



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 transition practices are consistent with current theory, the EYLF/MTOP, and the service’s policies and procedures. This includes Orientation for Children policy, and procedures such as “transition to a new room”, “transition to school”, and “transition between settings”. We follow EYLF Practice – Continuity of Learning and Transitions – “Building on children’s prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings.”

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 the way you and your team’s transition practices are consistent with practice theory, the approved learning framework/s and the service’s policies and procedures.

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 the way you and your team’s transition practices are consistent with practice theory, the approved learning framework/s and the service’s policies and procedures.

Let's break down the above statement into two parts and provide simple descriptions to help you:

Part 1: " Consistency with Approved Frameworks

This means ensuring that the way you and your team handle transitions aligns with the guidelines and principles set out in the approved learning frameworks for early childhood education. It involves following the framework's recommended practices to support smooth transitions.

Part 2: Alignment with Service Policies

This involves making sure that your transition practices are in harmony with the specific policies and procedures established by your early childhood education service. It means that the way you handle transitions complies with the rules and guidelines set by your organization to ensure consistency and quality in the transition process.

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 the way you and your team’s transition practices are consistent with practice theory, the approved learning framework/s and the service’s policies and procedures.

Utilising the Learning Framework (EYLF): Our transition practices align with the EYLF's principles of belonging,

being, and becoming. We ensure that children experience a sense of belonging during transitions by involving them in discussions about changes. Our practices also reflect the framework's emphasis on building on children's prior knowledge and interests as they move to new settings or classrooms.

Collaborative Transition Planning: We follow a collaborative approach consistent with practice theory. Our educators work together to develop transition plans that focus on each child's unique needs and strengths. These plans take into account the child's interests and learning goals, ensuring that transitions are personalized and meaningful.

Service Policies and Procedures Adherence: Our transition practices are in adherence to the service's policies and procedures. These policies outline specific steps, timelines, and safety measures for transitions. By following these guidelines, we ensure that transitions are carried out consistently and safely, and that all staff members are aware of their roles and responsibilities.

Information Sharing with Families: We prioritise open communication with families during transitions, consistent with both practice theory and approved learning frameworks. We engage in regular discussions with parents to gather insights into their child's development and any concerns. This collaborative approach helps us tailor transition plans to meet each child's needs.

Reflective Practices: We implement reflective practices to continuously improve our transition processes. This aligns with practice theory's emphasis on ongoing learning and adaptation. Through regular team meetings and feedback sessions, we identify areas for improvement and update our transition practices to better support each child's journey into new learning environments.

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

Please discuss the way you and your team's transition practices are consistent with practice theory, the approved learning framework/s..... *(Remember reading these descriptions becomes a part of the reflection).*

... and the service's policies and procedures *(Describe the changes you made after the reflection).*