




Australian Children's  
Education & Care  
Quality Authority

# **Reflective session: Critical Reflection in OSHC**



In this reflective session  
we will:

- ▶ **Define critical reflection**
  - ▶ **Look at why and how we critically reflect**
  - ▶ **Identify ways to embed critical reflection**
  - ▶ **Refer to further information**
- 



# Activity



Remember a special moment in your day

# Understanding Reflective Practice



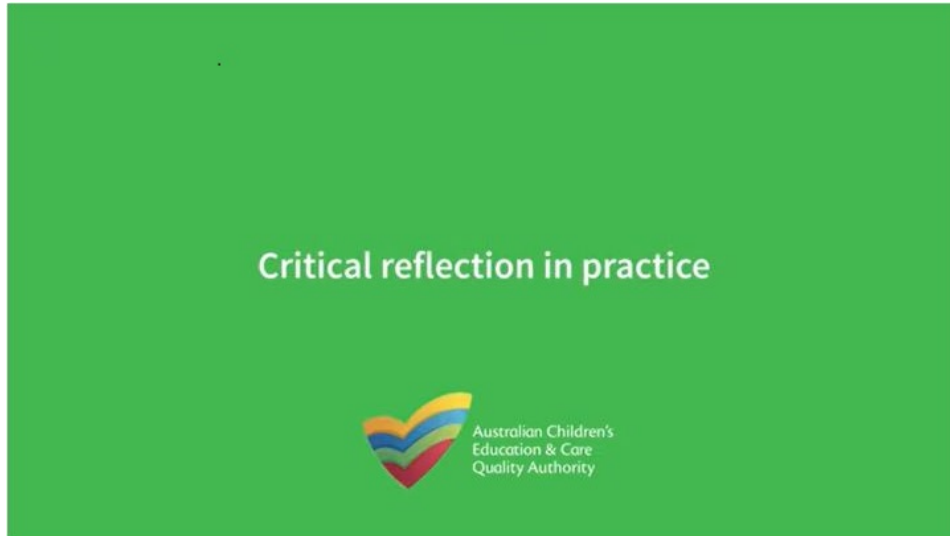
- More than a memory
- Reflect on:
  - what happened
  - children's learning and development
  - our practices
  - our program

# What is critical reflection?



- Look at the 'why'
- Identify opportunities for improvement
- Consider theories and the impact of our decisions
- Be open to different perspectives

# Critical reflection in practice




<https://www.youtube.com/watch?v=UqjEY-kJFjo>



# Different perspectives

## Scenario

- ▶ There are children attending your service who are enthusiastic collectors and they have started bringing in collectable figurines to trade.
  - ▶ However, this trading has led to some conflict and, as a result, one of the families has requested that you consider banning collectables at the service.
  - ▶ Reflect on what the consequences of banning certain collectables might be.
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*‘Respect for different perspectives is central to the culture of the service’.*

*(Guide to the NQF, p.98)*



# Different perspectives

## Questions to support your reflection

- ▶ Who would benefit from a ban and who would be disadvantaged?
- ▶ What are the opportunities to support children's wellbeing, learning and development through collectables?
- ▶ What other ways could this situation be approached?
- ▶ How could you support children of different ages to develop their negotiation skills and their understanding of fairness and equity?
- ▶ How would you communicate with families about your policy on collectables?
- ▶ *If you are in a school-based setting:* What is your school's policy on bringing collectables? Is this policy appropriate in a recreation and leisure-based setting?

*'Respect for different perspectives is central to the culture of the service'.*

*(Guide to the NQF, p.98)*





# Why do we need to critically reflect?



- To achieve best outcomes for children, families and our service
- To share knowledge and engage in collective decision-making
- To highlight our professional capacity to educate



## What could we critically reflect on?



Think about our:

- Educational programs
- Links between our pedagogy (professional practice) and the Approved Learning Frameworks
- Induction and orientation process
- Partnerships with families and communities

# How do you do it?



- What do I know about this child?
- Why did I respond this way?
- Did I refer to my knowledge of theories about how children learn?
- Should I continue, improve or change this



# Let's do it!

## Reflect in:

- Daily diaries
- Reflective journals
- Meetings

## Reflect with:

- Each other
- A mentor or critical friend
- Children and families
- Community network groups

# Imagine the possibilities



**Thank you for making a positive difference**

# Further information

ACECQA

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