1.3.2

Critical reflection
Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Week 9
25.3.2024

Section 8. **Role of the Educational Leader** (Educational Leader)
Detailed guidelines for the Educational Leader.

There are **things** that you need to do with your service and educators.

(1) Review the points from the Law and Regulation and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.

(2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.

(3) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.

(4) Explore the exceeding themes with the examples.

Work with your Nominated Supervisor, 2IC and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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.

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Meeting the NQS

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 does this look like in practice?

Documentation that reflects on all aspects of the program and may include entries in reflective journals, or jottings. ***Below are examples of reflection.***

Effectiveness of arrivals/departures
During arrivals and departures, there was a lack of personalised greetings and visual aids that could help ease separation distress for children. As a result, some children felt overwhelmed and uneasy when their parents left, which disrupted the start of their day. To solve this, we implemented a more personalised approach, including using the parent's name, the child's name, giving them a hug, and showing them a picture of what they will be doing during the day. We also provided parents with feedback on how their child settled in for the day with a quick phone call.

Interactions, responsiveness and relationships with particular children
There was a lack of positive interactions and responsive teaching that led to some children feeling insecure and unimportant. Observations and documentation of children's interests, strengths, and areas for development were not used to inform intentional teaching strategies. We addressed this by encouraging educators to spend more one-on-one time with children, showing interest in their activities, and actively engaging

with them. We also established regular meetings to discuss the children's progress and individual needs.

Transitions and routines
Routines and transitions were not consistent, which caused confusion and stress for children. Individual children's needs and preferences were not considered when planning routines and transitions, and there was a lack of adequate time for transitions. We solved this issue by establishing a predictable routine that provided adequate time for transitions. We also made sure that individual children's needs and preferences were considered when planning the routines and transitions and all educators knew exactly what to do.

Planned experiences and spontaneous child directed learning
There was a lack of spontaneous child-directed learning. The experiences provided did not promote exploration and problem-solving, which hindered the development of critical thinking and cognitive skills. We addressed this by providing a range of experiences that catered to the diverse needs and interests of all children. We also encouraged educators to observe and document children's learning to inform intentional teaching strategies and promote further learning.

Incidental and planned group times
Group times were not engaging which caused children to lose interest and not participate. The group times did not provide opportunities for children to lead and contribute to the group. We solved this by providing engaging activities based on the children's weekends and experiences they have with their families. This promoted participation and cooperation. We also provided opportunities for children to lead and contribute to the group.

The environment and experiences provided
The environment and experiences provided were not engaging or promoting a sense of belonging and curiosity. This was evident with the way the children moved around the room aimlessly and behaviour issues appeared. To solve this, we evaluated and reviewed the resources and equipment and provided natural materials and open-ended resources that stimulated creativity and imagination.

Intentional teaching strategies

We noticed that there was a lack of individualised learning opportunities and scaffolding children's learning. We did not consider children's interests and cultural backgrounds when planning intentional teaching strategies, and as a result, some children were disengaged and uninterested. To solve this, we built our confidence to talk to ALL our families, especially the ones that were found difficult to communicate due to their English levels. This provided individualised learning opportunities and scaffolding children's learning to promote progress and development.

Communication with colleagues and families

We know communication with colleagues and families is essential for promoting a shared understanding of children's needs, progress, and development. However, there was a lack of regular meetings and open communication, which hindered collaboration and trust-building. To solve this, we established regular meetings to discuss the children's progress, development, and individual needs. We also encouraged open communication and sought feedback from families and colleagues to continuously improve practice.

The effectiveness of resources and equipment used

The effectiveness of resources and equipment used was not regularly reviewed and evaluated, which led to some resources being misused and destroyed by children. This hindered children's learning and engagement in the program. We solved this by regularly evaluating and reviewing the resources and equipment used to ensure that they were appropriate and catered to children's diverse interests and abilities.

Experiences and learning outcomes achieved

Experiences and learning outcomes achieved were not regularly reviewed and evaluated, which saw the use of the same learning outcomes used and many not used. Observations and documentation of children's learning were not used to inform intentional teaching strategies. To solve this, we regularly reviewed and evaluated the experiences and learning outcomes to ensure all outcomes were covered and achieved, which in turn inform intentional teaching strategies and promote progress through the learning outcomes.

Review of curriculum content and teaching

A review of curriculum content was not regularly undertaken, which hindered our ability to meet the diverse needs and interests of all children. Reflecting on and adapting curriculum content and teaching can help to promote engagement, participation, and progress. We solved this by regularly reviewing and adapting curriculum content and introducing new teaching practices to meet the diverse needs and interests of all children.

Select two of the previous points and reflect on your practice with your educators.

Selected point 1

Reflection – issue identified.

Ways to solve the issue identified.

Selected point 2

Reflection – issue identified.

Ways to solve the issue identified.

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Mr Brett asked if there's anything in the Regs about critical reflection – or is it just an NQS requirement? Please respond.		
Miss Tamieka says she's confused about the difference between reflection and evaluation. Please explain the difference.		
Miss Skye asks if there's any 'right' way to document critical reflection. Is there?		

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Compliance test for educators ANSWERS for <u>this week</u>.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Mr Brett asked if there's anything in the Regs about critical reflection – or is it just an NQS requirement? Please respond.	It's in the National Law - section 168 'Offence relating to required programs' provides penalties up to $20,000 for not implementing a program based on an approved learning. One of the principles of the EYLF/MTOP is 'Ongoing learning and reflective practice.'	
Miss Tamieka says she's confused about the difference between reflection and evaluation. Please explain the difference.	Critical reflection looks at things from multiple viewpoints, often considers equity and power issues, and considers what all the evidence says, often leading to changes in practice. Evaluation is simply looking at how well something is done or is progressing. (More information about reflection is in the EL section.)	
Miss Skye asks if there's any 'right' way to document critical reflection. Is there?	No. The NQS Guide says educators can use a "variety of methods such as jottings, children's comments and conversations, photographs and examples of children's work." (page 136)	

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 25.3.24	Identifying educators understanding of the words we use in ECEC	Educators that are struggling	It was identified by an educator that wanted to resign because she felt that she wasn't good enough because she didn't understand the words we used.	Create a back to basic concepts that are broken down into simple descriptions of what practice could look like and how the ECEC word is connected.
Monday 25.3.24				
Tuesday 26.3.24				
Wednesday 27.3.24				
Thursday 28.3.24				

General thoughts or ideas