



Assess your practice first.

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

Exceeding – Critical reflections. Reflecting on Social Justice and Equity. Our team regularly reflects on social justice and equity by adapting activities to ensure all children, including those with additional needs, can participate fully. We incorporate diverse cultural perspectives into our curriculum, celebrating various family structures, gender roles, and community jobs. By considering the costs of excursions and providing subsidies or alternative activities, we ensure inclusivity. This approach ensures that every child, regardless of background or ability, has the opportunity to engage in active, inclusive, and collaborative learning experiences.

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

For Exceeding the QIP and Self-Assessment Tool (SAT)
Critical Reflection <i>Please explain how you and your team reflect from a social justice and equity perspective about building active, inclusive and collaborative learning opportunities for every child.</i>

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

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

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

Please explain how you and your team reflect from a social justice and equity perspective about building active, inclusive and collaborative learning opportunities for every child.

Critical reflection is a valuable tool for educators to evaluate and improve their practice by identifying areas of strength, areas for improvement, and potential solutions to challenges. It involves questioning assumptions, considering alternative perspectives, and engaging in ongoing self-evaluation and learning.

Social justice and equity perspective. Recognises that every individual and group in society should have equal access to resources, opportunities, and rights, regardless of their background or circumstances. It acknowledges that certain groups may face discrimination, prejudice, or unequal treatment, and seeks to address these issues through systemic changes in policies and practices.

It also involves examining power dynamics and inequalities in society, and working towards creating a more just and equitable society for all. This includes promoting fairness, inclusivity, and respect for diversity, as well as addressing issues of social, economic, and political inequality.

building active, inclusive and collaborative learning opportunities. involves creating an environment where students are actively engaged in their learning, fostering a sense of inclusivity, and

promoting collaboration among students. This can be achieved by incorporating hands-on activities, group projects, discussions, and problem-solving tasks into the curriculum. Teachers encourage student participation, value diverse perspectives, and provide equal opportunities for all students to contribute. They create a supportive atmosphere where students feel comfortable working together, sharing ideas, and learning from one another.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

*Please explain how you and your team **reflect from a social justice and equity perspective** about building active, inclusive and collaborative learning opportunities for every child.*

Recognising and Addressing Bias: We continuously recognise and address biases or stereotypes that might be present in our educational materials, teaching methods, or classroom interactions. Reflecting on these biases helps us promote fairness and inclusivity. For instance, we conduct regular workshops on unconscious bias for educators and review our curriculum to ensure it represents diverse voices and perspectives accurately.

Culturally Responsive Teaching: We value the diverse cultural backgrounds, experiences, and perspectives of our students and integrate them into the learning environment. This includes using culturally relevant materials, inviting guest speakers from various backgrounds, and fostering an inclusive classroom climate. For example, we celebrate cultural festivals and invite families to share their traditions, making the learning experience richer and more inclusive.

Differentiated Instruction: Recognising that each child has unique strengths, challenges, and learning styles, we provide differentiated instruction to offer individualised support. This ensures every child can participate and engage fully in the learning process. For example, we use varied teaching methods such as interactive games, visual aids, and hands-on activities to cater to different learning preferences.

Collaborative Problem-Solving: We promote equity and social justice by valuing all students' contributions and voices. We encourage collaborative problem-solving activities where children work in diverse groups, fostering understanding, empathy, and appreciation of different perspectives. For instance, during group science projects, students with different skills and backgrounds work together to design and conduct experiments.

Continuous Professional Development: Our commitment to social justice and equity includes ongoing professional development for educators. This involves staying informed about cultural competence, unconscious bias, and strategies to address inequities. For example, teachers participate in regular training sessions and workshops focused on inclusive practices and cultural sensitivity.

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

*Please explain how you and your team **reflect from a social justice and equity perspective**. (remember reading these descriptions becomes a part of the reflection).*

*... **building active, inclusive and collaborative learning opportunities**. (describe the changes you made after the reflection).*

Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning