



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. The Ed Leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations. During our Monday meetings, educators voice their suggestions/questions and the Ed Leader identifies educators who need more support and works more with them, for example, trainees and new recruits. He identifies skills gaps, and over the course of a week, provides many in-rooms demonstrations.

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 explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations etc which they lead.

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 explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations etc which they lead.

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

Part 1: Please explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations, etc.

In this part, you're being asked to describe how the educational leader consistently motivates and supports all educators to actively participate in activities like critical reflection, discussions, and evaluations. It's about how the leader encourages educators to share their thoughts, experiences, and ideas as part of a collaborative and reflective process.

Part 2: ...which they lead.

This part specifies that the educational leader is the one leading these activities. It's asking how the leader ensures that all educators are actively engaged in the reflective process that the leader is guiding. Essentially, it's about how the leader involves and motivates educators to participate in activities that they are facilitating.

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 explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations etc which they lead.

Open and Inclusive Meetings: The educational leader conducts regular team meetings that are open and inclusive. During these meetings, all educators are encouraged to share their experiences, insights, and concerns related to program planning and teaching practices. The leader creates a safe space where everyone feels comfortable contributing.

Structured Reflection Sessions: The educational leader schedules structured reflection sessions where educators collectively discuss specific topics or challenges. These sessions provide a framework for educators to engage in critical discussions, share their perspectives, and explore solutions to enhance program quality.

Feedback Loops: The leader establishes feedback loops, encouraging educators to provide feedback on their experiences and the effectiveness of various teaching strategies. This feedback is valued and used to inform future decisions and improvements.

Peer Learning Opportunities: Educators are encouraged to lead peer learning sessions where they can share their expertise or insights on specific topics. This approach empowers educators to take on leadership roles and actively engage in discussions and knowledge sharing.

Goal-Setting and Action Plans: The educational leader collaborates with educators to set professional development goals. Educators are encouraged to identify areas where they want to grow and improve. Regularly reviewing progress towards these goals promotes ongoing critical reflection and self-assessment.

Recognition and Appreciation: The educational leader recognises and appreciates educators' contributions to critical reflections and discussions. Publicly acknowledging and celebrating their insights and initiatives encourages continued participation and engagement in the reflective process.

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

Please explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations, etc. *(Remember reading these descriptions becomes a part of the reflection).*

...which they lead.? *(Describe the changes you made after the reflection).*