



Law & Regs

Law section 168 Offence relating to required programs

(1) and (2) The approved provider and nominated supervisor must ensure that a program is delivered to all children ... that (a) is based

on an approved learning framework; and

(b) is delivered in a manner that accords with the approved learning framework; and

(c) is based on the developmental needs, interests and experiences of each child; and

(d) is designed to take into account the individual differences of each child.

Penalty: \$4000, in the case of an individual. \$20 000, in any other case.

Why is the element important?

Looking at the element in detail - Element 1.3.2 educators must:

- look *closely* at events, experiences, guiding principles, and their practices from different viewpoints.
- use what they discover to identify practice that can continue and practice that needs changing to improve children's participation, learning and development.
- identify how they may improve the program.

What could potentially go wrong if educators didn't do the above?

Stagnation of Educational Practices: Without critical reflection, educators might continue to use outdated or ineffective methods, failing to adapt to new research, technologies, or strategies that could enhance children's learning experiences.

Overlooked Needs: Failing to critically examine practices could mean missing important cues from children who may need additional support, leading to

some children being left behind or not fully participating in the program due to unaddressed needs or barriers.

Limited Inclusion: Without considering diverse perspectives and reflecting on practices, educators might inadvertently perpetuate biases or exclude certain groups, which would affect the program's inclusivity and equity.

Reduced Child Engagement and Development: A lack of reflection on the effectiveness of activities and the learning environment could lead to less engaging and stimulating experiences for children, potentially impacting their development and wellbeing.

Missed Opportunities for Improvement: Without critical reflection, educators might not recognize opportunities to enhance the program or to innovate, leading to a less dynamic and enriching learning environment.

Complacency in Professional Development: The absence of a reflective practice could hinder educators' professional growth and development, as they might not be motivated to question their practices, seek new knowledge, or expand their skill sets.



To address potential challenges arising from not critically reflecting include:

You must practice

Leverage Free Resources: I would seek out free online courses, webinars, and materials provided by educational organizations, universities, and professional groups. Social media groups and forums dedicated to educators can also be a treasure trove of ideas, experiences, and advice.

Peer Learning and Collaboration: By forming or joining a peer learning group within my school or community, I can share experiences, strategies, and insights with colleagues. Regular meetings, even if

virtual, allow us to critically reflect on our practices together, offer feedback, and learn from each other's successes and challenges.

Self-Initiated Research: Dedicate time each week to read recent educational research, articles, and books. Libraries and online databases often provide free access to academic journals and publications related to education. Staying informed about current theories and practices enhances my ability to critically reflect on my own work.

Use Reflective Journals: Keeping a reflective journal allows me to document my daily observations, thoughts, and feelings about my teaching practice. This can be a powerful tool for self-assessment and identifying areas for improvement or change.

Seek Feedback from the Community: Engaging with families and the community can offer new perspectives on my practice. Feedback from parents and guardians, as well as from the children themselves, can highlight areas for growth and opportunities to enhance the learning experience.

Volunteer for New Experiences: Taking on new responsibilities or volunteering for school committees can expose me to different aspects of educational practice and leadership. These experiences can broaden my perspective and offer practical insights for critical reflection.

Mentorship and Coaching: Seeking a mentor within the education sector, perhaps a more experienced educator or a retired professional, can provide me with guidance, support, and a valuable external perspective on my practice.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.