



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. Educators reflected on the design and use of the physical environment with the children from an equity perspective to ensure it supported their needs and rights. Children then built the playground in the older yard. It supports difficult children, those with additional needs, and those whose needs are complex to manage. It does this by enabling belonging and encouraging risk. Macquarie Uni researched our playground and the paper is a part of the EYLF literature review.

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 where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the 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 give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.

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

Part 1: Please give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective."

Explanation: This part is asking for a specific instance where you, together with your colleagues, have reviewed or thought about the layout, setup, and functionality of the space (e.g., classroom, facility) with a focus on fairness, inclusivity, and equality. Essentially, it's asking about times when you've ensured that the environment doesn't inadvertently favour some children over others or leave any child at a disadvantage.

Part 2: "Ensure it supports the needs and rights of every child at the service."

Explanation: This segment asks how the reflection and review mentioned in the first part led to making certain that every child's individual needs and rights were catered to. It's about the actionable steps or changes that were made to ensure every child felt included, respected, and supported in that environment.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please give an example where you and your team have reflected on the design and use of the physical

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environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.

Inclusive Play Equipment:

Reflection: The team noticed that the playground equipment was not accessible to children with physical disabilities.

Action: Modifications were made by installing ramps to climbing structures and adding adaptive swings, ensuring every child could enjoy the outdoor play area, regardless of their physical abilities.

Cultural Representation in Classroom Materials:

Reflection: After a curriculum review, the team realised that the books and materials predominantly represented only certain cultures, leaving others unrepresented or misrepresented.

Action: The team sourced books, posters, and educational materials that showcased diverse cultures, families, and traditions, ensuring all children saw themselves and their backgrounds represented.

Flexible Seating Options:

Reflection: The team observed that some children found it challenging to sit for long periods on traditional chairs, especially those with sensory sensitivities or specific physical needs.

Action: Various seating options, such as wobble stools, floor cushions, and standing desks, were introduced. This provided choices for children and catered to diverse needs.

Sign Language & Multilingual Resources:

Reflection: The team acknowledged the presence of children who were hearing impaired, as well as children from non-English speaking backgrounds.

Action: Sign language charts were displayed, and basic sign language was incorporated into daily routines. Additionally, labels and signs in the classroom were provided in multiple languages, promoting an inclusive environment for all linguistic backgrounds.

Safe Spaces for Emotional Regulation:

Reflection: Recognising that some children, particularly those with difficult backgrounds or emotional regulation challenges, might need a calm space to regroup during the day.

Action: A "calm down" corner was created, equipped with soft furnishings, sensory tools, and visuals for emotion identification. This space ensured every child had a safe spot to process and manage their emotions.

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

Please give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective. *(Remember reading these descriptions becomes a part of the reflection).*

... Ensure it supports the needs and rights of every child at the service. *(Describe the changes you made after the reflection).*

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