



Assess your practice first.

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

Exceeding – Critical reflections. Reflecting on environment design from a social justice perspective.

We critically reflect on our environment from a social justice and equity lens. For example, we ensure that all cultural backgrounds, including minority groups, are represented through displays and resources. We equally support children with complex needs or challenging family dynamics. Our spaces are designed to cater to every child's interests, not just those easily accommodated. Private spaces, such as bathrooms, are designed to uphold children's rights to privacy and dignity, respecting their individual needs.

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 where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.

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 where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.

Let's break down the above statement into two parts and provide simple descriptions to help you:

Part 1: Please give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective."

Explanation: This part is asking for a specific instance where you, together with your colleagues, have reviewed or thought about the layout, setup, and functionality of the space (e.g., classroom, facility) with a focus on fairness, inclusivity, and equality. Essentially, it's asking about times when you've ensured that the environment doesn't inadvertently favour some children over others or leave any child at a disadvantage.

Part 2: "Ensure it supports the needs and rights of every child at the service."

Explanation: This segment asks how the reflection and review mentioned in the first part led to making certain that every child's individual needs and rights were catered to. It's about the actionable steps or changes that were made to ensure every child felt included, respected, and supported in that environment.

Week 34, 28 October to 1 November 2024 – 3.1.1 Fit for Purpose

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

Please give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.

Inclusive Play Equipment:

Reflection: Our team realised that some of the playground equipment wasn't accessible for children with physical disabilities.

Action: We installed ramps on climbing structures and added adaptive swings, making sure that every child, regardless of their abilities, could fully participate in outdoor play.

Cultural Representation in Classroom Materials:

Reflection: Upon reviewing our curriculum, we found that the materials predominantly reflected only certain cultures, leaving others underrepresented.

Action: We updated our resources by incorporating books, posters, and materials that reflect diverse cultures, families, and traditions, ensuring all children see themselves and their backgrounds represented in the classroom.

Flexible Seating Options:

Reflection: We noticed that some children struggled with traditional seating, especially those with sensory sensitivities or specific physical needs.

Action: We introduced a variety of seating choices, including wobble stools, floor cushions, and standing desks, to offer comfort and support for children with diverse needs, allowing them to choose what works best for them.

Sign Language & Multilingual Resources:

Reflection: The team acknowledged that we had children who were hearing-impaired and others from non-English speaking backgrounds.

Action: We incorporated basic sign language into daily routines and displayed sign language charts and visual routine cards around the room. We also labelled items and signs in multiple languages, creating a more inclusive environment for all linguistic backgrounds.

Safe Spaces for Emotional Regulation:

Reflection: We recognised that some children, especially those with emotional regulation challenges, needed a calm space to manage their emotions.

Action: We created a "calm corner" with soft furnishings, sensory tools, and visual aids for identifying emotions, giving every child a safe space to relax and regroup when needed.

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

Please give an example where you and your team have reflected on the design and use of the physical environment from a social justice and equity perspective. *(Remember reading these descriptions becomes a part of the reflection).*

... Ensure it supports the needs and rights of every child at the service. *(Describe the changes you made after the reflection).*