



Assess your practice first.

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

Exceeding – Critical reflections. We have made changes to the organisation of educators to boost children's learning outcomes. One example is the reallocation of educators based on their individual strengths and interests, allowing them to bring expertise to specific activities such as arts or sports. This adjustment not only engages children more effectively but also supports educators' professional growth. These changes have improved teamwork and ensured that familiar educators are present, building strong bonds with children and supporting their learning journey.

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 discuss any changes that have been made to the organisation of educators to enhance children's learning outcomes and why the changes were made.

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 discuss any changes that have been made to the organisation of educators to enhance children's learning outcomes and why the changes were made.

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

Part 1: What specific changes have been made to the organisation of educators within the service?

Description: This part refers to any modifications or adjustments that have been implemented in how educators are arranged or scheduled. This could include changes in team structures, shifts in educator roles, the introduction of specialist positions, or the reconfiguration of educator-child ratios. A change might be the introduction of 'floating' educators who are not assigned to a specific group of children but are available to step in wherever needed. This allows for more flexible and responsive support to children's learning needs throughout the day.

Part 2: How have these changes enhanced children's learning outcomes, and what were the reasons for implementing these changes?

Description: This aspect focuses on the impact of the organisational changes on children's learning. It examines how the alterations in educator arrangement contribute to improved educational experiences and outcomes for the children. The introduction of floating educators can lead to more personalised attention for children, quicker responses to their learning needs, and reduced downtime in the classroom, all of which can contribute to better learning outcomes.

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 discuss any changes that have been made to the organisation of educators to enhance children's learning outcomes and why the changes were made.

Introducing Team Teaching: The service implemented team teaching, pairing educators with complementary strengths. This change was made to provide children with a broader range of teaching styles and expertise, enhancing engagement and promoting diverse learning experiences.

Flexible Group Rotations: Educators were reorganised to rotate through different age groups during the week. This was done to ensure children benefited from varied teaching approaches and interactions, fostering well-rounded development and supporting stronger educator-child relationships.

Dedicated Specialist Roles: The service introduced specialist educators for areas like art, music, and physical education. This change aimed to provide focused learning experiences and deepen children's exposure to different subjects, stimulating their interests and talents.

Lowering Educator-to-Child Ratios in Key Areas: Ratios were adjusted in younger age groups to provide more individual attention during critical learning periods. This change was driven by research showing that lower ratios enhance children's social and cognitive development through personalised support.

Aligning Educators with Strengths: The service realigned educators so that they could use their personal interests and strengths, such as storytelling or nature-based activities, more regularly. This change made learning experiences more engaging and authentic for children, enhancing their participation and enjoyment.

Continuous Professional Development: Educators' schedules were reorganised to include time for professional development and collaborative planning. This change ensured that educators remained up-to-date with current educational strategies, which translated to more effective and enriched learning outcomes for the children.

Week 36, 11 to 15 November 2024 – 4.1.1 Organisation of Educators

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

What specific changes have been made to the organisation of educators within the service? (Remember reading these descriptions becomes a part of the reflection).

... How have these changes enhanced children's learning outcomes, and what were the reasons for implementing these changes? (Describe the changes you made after the reflection).