



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. Educators reflect from a social justice and equity perspective on ways in which their interactions support all children’s dignity, rights, cultures, and best interests. This includes the dignity, rights, cultures and best interests of children with additional needs, behaviour issues, and difficult family circumstances. Through reflection, we consider different learning styles and temperaments of children.

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)
<p>Critical Reflection</p> <p><i>Please give an example where you and your team reflect from a social justice and equity perspective on how your interactions support all children’s dignity, rights, cultures and best interests, including those from an Indigenous background.</i></p>

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 where you and your team reflect from a social justice and equity perspective on how your interactions support all children’s dignity, rights, cultures and best interests, including those from an Indigenous background.

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.

Social justice and equity perspective. Recognises that every individual and group in society should have equal access to resources, opportunities, and rights, regardless of their background or circumstances. It acknowledges that certain groups may face discrimination, prejudice, or unequal treatment, and seeks to address these issues through systemic changes in policies and practices.

It also involves examining power dynamics and inequalities in society, and working towards creating a more just and equitable society for all. This includes promoting fairness, inclusivity, and respect for diversity, as well as addressing issues of social, economic, and political inequality.

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

Please give an example where you and your team reflect from a social justice and equity perspective on how your interactions support all children’s dignity, rights,

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cultures and best interests, including those from an Indigenous background.

We reflect on how our interactions support all children's dignity, rights, cultures, and best interests from a social justice and equity perspective by:

- Recognising the importance of including Indigenous perspectives in the curriculum and ensuring that the lessons are respectful, accurate, and culturally appropriate.
- Consulting with Indigenous community members and elders to gain a deeper understanding of their culture and traditions and to ensure that their perspectives are included in the curriculum.
- Ensuring that the lessons are accessible to all children, regardless of their background, by using a variety of teaching strategies and resources that cater to diverse learning styles.
- Promoting a safe and inclusive learning environment where children feel heard, valued, and supported, and where they can freely express their opinions and ask questions.
- Encouraging children to reflect on their own culture and traditions, and to appreciate and respect the cultural diversity of their classmates.

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

Please give an example where you and your team reflect from a social justice and equity perspective.. (remember reading these descriptions becomes a part of the reflection).

... on how your interactions support all children's dignity, rights, cultures and best interests, including those from an Indigenous background. (describe the changes you made after the reflection).

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