

Quality Improvement Plan for POM FDC - Key improvements sought for Quality Area 1

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2	A significant number of educators lack confidence and understanding when applying critical reflection as a tool for pedagogical development.	A deeper understanding, appreciation and application of critical reflection in educator practice.	M	<ol style="list-style-type: none"> 1. Work on strengthening educator understanding of CR as a practice. 2. Develop tools and provide opportunities to assist Ed including CR as a practice tool. 3. Assess new level of understanding and implementation. 	Ed are able to articulate how and why CR has been used to develop their practice and program. There is evidence that the CR process has transformed elements of practice.	Jan 2024 Revised due to COVID restart QIP goal in 2021 finish by End 2021	<p>15.01.20 Email sent to Ed and PM team requesting sample of current CR evidence to establish scheme baseline. (see below)</p> <p>Developed Educator support Kit “Philosophy to action through critical reflection”. (saved ESU forms 2020 visit sheets pre covid). Also in same folder developed “ Educator support info philosophy and critical reflection” visit planning January to March.</p> <p>21.01.20 Organised meeting with two other services to discuss CR strategies and review tools used across other teams.</p> <ul style="list-style-type: none"> • Jo Payne • Glenda MacDuff <p>28.01.20 All Ed and PM samples collected and collated. Samples indicate CR is not well understood and most educators are using RIA or ROA, missing criteria to meet CR standards.</p> <p>Feb visit sheet and handouts focus on Critical reflection “What is CR?”</p> <p>Feb-Mar; Group FB posts to share thinking and tools, building a knowledge base for CR. (see postings below).</p> <p>19.02.20 JS facilitate scheme Yarning Circle discussing elements and foundation of CR. Tools and samples provided to Eds. (example below)</p> <p>12.03.20 Cynthia Thomas (consultant) engaged to present series of 3 CR trainings to the PM team. Supporting a better understanding of critical reflection and how to deliver this to Educators.</p>

						<p><i>26.03.20 (note – Sessions 2 and 3 to be rescheduled and eventually cancelled due to COVID 19 outbreak).</i></p> <p>14.03.20 Stephen Gallen arranged to speak at POM scheme conference; theories underpinning CR practice and effective ways to bring into practice. Stephen’s CR topic at the conference was well received by educators. <i>The day after conference QLD was sent into lockdown. The focus of 2020 has become all about supporting educators. We are focusing on understanding COVID, illness and infection, Job Keeper, CCS funding changes etc. Visits are remote and lots of focus on educator wellbeing. While we are encouraging educators to use critical reflection tools the focus of the year has really changed. Wellbeing and supporting educators remotely is the major focus. Still discussing critical reflection during remote visits</i></p>
						<p>April onwards – use FB and YC to reflect on different theorists and their relevance to Ed practice. Explore ways to use these connections to bring CR to “real life”.</p> <p>April May remote visit sheets cover visit critical reflection sheet.</p> <p>Discuss an example of a critical reflection and use the reflection tool to support reflection. Discussion ideas:</p> <ul style="list-style-type: none"> • Changes to how you are using your approved space at the moment. • Impacts from COVID-19 social distancing on self, children in care and program. <p>If ready:</p> <ul style="list-style-type: none"> • From Theorists posts do at the end of the month for discussion in June • What is critical reflection. • How we can use critical reflect on the current situation. <p>June visit sheet</p> <p>Discuss an example of a critical reflection and use the reflection tool to support reflection. Discussion ideas:</p>

						<ul style="list-style-type: none"> • Healthy and Safety, environment and space used for FDC linked to PSC • Impacts from COVID-19 social distancing on self, children in care and program.
						<i>NOTE – Project continues to be interrupted while home visits paused. Anticipate will recommence after July.</i>
						<p>June contact sheet: Discuss an example of a critical reflection and use the reflection tool to support reflection. Discussion ideas:</p> <ul style="list-style-type: none"> • Healthy and Safety, environment and space used for FDC linked to PSC • Impacts from COVID-19 social distancing on self, children in care and program.
						July – Visit recommence with less restrictions in place. The focus for July and August is Premise Safety as physical visits have been limited during COVID times. Focus ongoing will be on CR.
						<p>September - Plans to visit all educators were cancelled. The first week of September – QLD closed borders and restrictions increased again. Visits were reassessed and contact made with each educator in the manner most effective for that educator.</p> <p>October / November – Transport law change visit focus</p> <p>December / Jan – reregistration, transition to new forms, policy.</p>
					We have made an introductory level exploration and educators, as a whole, are more aware of the concept of CR and how it	<p>Jan 2021. CR project temporarily suspended. Educators are emotionally reeling from 2020 COVID year and the scheme has determined it is not the right time to pursue this exploration.</p> <p>March 2021. Stephen Gallen engaged for second conference session – reintroducing CR and linking it to Belonging. Social justice and respectful relationships.</p>

				<p>may contribute to improvement of practice.</p> <p>Conversation during conference indicates educators are developing a deeper understanding of how perspectives are developed, and how their own perspectives can inform the decisions they make in service.</p>	<p>April 2021 – QA 1 focus during visits. Moving into May repeat 2020 Feb visit sheet relating to “what is critical reflection”</p>
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Evidence.



2020 Educator support info philos



Educator support kit 2020 - critical refl

Email

From: Janet Schluter <janet@peaceofmindfdc.com>
Sent: Wednesday, 15 January 2020 9:38 AM
To: 'info@peaceofmindfdc.com' <info@peaceofmindfdc.com>
Subject: Please forward to educators with the subject - Director's Memo

Good morning Educators 😊

This year I will be spearheading the scheme Quality Improvement Plan (QIP), with a significant focus on Critical Reflection (CR). CR sits in Area 1 of the National Quality Standards with the specific requirement that it drive program planning and implementation.

Naturally, when working across multiple individual services, there will be a considerable spectrum in any given skill, understanding or provision. CR is an element from which every individual will benefit through deeper enquiry.

Yesterday the team mapped out various possible mechanisms to explore this concept more closely over the coming months, including a session facilitated by Stephen Gallen at the March conference.

As a baseline, and to gather evidence needed for the QIP process, please forward a dated example of your own CR evidence. This is not requiring any additional work, just scan through an existing piece. As the evidence collected will be the baseline for further work, it will be more effective if examples provided now are your most recent CR. There is no requirement in the Standards as to how CR evidence must look. If you want to make sure the evidence you select meets CR criteria, refresh your reading of Principle 5 in Belonging, Being, Becoming on page 13 (attached for your convenience). It lists the type of questions an educator might consider when CR.

Having said that, the purpose of this initial exercise is to learn educator's current understandings – so it will be anticipated that the first round of evidence is quite varied and possibly missing elements. Not a problem. One of the areas that we can grow as an educator through this process will be increasing our comfort level/familiarity with professional assessment, and shared dialogue, on our thinking. I have attached a basic diagram illustrating a CR cycle as well as the pages from the NQS that discuss CR.

Please note – CR is not a description of an experience and what the children liked or disliked. The aim of CR is to deeply examine “*aspects of events and experiences*” to engage with questions of “*philosophy, ethics and practice*”. In our current paradigm, the informal goal of CR is to possibly address social injustice, bias and inequity. But not always of course.

Please forward your examples to janet@peaceofmindfdc.com by the 27th January. I will highlight on a list when received so no one is overlooked 😊

Much appreciated and I look forward to reading. This is going to be a fun year 😊

Let me know if you have any questions!

Have a lovely day,

Janet



2 - PM Visit sheet
February.docx



2 - Handout
reflection cycle and

Feb 2020 visit sheet

What is critical reflection

In education and care services, critical reflection means ‘Closely examining all aspects of events and experiences from different perspectives’ (Approved Learning Frameworks – EYLF p.13, FSAC p.12).

Critical Reflection what makes it critical....

- Description
- Own Feelings and thoughts
- Evaluation both good and bad – consider other points of view, theory, research and best practice.
- Analysis to make sense of above information
- Conclusion about what you learned and what you could have done differently
- Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.
- How did that go.

Learning Through Critical Reflection. Critical reflection is more than just 'thinking about' or 'thoughtful' practice. It is a way of 'critiquing' our practice in a systematic and rigorous way – helping us to carefully consider what is good and what could be improved. Why is critical reflection important? If we are to create cultures that are more caring, this might require changes in individuals and teams. Critical reflection is a key activity in creating caring cultures because it can enable individuals to develop greater self-awareness by helping them to:

- Evaluate their current practice
- Think about what is desirable
- Consider what is possible

Handouts sent by Janet



- Critical reflection cycle – ensure reflection considers all aspects of the cycle that make it critical.
- EYLF principle reflective practice
- NQS 1.3.2 Critical reflection – consider what NQS says critical reflection is and how it is evidenced. Refer to assessor may sight, see, discuss areas to get ideas and examples of how critical reflection can be evidenced.

Sample educator FB group postings...

Practice Mentor shared a post. March 10

Critical Reflection Prompt #26

What role does art and craft play in your curriculum? Is it an opportunity for children to express their ideas and represent their world through a range of different media? Is it an expected part of an interest to create displays that can provide evidence for the families? Is it an opportunity to develop children's knowledge of different artistic methods to support their skills and abilities? Is it an integral part of the celebration of events to make gifts &/or decorations?

www.rare.support

RARE Early Childhood Support Services February 5

This fortnight's critical reflection prompt for you to use in your service

Like Page

1 Seen by 34

Janet Schluter uploaded a file. February 19

Challenging Assumptions Article.pdf PDF

2 Seen by 29

Like Comment

Write a comment...

Janet Schluter February 19

A little teaser for those attending the Reflective Practice Yarning Circle tonight... 😊

"Too often we enjoy the comfort of opinion without the discomfort of thought"... J.F. Kennedy

3 Seen by 28

Practice Mentor shared a link. February 4




YOUTUBE.COM

Critical reflection in practice

Service leaders may sometimes find critical reflection (1.3.2) challenging t...

2 Seen by 31

Sample of 2 tools provided during CR YC	Method	Types of Reflective Practice	
Requirement	<p>These forms of reflection come from inside your own thoughts and experiences – it is mostly a mental process and may or may not be recorded/evidenced.</p>	<p>Reflection In Action (Reacting)</p> <ul style="list-style-type: none"> - An educator considers what they are doing, observing or feeling WHILE they are doing it, and makes adjustments as they work. <p><i>eg Educator Jay observes two children disagreeing over who gets to play with the largest duplo base board. After a moment she mediates the disagreement and redirects the more amenable child to the hammer and peg board instead. She remains calm even though this is a regular occurrence for these two children and it is becoming frustrating.</i></p>	
<p>Across Quality Area 1 in particular, specifically described in Element 1.3.1 – and is relevant to all areas of practice and all Quality Standards.</p> <p>Belonging Being Becoming Principle 5</p>		<p>Reflection On Action (Elaborating)</p> <ul style="list-style-type: none"> - An educator considers what they did, observed or felt at some point AFTERWARDS, and plans adjustments for future work. <p><i>Jay ponders the value of children learning patience vs a sufficient supply of resources to reduce conflict situations – and wonders which is the better model for children’s social and emotional learning. She plans to always provide at least two construction experiences until the children have better negotiation/regulation skills – and she also thinks of opportunities for the children to practice resolving problems together. She is aware that she tends to feel frustrated at the more volatile child but isn’t sure what it means.</i></p>	
	<p>This next step requires looking outside of what you personally know, or have experienced, by</p>	<p>Reflection For Action (Reconstructing)</p>	

	<p>looking for other sources of information – it includes reading, professional conversation and training. It is generally evidenced in some format, but may also be a mental process.</p>	<ul style="list-style-type: none"> - An educator considers other aspects relevant to what they do, observe or feel when they work, and plans to adapt, research or explore further possibilities. <p><i>Jay attends a work conference and learns some new information about supporting children’s resilience and agency. She relates this to some of the issues occurring in her service. She plans to deliberately and consistently provide opportunities for the children to negotiate their own conflict resolution. She searches online for some further information about how children learn about social power and researches the development of empathetic thinking. She has a greater understanding of the difference between the children’s reactions to the same situation and what it might mean.</i></p>
<p>Specifically described in Quality Area 1, Element 1.3.2</p> <p>Belonging Being Becoming Principle 5</p>	<p>This critical (important) level of reflection aims to systematically explore a particular issue, value or question of practice at a deep and transformative level. It takes time, includes documentation and other evidence, and involves multiple other points of perspective and enquiry. It is usually, but not always, collaborative.</p>	<p>Critical Reflection</p> <ul style="list-style-type: none"> - An educator gathers data/evidence/perspectives regarding a significant element of practice or philosophy and actively studies and explores it at a deep and transformative level. <p><i>Jay has identified that she nearly always redirects the more placid child and now wonders if this is equitable. She also wonders what messages each child is learning when she mediates their social conflicts. She has arranged play dates with another experienced educator to discuss these topics further and is still sourcing articles and researching online. She has come across some brief philosophical texts that discuss power and social learning. She plans to set up opportunities for basic conflict and closely observe how the children respond. After doing this for a period of time, she plans to develop experiences that support the children (before they reach conflict point) to practice social and communication skills.</i></p> <p><i>She is more aware of her own role in the children’s world and how she can model big picture learning (ie long term resilience over short term placation) and looks forward to discussing this with her practice mentor.</i></p>

		<p><i>She is more aware of her individual biases relating to children's outbursts and can be more intentional in her decision making during those situations.</i></p> <p><i>She has made notes in her educator journal, will collect noted observations with the children, has a few different articles to read over future cups of tea. She is curious as to what she and the children might learn over the next few months and how the group dynamics might grow.</i></p> <p><i>She has a greater appreciation for the role she plays in how children develop knowledge of empathy, equity and social currency. She feels better prepared for, and interested in, some of the more challenging aspects of children's play and growth.</i></p>
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Mental process - Memory

We edit and reinforce some memories after the fact.

We discard specifics to form generalities.

We reduce events and lists to their key elements.

We store memories differently based on how they were experienced.

Mental process – Collating information

We notice things already primed in memory or that are repeated often.

Bizarre, funny, visually striking, or anthropomorphic things stick out more than non bizarre/non funny things.

We notice when something has changed.

We are drawn to details that confirm our own existing beliefs.

We notice flaws in others more easily than in ourselves.

Mental process – Making meaning

We tend to find stories and patterns even when looking at sparse data.

We fill in characteristics from stereotypes, generalities, and prior history.

We imagine things and people we're familiar with, or fond of, as better.

We simplify probabilities and numbers to make them easier to think about.

We think we know what other people are thinking.

We project our current mindset and assumptions onto the past and future.

Mental process – Making decisions/moving forward

To act, we must be confident we can make an impact and feel what we do is important.

To stay focused, we favour the immediate relatable thing in front of us.

To get things done, we tend to complete things we've invested time and energy in.

To avoid mistakes, we aim to preserve autonomy and group status, and avoid irreversible decisions.

We favour simple looking options and complete information over complex, ambiguous options.

- The structure of FDC provides natural opportunity for individual services to tailor programs to meet the needs of individual children, reflecting the desires and philosophies of the attending families and surrounding cultural fabric. (Evidence – each FDC service has a unique philosophy and programming process).
- The structure of FDC provides natural opportunities for individual services to tailor routines and transitions to meet the needs of individual children, reflecting the desires and philosophies of the attending families and surrounding cultural fabric. (Evidence – each FDC service has a unique daily routine, sleeping and eating rituals; and strategies for separation, children’s unique needs and ways of communication etc).
- Educators are able, and encouraged, to find specific methods to document and plan programs that are more effective for them, and inclusive of the children in the service. (Evidence, Diary, Kinderloop, Portfolio’s, FB groups etc)
- Educators are committed to developing their understanding and reflective skills, by participating in scheme projects and seeking further learning. (Evidence - emails below, conference attendance list).
- Parents are actively supported by educators (in addition to intentional conversations) to contribute to program plans and provide input on their child’s experience. (Evidence – interview pack, educator FB pages for families).
- Educators build on children’s ideas, abilities and preferences and children’s participation in the planning process is sought and valued (Evidence – see FB posting below).

(Email) Karen and Michelle,

Post our discussion last week regarding increasing our knowledge on critical reflection to support educators I have done some research and gathered some useful articles for you. I have saved some key articles on critical reflection on the common (under NQF, QA1, critical reflection). In here I have also saved a power point I did up from my research on reflective practice. In addition I have a document saved on the common (in ESU) called “Educator support info philosophy and critical reflection” this is a summary of some of my research too (I did send this to everyone recently also).

I have booked a critical reflection PD online at 12pm on the 19 February. I have made contact with Cynthia who I hope we can have out early this month to do a day of face to face training.

I hope this helps.

Kind Regards

Kerrie B

Excerpt from email rec. from Ed –

An email entitled 'Director's note' used to terrify me. I knew that it meant you were about to make me use parts of my brain that get a little dusty lol. But I've realised that every task you give us isn't to make us work harder or stress us. It's to challenge us to question our practice and what we do. And that is certainly a great thing. So thank you.

I haven't got anything I can send you that has a subject heading of 'Critical Reflection'. I tried these and felt that when I made myself reflect in this way they were forced thoughts and I lost interest in their purpose. Now, there is very rarely a defining moment of intentional reflection and writing about it. I participate in CR

constantly. To me it's a progressive act. The problem I suppose is showing evidence of it. So how do I CR? It is daily thoughts. Musings in my mind as I wash up, or watch the children play or wander around my daycare environment. It's the dreaming, imaginings, the fleeting ideas that come and go, the discussions with parents and then the plans in my head that I create and the collaboration of ideas from various sources. Sometimes it'll be a quote I read that resonates so deeply within. Sometimes it's witnessing struggles and achievements of others and sometimes it's thoughts about my beliefs or things I've learnt through life's journey.

I believe the email I recently sent you is also part of a reflection as it made me question what I do and what I can improve. It made me research what POM's practice is and then put an idea forward for collaboration.

I've attached a few documents as outlined above as CR evidence as these are all components that together have driven my current programming.

