



## 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 changed the organisation of educators to enhance children’s learning outcomes for various reasons. To support continuity of educators, we enable familiar educators to work with children and many are moved up with the children at the end of the year into older rooms. We have improved the mix of qualifications, experience, and cultural background, which enables educators to use their strengths and interests. We support professional development.

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 <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Critical Reflection</b> - Please discuss any changes that have been made to the organisation of educators to enhance children’s learning outcomes and why the changes were made.

**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 any changes that have been made to the organisation of educators to enhance children’s learning outcomes and why the changes were made.

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

#### Part 1: What specific changes have been made to the organisation of educators within the service?

**Description:** This part refers to any modifications or adjustments that have been implemented in how educators are arranged or scheduled. This could include changes in team structures, shifts in educator roles, the introduction of specialist positions, or the reconfiguration of educator-child ratios. A change might be the introduction of 'floating' educators who are not assigned to a specific group of children but are available to step in wherever needed. This allows for more flexible and responsive support to children's learning needs throughout the day.

#### Part 2: How have these changes enhanced children’s learning outcomes, and what were the reasons for implementing these changes?

**Description:** This aspect focuses on the impact of the organisational changes on children’s learning. It examines how the alterations in educator arrangement contribute to improved educational experiences and outcomes for the children. The introduction of floating educators can lead to more personalised attention for children, quicker responses to their learning needs, and reduced downtime in the classroom, all of which can contribute to better learning outcomes.

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 any changes that have been made to the organisation of educators to enhance children's learning outcomes and why the changes were made.

**Implementation of Team Teaching:** We shifted from individual to team teaching models, where two educators co-plan and co-deliver the curriculum. This change was made to combine diverse teaching strengths and provide richer learning experiences, leading to enhanced problem-solving and critical thinking skills among children.

**Introduction of Specialist Roles:** We introduced specialist educators in areas such as art, music, and physical education. This allows for dedicated sessions where children can delve deeper into these subjects, fostering a more comprehensive development of their talents and interests. The change was motivated by the recognition that subject-specific experts can significantly enrich the educational program.

**Rearranging the Educator-to-Child Ratio:** Adjustments were made to reduce the educator-to-child ratio in younger age groups to provide more individualised attention. This change was based on research indicating that lower ratios in early years contribute to better social and cognitive outcomes for children.

**Flexible Scheduling:** We adopted a more flexible scheduling system that allows educators to spend more time with children who need additional support. This targeted approach ensures that all children progress at an optimal pace and that no child is left behind, addressing the need for differentiated learning strategies.

**Professional Development Focus:** We realigned our professional development programs to focus on contemporary pedagogical approaches. Educators are now better equipped with the latest teaching strategies, which they apply to enhance interactive and engaging learning. The change was driven by a commitment to continuous improvement and keeping pace with educational advancements.

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

What specific changes have been made to the organisation of educators within the service? *(Remember reading these descriptions becomes a part of the reflection).*

... How have these changes enhanced children's learning outcomes, and what were the reasons for implementing these changes? *(Describe the changes you made after the reflection).*