



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 teams reflect on improving the use of space, equipment, and resources to promote inclusion. We conduct training, research, and work with a specialist physiotherapist to gain more information about accessible activities. We present some of these on black mats for our vision-impaired child and in another form of support, ensure furniture and equipment is not moved. We have added more sensory activities that focus on the other non-sight sensors.

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 - Please give an example of a team reflection about improving the use of space, equipment and resources to promote inclusion eg in creative and flexible ways.

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 team reflection about improving the use of space, equipment and resources to promote inclusion eg in creative and flexible ways.

Team reflection on improving the use of space, equipment, and resources:

Describe how your team engages in reflective practices to identify opportunities for improving the use of space, equipment, and resources to promote inclusion. Highlight the collaborative nature of the reflection process, where team members come together to discuss and brainstorm creative and flexible ways to enhance the environment. Emphasise the importance of considering diverse needs, interests, and learning styles of children when exploring ideas for improvement. Discuss how the team identifies areas of strength and areas for growth, and how they work collectively to implement changes that foster inclusivity and support the holistic development of all children.

Example of promoting inclusion through creative and flexible use of space, equipment, and resources:

Provide a specific example of how your team has promoted inclusion through creative and flexible use of space, equipment, and resources.

Explain the initial reflection that led to the identification of the area for improvement. Discuss the specific strategies or changes implemented, such as rearranging furniture, introducing new materials, or creating versatile play areas. Share how these changes have positively impacted the children's experiences and fostered a sense of belonging and engagement. Highlight the team's ongoing commitment to reflecting on the effectiveness of these strategies and making further adjustments as needed.

Week 20, 26 to 30 June 2023 – 3.2.1 Inclusive environment

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.

During our team reflection session, we discussed the need to enhance the use of space, equipment, and resources to promote inclusion in our learning environment. We recognised that some children were not fully engaged or accessing certain areas, which prompted us to explore creative and flexible solutions.

One area of focus was our art and creative expression corner. We observed that some children were hesitant to participate due to limited choices and accessibility barriers. As a team, we brainstormed ideas to make this space more inclusive and appealing to all children.

First, we reorganised the area by creating dedicated stations with different art materials and mediums. This allowed children to freely choose and explore based on their preferences and interests. We ensured that materials were within reach for all children, including those with mobility challenges.

To further promote inclusion, we introduced adaptive art tools and equipment. For instance, we added textured grips to paintbrushes and adapted easels to accommodate different heights and positions. These modifications provided opportunities for children with varying abilities to participate and express their creativity comfortably.

We incorporated diverse and inclusive art resources that represented different cultures, identities, and abilities. This not only reflected the experiences of our children but also encouraged conversations and understanding among peers.

During our reflection sessions, we continuously monitored the impact of these changes. We observed increased engagement and participation among children who previously felt excluded. We also noticed more collaboration and communication between children, fostering a sense of belonging and understanding.

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

Please give an example of a **team reflection about improving the use of space, equipment and resources** (Remember reading these descriptions becomes a part of the reflection).

... **promote inclusion eg in creative and flexible ways...** (Describe the changes you made after the reflection).

Week 20, 26 to 30 June 2023 – 3.2.1 Inclusive environment