



Assess your practice first.

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

Exceeding – Critical reflections. Reflecting on our teaching approach, We realised that we were using overly complex language for younger children which hindered their engagement. We shifted to using simpler, clearer language and incorporated more visual aids which significantly improved their understanding and participation in activities. This change not only enhanced learning outcomes but also demonstrated our commitment to adapt our teaching strategies to better meet the needs and abilities of each child.

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

Please give an example of a time you've reflected on your interactions with children and made changes resulting in improved learning outcomes.

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 give an example of a time you've reflected on your interactions with children and made changes resulting in improved learning outcomes.

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.

Reflected on your interactions with children. To reflect on your interactions with children means to take time to think back on the ways you have engaged with them, to analyse your actions and their outcomes, and to consider how you can improve your approach in the future. This can involve identifying what went well and what could have been better, examining your communication and behaviour, and considering the impact of your interactions on the children's learning and development.

Made changes resulting in improved learning outcomes. This means to take action based on insights gained from reflection or other sources of information, with the goal of enhancing the learning experiences and achievements of children. These changes may involve adjustments to teaching strategies, curriculum materials, classroom organisation, or other aspects of the learning environment. By implementing these changes, educators aim to create a more effective and

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supportive learning environment, leading to better learning outcomes for the children.

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 three concepts have **created change** in your service.

Please give an example of a time you've reflected on your interactions with children and made changes resulting in improved learning outcomes.

Enhanced Communication Techniques: Upon reflecting on how I communicated during storytelling sessions, I noticed some of the younger children seemed disengaged. To address this, I started using more expressive gestures and varying my tone of voice to make the stories more engaging. This change led to an immediate improvement in the children's attention and participation, enhancing their listening and comprehension skills.

Introduction of Visual Aids: After observing that a few children were struggling with verbal instructions alone, I incorporated visual aids into my teaching methods. By using pictures and physical examples to illustrate tasks, the children found it easier to understand and follow the instructions, which significantly improved their ability to complete activities independently and with greater confidence.

Adjusting Activity Pacing: I reflected on the pace at which I introduced new activities and realised it was too fast for some children, causing them to feel overwhelmed. I began to introduce activities more gradually and provided more time for children to explore each new concept thoroughly. This slower pacing allowed for deeper understanding and engagement, resulting in better learning outcomes across the class.

Incorporating Feedback Loops: After noticing that children were not as engaged in science activities, I started incorporating their feedback into the planning process. I asked them what topics they were interested in and adjusted the curriculum accordingly. This approach not only increased their interest and engagement but also empowered them to explore science with more enthusiasm and confidence.

Differentiated Learning Support: I realized that not all children were benefiting equally from the reading groups. Reflecting on this, I restructured the groups based on individual reading levels and introduced differentiated learning materials. This change allowed children to learn at their own pace, significantly improving their reading skills and overall engagement in the activity.

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

Please give an example of a time you've reflected on your interactions with children (remember reading these descriptions becomes a part of the reflection).

...and made changes resulting in improved learning outcomes. (describe the changes you made after the reflection).

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