



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 have made changes to our resources and equipment following critical reflection. For example, we now offer new resources to younger age groups after overcoming personal beliefs about children’s capabilities. We source resources that better reflect the diversity of the community. We source more loose parts, man-made and natural, and these resources promote creativity and imagination. We actively source a wide range of resources and equipment.

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 discuss what changes were made to your resources and equipment following critical reflection by your team or service.

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 discuss what changes were made to your resources and equipment following critical reflection by your team or service.

Changes to resources and equipment:

This refers to any modifications or adjustments made to the materials, tools, and equipment used within the team or service. Critical reflection involves a careful examination of the existing resources and equipment to assess their effectiveness, relevance, and alignment with the team's goals and objectives. This reflection process may reveal areas where improvements or changes are necessary to better support the team's practices and the desired outcomes for children. It could involve adding new resources, removing, or replacing outdated or ineffective ones, or enhancing existing materials to better meet the needs of the children and facilitate their learning experiences.

Critical reflection by the team or service: This part highlights the importance of engaging in critical reflection as a team or service. Critical reflection involves a deliberate and thoughtful examination of the team's practices, approaches, and the use of resources and equipment. It involves asking critical questions, seeking feedback and input from team members, and analysing the outcomes and impacts of the team's efforts. This reflection process allows the team to identify areas of strength, areas for improvement, and potential gaps or limitations in their resources and equipment. It helps them gain insights into what is working well and what changes may be needed to enhance the quality of their services and promote positive outcomes for children.

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.

Through careful evaluation and analysis, we identified areas where improvements were needed to better support our practices and promote positive outcomes for children.

Upgraded and Updated Materials: We reviewed our existing resources and equipment to identify outdated or worn-out materials. We replaced them with newer and more durable items to ensure a safe and engaging learning environment. This included replenishing art supplies, replacing damaged manipulatives, and updating books and educational materials to reflect current content and interests.

Diversified Resource Selection: Critical reflection led us to realise the importance of offering a diverse range of resources that catered to the varied interests, abilities, and learning styles of children. We expanded our collection of books, toys, and learning materials to provide a wider range of options and to better reflect the diverse backgrounds of the children.

Enhancing Open-Ended Materials: We recognised the value of open-ended materials in promoting creativity, imagination, and problem-solving skills. Based on our reflection, we introduced more loose parts, building blocks, and natural materials, real building material that allowed for open-ended play and exploration. These materials provided opportunities for children to engage in imaginative play, experimentation, and collaborative problem-solving.

Adjusting Equipment Layout: Our critical reflection prompted us to reconsider the layout of our learning spaces and how our equipment was arranged. We made changes to optimise the use of space, creating designated areas for specific activities such as reading, art, or construction. This reorganisation allowed for better flow and ease of access to materials, facilitating children's independent exploration and engagement.

Incorporating Nature and Sustainability: In response to our reflection, we sought to enhance children's connection with nature and promote sustainability. We introduced more natural materials, such as rocks, shells, and branches, to incorporate elements of the natural

world into our play spaces. We implemented ecological concepts, encouraging children to develop an appreciation for the environment.

Seeking Input from Children and Families: Recognising the importance of involving children and families in decision-making, we implemented mechanisms to gather their input on resource selection and equipment choices. We conducted Facebook surveys, held meetings, and encouraged feedback to ensure that our resources and equipment aligned with their interests, preferences, and developmental needs.

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

Please discuss what **changes were made** to your **resources and equipment**. (*Remember reading these descriptions becomes a part of the reflection*).

...following critical reflection by your team or service. (*Describe the changes you made after the reflection*).