



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. We reflect from a social justice and equity perspective about building active, inclusive and collaborative learning opportunities for every child. We consider activities in which additional needs children can participate, and then adapt so all can participate. We promote diversity in activities and experiences including gender roles, and jobs representing our families and communities. We pay for excursion costs as well as conducting free daily excursions into the neighbourhood.

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 explain how you and your team reflect from a social justice and equity perspective about building active, inclusive and collaborative learning opportunities for every child.</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 explain how you and your team **reflect from a social justice and equity perspective** about **building active, inclusive and collaborative learning opportunities** for every child.*

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.

building active, inclusive and collaborative learning opportunities. involves creating an environment where students are actively engaged in their learning, fostering a sense of inclusivity, and promoting collaboration among students. This can be achieved by incorporating hands-on activities, group projects, discussions, and problem-solving tasks into the curriculum. Teachers encourage student participation, value diverse perspectives,

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and provide equal opportunities for all students to contribute. They create a supportive atmosphere where students feel comfortable working together, sharing ideas, and learning from one another.

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 explain how you and your team **reflect from a social justice and equity perspective** about **building active, inclusive and collaborative learning opportunities** for every child.*

Recognising and Addressing Bias: We acknowledge and address any biases or stereotypes that may exist in educational materials, instructional approaches, or classroom dynamics. We reflect on the potential impact of these biases and taking steps to promote fairness and inclusivity.

Culturally Responsive Teaching: We value and incorporate diverse cultural backgrounds, experiences, and perspectives into the learning environment. This includes using culturally relevant materials, inviting guest speakers from different backgrounds, and fostering an inclusive classroom climate.

Differentiated Instruction: We recognise that each child has unique strengths, challenges, and learning styles and have reflected upon this and created differentiated instruction to allow for individualised support, ensuring that every child can actively participate and engage in the learning process. We adapt materials, provide additional resources, and offer alternative ways for children to demonstrate learning.

Collaborative Problem-Solving: For us, promoting equity and social justice means valuing the contributions and voices of all students. We Encourage collaborative problem-solving activities where children work in diverse groups to foster understanding, empathy, and the appreciation of different perspectives. It creates a platform for children to learn from one another, challenge biases, and develop skills for constructive talk and collective decision-making.

Continuous Professional Development: We have engaged in ongoing professional development focused on social justice, equity, and inclusive practices. This

includes staying informed about cultural competence, unconscious bias, and strategies to address inequities.

Engaging with Families and Communities: We build active, inclusive, and collaborative learning opportunities that extends beyond the classroom. We do this by engaging with families and communities to allow educators to understand and address the unique needs and strengths of each child. We involve families in decision-making, seeking their input, and creating partnerships based on trust and respect.

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

*Please explain how you and your team **reflect from a social justice and equity perspective**. (remember reading these descriptions becomes a part of the reflection).*

*... **building active, inclusive and collaborative learning opportunities**. (describe the changes you made after the reflection).*

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