



Critical Reflection

Section 7 - Exceeding – Critical Reflection

Assess your practice first.

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

Exceeding – Critical reflections. Our educators reflect on their interactions with children and make changes resulting in improved learning outcomes. We adjust practices after recognising individual biases or beliefs about children’s capabilities. Changes to communication practices have resulted in:

- increased use of visuals
- instructing in small steps
- syncing verbal and non-verbal
- attuning to children’s non-verbal communication and cues
- using more open-ended questions
- reading in silly and different voices.

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 <i>Please give an example of a time you’ve reflected on your interactions with children and made changes resulting in improved learning outcomes.</i>

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 time you’ve reflected on your interactions with children and made changes resulting in improved learning outcomes.

Critical reflection is a valuable tool for educators to evaluate and improve their practice by identifying areas of strength, areas for improvement, and potential solutions to challenges. It involves questioning assumptions, considering alternative perspectives, and engaging in ongoing self-evaluation and learning.

Reflected on your interactions with children. To reflect on your interactions with children means to take time to think back on the ways you have engaged with them, to analyse your actions and their outcomes, and to consider how you can improve your approach in the future. This can involve identifying what went well and what could have been better, examining your communication and behaviour, and considering the impact of your interactions on the children's learning and development.

Made changes resulting in improved learning outcomes. This means to take action based on insights gained from reflection or other sources of information, with the goal of enhancing the learning experiences and achievements of children. These changes may involve adjustments to teaching strategies, curriculum materials, classroom organisation, or other aspects of the learning environment. By implementing these changes, educators aim to create a more effective and supportive learning environment, leading to better learning outcomes for the children.

Week 13, 8 to 12 May 2023 – 5.1.1 Positive educator to child relationships

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 three concepts have **created change** in your service.

Please give an example of a time you've reflected on your interactions with children and made changes resulting in improved learning outcomes.

An educator noticed that a child in their class was struggling to engage in group activities and frequently withdrew from social interactions. After reflecting on their interactions with the child, the educator realised that they may not have been providing enough individual attention to the child or creating opportunities for the child to feel comfortable and included in group activities.

The educator decided to make some changes, such as setting aside more one-on-one time with the child, providing more guidance and support during group activities, and creating opportunities for the child to lead and make decisions in group settings. Over time, the child began to participate more actively in group activities and showed more confidence and independence in their learning.

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

Please give an example of a time you've reflected on your interactions with children (remember reading these descriptions becomes a part of the reflection).

...and made changes resulting in improved learning outcomes. (describe the changes you made after the reflection).

Week 13, 8 to 12 May 2023 – 5.1.1 Positive educator to child relationships