



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Our team reflects on various educational theories supporting our programming, including developmental, socio-cultural, socio-behaviourist, critical, and post-structuralist theories. These discussions enhance our understanding of children's learning and development, the impact of cultural and familial backgrounds, and the importance of examining our curriculum choices critically. This reflective practice ensures our programming is informed, inclusive, and responsive to the children's and community's needs.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for embedded**' description so you can add it to your QIP or SAT (NSW only).

Critical Reflection

Please give an example of a team reflection about the theories supporting your programming, including those underpinning the EYLF/MTOP.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Part 1: An example of team reflection: Specifically, it requests a description of a scenario or instance where your educational team came together to reflect on and discuss the theoretical foundations of your educational programs. This reflection should involve considering how various educational theories inform and support your approach to programming.

Part 2: Theories supporting programming, including EYLF/MTOP: The second part requires you to detail how these discussions incorporated the Early Years Learning Framework (EYLF) for Australia or the My Time, Our Place – Framework for School Age Care in Australia (MTOP). It asks for insights into how your team uses these frameworks, along with other relevant theories, to underpin and guide your programming decisions.

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 of a team reflection about the theories supporting your programming, including those underpinning the EYLF/MTOP.

Developmental Theories Reflection: Our team explored cognitive development to enhance our programming, aligning activities with children's cognitive abilities. Reflecting on this theory helped us tailor learning experiences that support each child's thinking and reasoning skills, consistent with EYLF principles of supporting children's learning through play.

Socio-cultural Theory Application: We discussed Vygotsky’s socio-cultural theory, emphasising the importance of social interactions in learning. This reflection led to incorporating more collaborative activities and community engagement in our programs, aligning with MTOP’s focus on creating a supportive and community-engaged learning environment.

Incorporating Gardner’s Multiple Intelligences: Reflecting on Gardner’s theory of multiple intelligences, our team decided to diversify our programming to cater to different learning styles, from linguistic to kinaesthetic activities. This approach aligns with EYLF’s emphasis on holistic development and recognising children’s varied ways of learning.

Bronfenbrenner’s Ecological Systems Theory: Discussing this theory, our team focused on how children’s environments influence their development. We enhanced our programs to connect more with families and the wider community, mirroring MTOP’s emphasis on the significance of engaging with the children’s communities.

Critical Pedagogy Reflection: Our team engaged in critical reflection on Freire’s critical pedagogy, challenging ourselves to consider power dynamics in our classroom and curriculum. This led to more child-led learning opportunities, allowing children to have a voice in their learning, an approach advocated by both EYLF and MTOP.

Post-structuralist Perspectives: We explored post-structuralist theories to question traditional narratives and practices in early childhood education. This reflection inspired us to incorporate more inclusive and diverse perspectives into our programming, ensuring our practices align with EYLF and MTOP principles of equity, diversity, and respect for all children.

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

Please give an example of team reflection.

What theories could support your programming, that is including in the EYLF/MTOP?