Routines and transitions were not consistent, which caused confusion and stress for children. Individual children's needs and preferences were not considered when planning routines and transitions, and there was a lack of adequate time for transitions. We solved this issue by establishing a predictable routine that provided adequate time for transitions. We also made sure that individual children's needs and preferences were considered when planning the routines and transitions and all educators knew exactly what to do.

Planned experiences and spontaneous child directed learning

There was a lack of spontaneous child-directed learning. The experiences provided did not promote exploration and problem-solving, which hindered the development of critical thinking and cognitive skills. We addressed this by providing a range of experiences that catered to the diverse needs and interests of all children. We also encouraged educators to observe and document children's learning to inform intentional teaching strategies and promote further learning.

Incidental and planned group times

Group times were not engaging which caused children to lose interest and not participate. The group times did not provide opportunities for children to lead and contribute to the group. We solved this by providing engaging activities based on the children's weekends and experiences they have with their families. This promoted participation and cooperation. We also provided opportunities for children to lead and contribute to the group.

The environment and experiences provided

The environment and experiences provided were not engaging or promoting a sense of belonging and curiosity. This was evident with the way the children moved around the room aimlessly and behaviour issues appeared. To solve this, we evaluated and reviewed the resources and equipment and provided natural materials and open-ended resources that stimulated creativity and imagination.

Intentional teaching strategies

We noticed that there was a lack of individualised learning opportunities and scaffolding children's

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learning. We did not consider children's interests and cultural backgrounds when planning intentional teaching strategies, and as a result, some children were disengaged and uninterested. To solve this, we built our confidence to talk to ALL our families, especially the ones that were found difficult to communicate due to their English levels. This provided individualised learning opportunities and scaffolding children's learning to promote progress and development.

Communication with colleagues and families

We know communication with colleagues and families is essential for promoting a shared understanding of children's needs, progress, and development. However, there was a lack of regular meetings and open communication, which hindered collaboration and trust-building. To solve this, we established regular meetings to discuss the children's progress, development, and individual needs. We also encouraged open communication and sought feedback from families and colleagues to continuously improve practice.

The effectiveness of resources and equipment used

The effectiveness of resources and equipment used was not regularly reviewed and evaluated, which led to some resources being misused and destroyed by children. This hindered children's learning and engagement in the program. We solved this by regularly evaluating and reviewing the resources and equipment used to ensure that they were appropriate and catered to children's diverse interests and abilities.

Experiences and learning outcomes achieved

Experiences and learning outcomes achieved were not regularly reviewed and evaluated, which saw the use of the same learning outcomes used and many not used. Observations and documentation of children's learning were not used to inform intentional teaching strategies. To solve this, we regularly reviewed and evaluated the experiences and learning outcomes to ensure all outcomes were covered and achieved, which in turn inform intentional teaching strategies and promote progress through the learning outcomes.

Review of curriculum content and teaching

A review of curriculum content was not regularly undertaken, which hindered our ability to meet the diverse needs and interests of all children. Reflecting on and adapting curriculum content and teaching can help

to promote engagement, participation, and progress. We solved this by regularly reviewing and adapting curriculum content and introducing new teaching practices to meet the diverse needs and interests of all children.

Select two of the previous points and reflect on your practice.

Selected point 1

Reflection – issue identified.

Ways to solve the issue identified.

Selected point 2

Reflection – issue identified.

Ways to solve the issue identified.

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

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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 - Critically Reflecting

Let's look at the differences between Technical, Practical and Critical Reflection. We've summarised these below.

Critical Reflection

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 Educational Leaders section).

Look at your last reflection and identify if it is a Technically, Practically, or Critical Reflection – or simply evaluating what has occurred.

In the next section let's identify your exceeding reflective practices.

All educators have opportunities to contribute to critical reflection and can challenge taken-for-granted practices and assumptions. Can you give me an example of:

- Educators have opportunities to contribute to critical reflection and challenge taken-for-granted practices and assumptions.

Yes/No, if yes write a short description below.

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- Weekly reflection sessions allow educators to review the effectiveness of the program and identify areas for improvement.

Yes/No, if yes write a short description below.

- Changes are made if required based on the reflections of educators.

Yes/No, if yes write a short description below.

- Ongoing professional development enables educators to update their knowledge and skills to better support children's learning and development.

Yes/No, if yes write a short description below.

- All educators' reflections are valued, regardless of age and experience.

Yes/No, if yes write a short description below.

- A culture of open and constructive feedback allows educators to challenge each other's assumptions and support each other's professional growth.

Yes/No, if yes write a short description below.

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).

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



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Would a visitor to your room see you use different methods to critically reflect eg jottings/notes, children's comments and work, photos, comments from team members or families?					
Would a visitor to your room see you critically reflect on planned and unplanned events and experiences, including routines and transitions, guiding principles and your practice eg intentional teaching, communication, relationships with children, and child-centred learning?					
Would a visitor to your room see you reflect from different viewpoints ie do you look through the eyes of a children, families, colleagues, the community and theorists?					
Would a visitor to your room see you sometimes use questions to help guide your reflection eg Who benefits when I work this way? What am I confronted by?					
Would a visitor to your room see you record your critical reflections eg diary/journal, reflection sheets?					
Would a visitor to your room see you use your critical reflections to improve each child's participation, engagement and progress towards learning outcomes?					
Would a visitor to your room see your critical reflection as a regular and ongoing process?					
Would a visitor to your room see you critically reflect during planned reflection times as well as spontaneously when opportunities arise?					
Would a visitor to your room see you reflect individually and as part of a team?					
Would a visitor to your room see you make sure your reflections are true reflections, and not a description of what happened during the day or evaluation of a lesson or activity?					
Would a visitor to your room see you use your reflections to write strengths and improvement plans for your QIP?					

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

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



The EYLF says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- **How do you or could you use the EYLF to help you reflect?**
- What opportunities are there for educators to raise issues/concerns and receive meaningful advice and support from colleagues?
- Could you improve the quality of evidence which supports your reflective process?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	<p>"I want them to pay attention to what I'm interested in so they can change things up when I'm getting bored. I want them to include me in the deciding what we do in class so I can help choose what we learn about then I'll feel super good of myself and happy that I helped make it happen".</p>	<p>Through reflection, we realise the importance of involving children in the planning process and listening to their voices. Which we are going to pay more attention to and work out better ways to capture them.</p> <p>We also recognised the need for regular assessment and evaluation with our teaching practices to promote engagement and interest in learning. As a result, we will make changes to their teaching practices and involves children in the planning process.</p>
<p>an educator</p>	<p>"I'm not really using the EYLF to critically reflect on my teaching practices and do not regularly assess and evaluate. I think it's the room leader and educational leaders' job to do, but I could involve children in the planning process or listen to their voices, because I think this has led to a lack of engagement and interest in learning which has resulted in missed opportunities for the children and behaviour issues".</p>	<p>We need all educators to take the initiative to understand the diverse needs and interests of all children, including those with developmental delays. We need to better communicate with families to better understand their child's progress and development.</p>
<p>your families</p>	<p>"As a schoolteacher and parent, I would like to see evidence of regular assessment and evaluation of their teaching practices and continuous improvement to meet the diverse needs and interests of all children, especially mine who has a developmental delay. I would also like to be involved in the planning process with educators to ensure they better understand my child'.</p>	<p>These changes will create a more inclusive and supportive learning environment that aligns with socio-cultural theory's emphasis on social interaction, cultural context, and the role of language in shaping meaningful learning experiences for children.</p>
<p>theorist and current research</p>	<p>Socio-cultural theory emphasises the importance of social interaction, cultural context, and the role of language in shaping learning experiences. Learning is a collaborative process that involves children's active participation in their learning experiences. Reflecting on and evaluating teaching practices can help educators to create meaningful learning experiences that are culturally relevant, socially engaging, and promote children's development.</p>	

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

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



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- How do you or could you use the EYLF to help you reflect?
- What opportunities are there for educators to raise issues/concerns and receive meaningful advice and support from colleagues?
- Could you improve the quality of evidence which supports your reflective process?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

Week 8, 20 to 24 March 2023 – 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 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

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



Add to your QIP or (SAT NSW only)

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice. If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example of how you reflect during planned reflection times as well as spontaneously when opportunities arise.</i>	Embedded Practice <i>Please give an example of the way you and your team of educators consistently use your reflections to improve the design and implementation of the program.</i>
<i>Please give an example of a reflection relating to a routine or transition and any changes made as a result.</i>	Critical Reflection <i>Please discuss how all educators in your team have opportunities to contribute to critical reflection and are able to challenge taken-for-granted practices and assumptions.</i>
<i>Please give an example of a reflection that led to an increase in a child's participation and engagement in the program.</i>	Engagement with families and community <i>Please give an example of how you and your team use families' comments and feedback to inform your reflections.</i>

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