



Assess your practice first.

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

Exceeding – Critical reflections. The educational leader creates an inclusive environment by encouraging all educators to voice suggestions and questions during meetings and training. They provide additional support to trainees or new educators with identified skills gaps, offering one-on-one coaching to build confidence and ensure everyone actively participates in the service's reflective practices.

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 explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations etc which they lead.

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

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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 the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations etc which they lead.

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

Part 1: Please explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations, etc.

In this part, you're being asked to describe how the educational leader consistently motivates and supports all educators to actively participate in activities like critical reflection, discussions, and evaluations. It's about how the leader encourages educators to share their thoughts, experiences, and ideas as part of a collaborative and reflective process.

Part 2: ...which they lead.

This part specifies that the educational leader is the one leading these activities. It's asking how the leader ensures that all educators are actively engaged in the reflective process that the leader is guiding. Essentially, it's about how the leader involves and motivates educators to participate in activities that they are facilitating.

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 the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations etc which they lead.

Setting Clear Expectations for Participation

The Educational Leader begins meetings by inviting

each educator to share one observation or insight about children’s learning. By setting this expectation from the outset, all educators are encouraged to actively contribute their perspectives to discussions and reflections.

Creating a Safe and Inclusive Environment

The Educational Leader ensures that all team members feel valued by fostering an open and supportive atmosphere. They acknowledge and affirm contributions, particularly from less experienced educators, helping to build their confidence in sharing ideas and reflections.

Using Structured Reflection Tools

The Educational Leader introduces reflection templates or guiding questions to help educators articulate their thoughts more effectively. For example, they might provide prompts such as "What worked well?", "What challenges arose?", and "How can this inform future planning?" during evaluation sessions.

Rotating Leadership Roles in Discussions

To empower educators, the Educational Leader assigns individuals to lead segments of reflective discussions or evaluations. This practice not only builds leadership skills but also encourages broader ownership and active participation in the reflection process.

Providing Targeted Support for New or Reluctant Educators

The Educational Leader offers one-on-one coaching to educators who are hesitant to contribute. By addressing their concerns and guiding them through reflection processes privately, these educators gain the confidence to participate meaningfully in group discussions and evaluations.

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

Please explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations, etc. *(Remember reading these descriptions becomes a part of the reflection).*

...which they lead.? *(Describe the changes you made after the reflection).*