



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. Current recognised guidance on environmental sustainability and caring for the environment informs our practice. We use the 2020 book *Researching Early Childhood Education For Sustainability – Challenging Assumptions and Orthodoxies*, along with ACECQA’s NQS Professional Learning Program. Our Ed Leader is a member of The Transnational Dialogues: Research in Early Childhood Education for Sustainability, an international sustainability research team.

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 how service/educators’ practice is informed by current recognised guidance on environmental sustainability and caring for the environment.

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 **how service/educators’ practice is informed by current recognised guidance on environmental sustainability and caring for the environment.**

Service/Educators’ Practice. This refers to the actions and behaviours of the service and educators in their approach to teaching and interacting with children. It encompasses how they incorporate environmental sustainability and caring for the environment into their daily practices, routines, and curriculum. The service and educators create a learning environment that create environmental awareness, responsibility, and sustainable practices.

Guidance on Environmental Sustainability. This refers to recognised and established guidelines, principles, and frameworks that provide direction and best practices for incorporating environmental sustainability into educational settings. These guidance documents may come from reputable sources such as government agencies, educational institutions, or professional organisations. They outline strategies, goals, and approaches to promote environmental sustainability and caring for the environment within educational contexts.

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.

Curriculum Development: Educators use recognised guidance documents, such as the new EYLF and MTOP, to inform the development of their curriculum. They align learning outcomes and activities with the

approved learning frameworks to ensure comprehensive coverage of environmental sustainability concepts. This involves integrating themes like biodiversity, climate change, and waste reduction into their lessons.

Professional Development: Educators actively engage in professional development opportunities to enhance their knowledge and skills in environmental sustainability education. We attend workshops, conferences, and webinars offered by recognised environmental organisations, government agencies, and educational institutions. These resources provide educators with evidence-based strategies, best practices, and innovative approaches to incorporate into their teaching.

Collaborating with Environmental Organisations: The service forms partnerships with local environmental organisations and experts to enrich their practice. They invite guest speakers from these organisations to share their expertise and provide resources on environmental sustainability. Educators engage in collaborative projects and excursions with environmental organisations, allowing children to learn directly from experts in the field.

Use of Environmental Education Resources: Educators utilise high-quality resources and materials specifically designed for environmental education. They make use of books, videos, online platforms, and interactive tools that align with recognised guidance. These resources offer age-appropriate content, engaging activities, and visual aids to support children's understanding of environmental sustainability concepts.

Connecting with Nature: Educators recognise the importance of providing children with direct experiences in nature. They utilise local natural spaces, such as parks, gardens, and nature reserves, as outdoor classrooms. These natural environments offer opportunities for children to explore and connect with the environment firsthand. Educators follow recognised guidance on safety, conservation, and respectful interactions with nature during these outdoor experiences.

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

Please discuss **how service/educators' practice is informed by current recognised guidance...** (*Remember reading these descriptions becomes a part of the reflection*).

... **environmental sustainability and caring for the environment.** (*Describe the changes you made after the reflection*).