

## POLICY: 3.1 EDUCATION PROGRAM AND PRACTICE

### Procedure: 3.2 Reflective Practice

Reflective practice strengthens awareness, challenges ideas, and supports growth and development while providing quality learning experiences for children. This approach influences the planning and direction for future experiences for children and assists Educators and staff in developing and making meaningful curriculum decisions and to promote *Belonging Being and Becoming*.

*“Reflection and critical reflection are used interchangeably; however critical reflection denotes another level of reflection beyond what you might or might not have covered in other forms of reflection.*

*Critical reflection is an extension of “critical thinking”. It asks us to think about our practice and ideas and then it challenges us to step-back and examine our thinking by asking probing questions. It asks us to not only delve into the past and look at the present but importantly it asks us to speculate about the future and act.”*

*(2007 Reflective Practice)*

#### 3.2.1 Linking to Policy

This procedural guidance should be read in conjunction with the service **3.1 Education Program and Practice Policy** and will assist the Approved Provider, Management, Staff (Nominated Supervisors, Coordinators and Administrative Staff members) Educators, Educator Assistants and parents/guardians to implement the policy. The procedure covers:

#### 3.2.2 Roles and Responsibilities

#### 3.2.3 Reflective Process

#### 3.2.2 Roles and Responsibilities

##### **Educational Leaders and Coordinators will:**

- undertake training and mentoring to ensure they have a strong understanding of the reflective practice process
- engage in reflection about their practice, including their interactions with other staff, educators, children, and families
- may keep a journal where they document their thoughts and reflections
- share their thoughts and reflections with their Manager
- support Educators in their process of reflection, including working with the Educator to reflect on their practice.

**Educators will:**

- take the time to become familiar with the reflective process
- regularly (at least weekly but more often if required) reflect on their program to ensure that the intended outcomes for children are being met. (see *Service's Guide to Documentation for guidance*)
- document their reflections. (see *the Service's Guide to Documentation for guidance*).

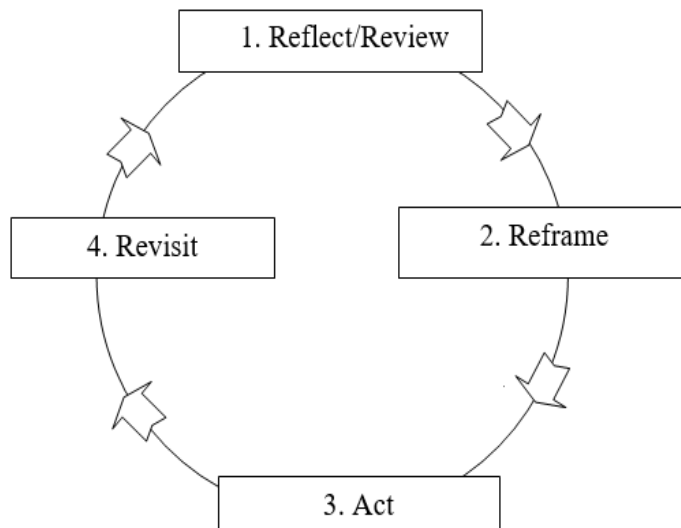
**3.2.3 Reflective Process**

Reflective processes can be done individually, with other Educators, Coordinators, Educational Leaders and/or the nominated supervisor.

For the reflective practice to successfully occur, the following is required:

- **Trust and collegiality**: Educators, Coordinators, and Educational Leaders build strong and trusting relationships that provide an open and honest space for an in-depth conversation about practice.
- **Opportunities for all to contribute**: encourage families, children, and coordinators to contribute to the reflection.
- **Organisational commitment to inquiry**: professional conversations and ongoing professional development
- **Time for reflection and to develop skills**: make reflection a priority, share with others and seek feedback to develop new thinking and challenge your world view.
- **Recognition that there is no one right approach or answer**: being open to different approaches and considering how these could be used in your everyday practice.
- **You have the courage to question taken-for-granted practices** and assumptions, look for other ways of working and thinking about practice.

*The following is an example of a process that Educators may use to reflect and evaluate the effectiveness of their planned experiences*



### **REFLECTIVE PROCESS**

**REFLECT:** Think critically about what you are currently doing and consider the reasons behind what you do, evaluating 'how things are done' in relation to the broad directions of the EYLF

- What is happening in your setting?
- What do you see?
- At the moment in your setting, who can influence the program of experiences and the schedule of the day?

**REFRAME:** Look closely at the Principles and Practices outlined in the EYLF and 'map' what you already know and do against the approaches described in the EYLF, identifying strengths and gaps in your approach

- How might someone else see this?
- Which aspects of the day should children have input?
- What decisions might others be involved with?

**ACT:** Decide what change, big or small, you might make to 'how things are done around here' in response to the EYLF

- What may be guiding our thinking?
- Does it have to be like this?
- How can we find out what children think and feel about their daily experiences?
- What might we change after these conversations?

**REVISIT:** Observe how the change is impacting children, families and the educators and talk about whether to continue the new approach, amend some aspects of it or make further improvements.

- What is happening?
- What else is possible

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3.2 Reflective Practice Procedure

- What could happen now?
- How might this discussion affect my practice?
- Where can we see children's influence on what happens during the day?
- Are only some children contributing ideas?
- How might we find out what other children think and feel?

## Review

	<b>Date</b>	<b>Details</b>
Revision 00	07/2015	Original Policy Issued
Revision 01	12/2016	Reviewed
Revision 02	08/2017	Reviewed
Revision 03	10/2020	Reviewed and separated from Policy

## Related Documents

### Policies

3.1 Education Program and Practice

### Procedures

3.1 Education Program and Practice

### Forms

Weekly Planner

### Other Documents

My Place Family Day Care Guide to Documentation

### References

Refer to Education Program and Practice Policy

Early Years Learning Framework, Professional Learning Program, Thinking about Practice: retrieved 11<sup>th</sup> November 2019: <https://www.ecrh.edu.au/docs/default-source/resources/eylf-plp-e-newsletters/eylf-plp-e-newsletter-no-21-2011-thinking-about-practice.pdf?sfvrsn=4>