



Assess your practice first.

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

All educators have opportunities to contribute to critical reflection and can challenge taken-for-granted practices. For example, we encourage everyone to share their insights during weekly reflection sessions, valuing diverse perspectives, regardless of age or experience, ensuring our practices are inclusive and well-informed.

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 discuss how all educators in your team have opportunities to contribute to critical reflection and are able to challenge taken-for-granted practices and assumptions.

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: Opportunities for Contribution to Critical Reflection. This asks for a description of how the educational team ensures that every educator has the chance to engage in critical reflection. It involves detailing the mechanisms, structures, or practices in place that allow educators to reflect on their work, share insights, and contribute to discussions about the learning environment, teaching methods, and child engagement. This might include regular team meetings, reflective journals, peer review sessions, or any other format that encourages open and inclusive participation in reflective practice.

Part 2: Challenging Practices and Assumptions
This section focuses on the team's ability and willingness to question and critically evaluate existing practices and assumptions within the educational setting. It asks for an explanation of how educators are encouraged and supported to identify, discuss, and challenge the status quo. This could involve examining the basis of routine decisions, the inclusivity of practices, or the effectiveness of pedagogical approaches. The aim is to describe how the team fosters an environment where questioning and innovation are welcomed and seen as an integral part of professional growth and improvement.

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

Please discuss how all educators in your team have opportunities to contribute to critical reflection and are able to challenge taken-for-granted practices and assumptions.

Shared Reflection Meetings: We hold regular team meetings where each educator is encouraged to share their observations and reflections on their practices. For example, after noticing a pattern of disengagement, one educator brought this up, leading to a team brainstorm on more interactive and inclusive strategies to involve the children more in the teaching process.

Critical Reflection Journals: Each educator maintains a personal reflection journal, documenting daily experiences, thoughts, and questions about their practice. These journals are periodically discussed in pairs or small groups, allowing educators to challenge each other's thinking and assumptions in a supportive setting.

Peer Observations: Educators pair up to observe each other's sessions with the aim of providing constructive feedback. This practice encourages open dialogue about teaching strategies and classroom management, challenging educators to reconsider their approaches and assumptions.

Professional Development Workshops: We organise workshops focusing on critical reflection and challenging educational norms. For example, a workshop on inclusive education led educators to reevaluate and significantly alter their approach to supporting children with special educational needs, ensuring more equitable learning opportunities.

Parent and Family Feedback Sessions: Educators engage with families to gather feedback on the curriculum and teaching methods. This direct input from families often challenges educators to rethink and adapt their practices to better meet the needs of the community they serve.

Innovation Projects: Educators are encouraged to propose and lead small-scale innovation projects aimed at improving some aspect of the curriculum or learning environment. One such project involved integrating technology in outdoor play, which challenged the assumption that technology use should be limited to indoor activities.

Reflective Practice Training: New team members undergo training in reflective practice, including how to critically assess their own assumptions and biases. This ensures that all educators, regardless of their experience level, understand the value of and possess

the skills for critical reflection, fostering a culture of continuous improvement and open-mindedness across the team.

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

How are educators within your team given opportunities to contribute to the process of critical reflection?

In what ways are educators encouraged and supported to challenge taken-for-granted practices and assumptions?