



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 regularly reflect on children’s changing health and activity needs and make changes to the planning and implementation of the program. For example, we:

- adjust the daily routine based on children’s activity needs.
- change group periods to more suitable times when children are happy to sit for an extended period.
- adjust excursion times for when children are more active.
- adjust daily routines during the year as children get older and their activity needs change.

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 how your individual and group reflections on children’s changing health and activity needs influences the planning and implementation of the program.

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 how **your individual and group reflections on children’s changing health and activity needs influences the planning and implementation of the program.**

... your individual and group reflections on children’s changing health and activity needs...

Individual Reflections: understand and address children's changing health and activity needs. You observe children's behaviours, moods, and physical abilities, and reflect on how these may be influenced by factors such as growth, development, nutrition, and lifestyle choices. Individual reflections involve considering each child's unique needs, preferences, and strengths to make informed decisions about promoting their health and well-being.

Group Reflections: Educators engage in group reflections to understand broader trends and patterns in children's changing health and activity needs. They gather data, share observations, and discuss research findings to identify common challenges and opportunities. Group reflections can lead to collaborative problem-solving, the development of interventions, and the implementation of strategies that address the evolving health and activity needs of children as a collective.

... influences the planning and implementation of the program... The above reflections help assess current needs, set program goals, tailor interventions, design activities, and evaluate effectiveness. By considering observations, data, research, and feedback, educators can customise interventions, collaborate with stakeholders, and ensure the programs are responsive to the evolving needs of children.

Week 19, 19 to 23 June 2023 – 2.1.3 Healthy lifestyles

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 of how **your individual and group reflections on children’s changing health and activity needs influences the planning and implementation of the program.**

Educators reflect on the increasing sedentary behaviours and declining physical fitness levels among children in their service. Through discussions and data analysis, they identify a need to promote physical activity and healthy lifestyle habits in their program. Based on these reflections, they develop a program that includes daily physical activity breaks, structured exercise sessions, and educational components on the importance of staying active.

Individual reflections within the group may involve educators observing the behaviours and abilities of individual children in their classrooms, noting their interest in physical activities and their energy levels throughout the day. They share these insights during group discussions to inform program planning. This can lead to routine changes to better suit the children.

The group reflections guide the development of specific goals, such as improving cardiovascular fitness and increasing children's overall physical activity levels. They also lead to the selection of appropriate activities, such as age-appropriate exercises and fun games that promote movement and active play.

During program implementation, individual reflections continue to play a role. Educators closely observe how children respond to the activities and make note of any challenges or successes. They provide feedback to the group, which collectively reflects on the effectiveness of the program and considers adjustments or additional interventions based on their observations.

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

Please give an example of how **your individual and group reflections on children’s changing health and activity needs** (*Remember reading these descriptions becomes a part of the reflection*).

... influences the planning and implementation of the program... (*Describe the changes you made after the reflection*).