



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 regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills. For example, regular Monday meetings value and recognise all input and explore individual educator’s strengths and skills. We have staff meeting awards to recognise educators’ strengths and they include best poem, most creative, and best excursions.

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 all educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills.

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 all educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills.

Idea 1: Regular Collaborative Opportunities for All Educators

Explanation: This means that all educators, regardless of their experience levels, are provided with consistent chances to work together on projects, activities, or discussions. It's about creating an environment where everyone actively contributes and collaborates towards shared goals. This practice recognizes that every educator has valuable insights to offer and should be included in collaborative efforts.

Idea 2: Sharing and Learning from Each Other's Strengths and Skills

Explanation: This involves educators sharing their areas of expertise, talents, and skills with each other. It's about recognising that everyone has unique strengths and experiences. By learning from one another, educators can collectively improve their teaching methods and approaches. This practice is about fostering a culture of continuous learning and growth within the team.

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 discuss how all educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills.

Week 29, 11 to 15 September 2023 – 4.2.1 Professional Collaboration

Monthly Peer Educator Workshops:

Organising monthly workshops where educators take turns sharing their teaching strategies and innovative methods. This practice enables them to learn from their colleagues' diverse approaches, fostering a culture of continuous improvement.

Cross-Age Lesson Planning Sessions:

Facilitating sessions where educators from different ages to come together to plan lessons collaboratively. This practice allows educators to tap into each other's strengths and experiences, leading to well-rounded and effective lesson plans.

Buddy Mentorship Program for New Educators:

Pairing new educators with experienced mentors who guide them through their initial days. Regular check-ins and collaborative planning sessions help new educators learn from their mentors' expertise while sharing their fresh perspectives.

Educator Showcases and Demonstrations:

Hosting periodic showcases where educators can demonstrate successful lessons or projects they've implemented. This platform allows educators to showcase their strengths while also learning from others' successes.

Rotation of Team Roles in Projects:

Assigning different roles in team projects on a rotational basis. This practice encourages educators to diversify their skill sets by taking on roles that may be new to them, leading to skill development and cross-functional learning.

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

Please discuss how all educators, including new educators, are given regular opportunities to work collaboratively ... *(Remember reading these descriptions becomes a part of the reflection).*

... and to share and learn from each other's existing and developing strengths and skills. *(Describe the changes you made after the reflection).*

Week 29, 11 to 15 September 2023 – 4.2.1 Professional Collaboration