# 1.3.2 Critical Reflection

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

Educators:

* 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.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give a recent example of how you reflect during planned reflection times as well as spontaneously when opportunities arise. | Please give an example of the way you and your team of educators consistently use your reflections to improve the design and implementation of the program. |
| Educators reflect during planned reflection times as well as spontaneously when opportunities arise. For example, we conduct weekly team reflection sessions to discuss our practices and spontaneously reflect in response to children's comments, feedback from colleagues, or during activities to enhance engagement and address any issues immediately. | All educators consistently use reflections to improve the program's design and implementation, for instance, by timing activities to align with children’s energy levels, increasing community connections, and focusing on children's voices. We also ensure to incorporate local cultures and provide opportunities for risky and messy play, adapting activities for children with additional needs. |
| Please give an example of a reflection relating to a routine or transition and any changes made as a result. | 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. |
| Educators reflect on routines and transitions and make changes as a result. For instance, we observed that the transition from outdoor to indoor activities was causing distress for some children. By introducing a visual schedule and allowing children to help in the transition process, we've noticed a significant decrease in anxiety and smoother transitions. | 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. |
| Please give an example of a reflection that led to an increase in a child’s participation and engagement in the program. | Please give an example of how you and your team use families’ comments and feedback to inform your reflections. |
| Reflecting on a child's lack of participation in group activities, we realised the importance of offering more choice and control over their activities. Introducing a 'choice board' allowed children to select activities that interested them, leading to increased engagement and participation across the program. | We use families’ feedback to guide our reflections, including suggestions for specific activities, insights into a child’s home life and needs, and expectations about educator performance or incidents. This helps us tailor our program to better meet the needs and expectations of our community. |
| Please give an example of the way you reflect critically from multiple perspectives, for example, through the eyes of children, families, colleagues, the community and theorists. | Please give an example of a critical reflection where you or your team looked at an issue from a social justice or equity perspective. |
| Educators reflect critically from multiple perspectives by engaging in weekly reflection activities, considering feedback from families, observations of children, discussions with colleagues, and insights from educational theories. This holistic approach helps us better understand and meet the diverse needs of our community. | In our reflections, we focus on social justice and equity by considering each child’s family situation and needs in planning activities. We ensure that no child is excluded due to special needs or family circumstances, promoting diversity and inclusion in all aspects of our program. |
| Please discuss how you record your critical reflections and give an example. | How is your approach to critical reflection consistent with current recognised guidance on this topic? |
| Educators record critical reflections in various ways, such as through weekly reflections, learning stories, reflection books, and minutes from team/staff meetings. For example, in our learning stories, we document how children's feedback led to changes in our program, illustrating our reflective practices and adjustments made to enhance learning experiences. | Our approach aligns with recognised guidance, adopting an evaluativist perspective where multiple views are integrated and assessed. We question existing practices, consider social justice, and use multiple information sources to inform practice, ensuring our reflections lead to meaningful changes and inclusive practices. |