

Seriously Kids™

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EDUCATOR REFLECTION QUESTIONS

Critical reflection is an important element.

These questions can provide prompts to an educator as well as evidence that contemplation is taking place. They are a good tool to use during the planning cycle.

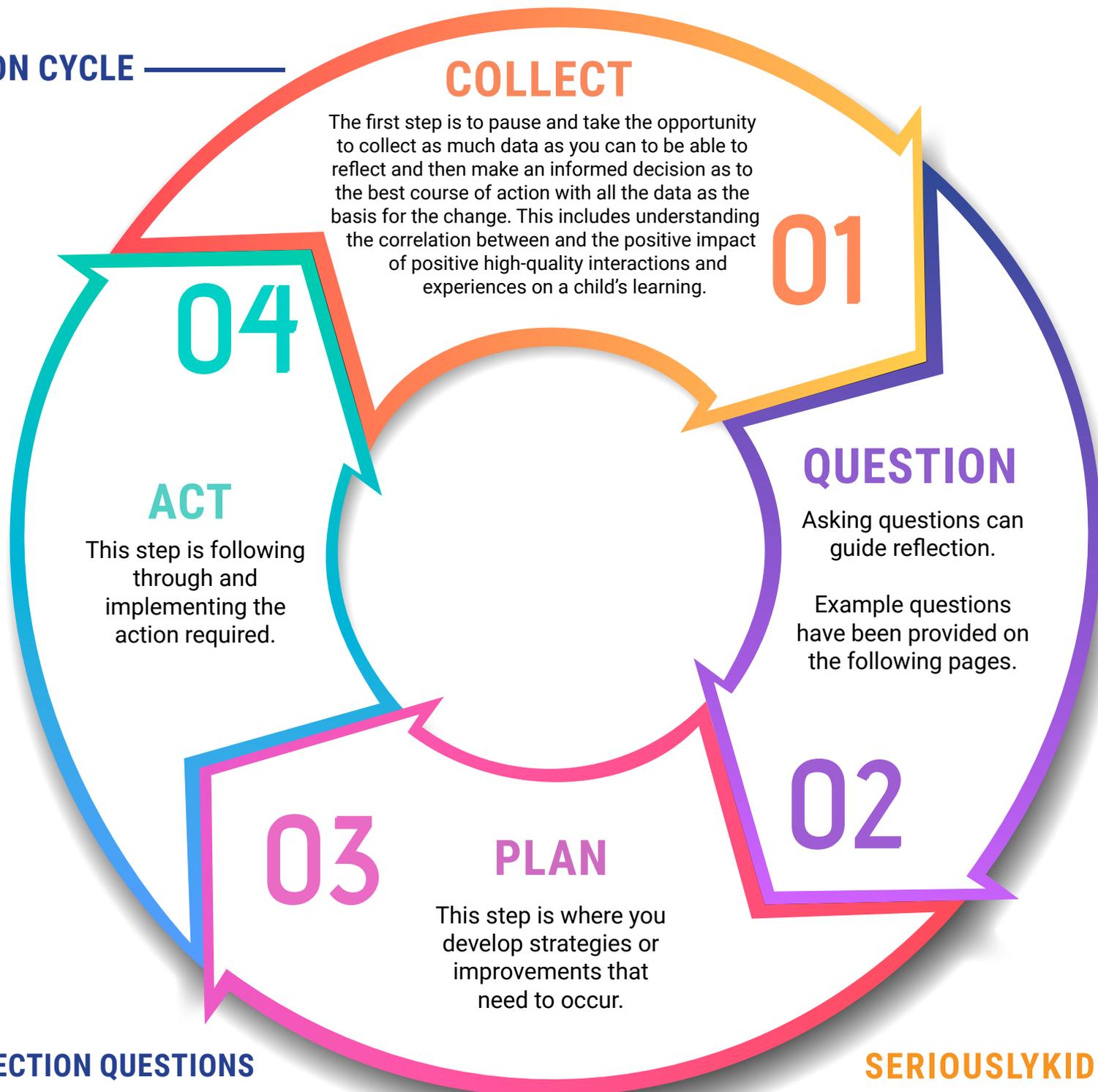
As a minimum an educator should be critically reflecting every 2 weeks. These can be taken as notes to a staff meeting to be further discussed as part of continuous improvement or can be individual professional provocations for development.

They can form a part of their reflection journal.



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THE REFLECTION CYCLE



COLLECT

The first step is to pause and take the opportunity to collect as much data as you can to be able to reflect and then make an informed decision as to the best course of action with all the data as the basis for the change. This includes understanding the correlation between and the positive impact of positive high-quality interactions and experiences on a child's learning.

01

QUESTION

Asking questions can guide reflection.

Example questions have been provided on the following pages.

02

PLAN

This step is where you develop strategies or improvements that need to occur.

03

ACT

This step is following through and implementing the action required.

04

DATE	QUESTION	NOTES
	How do you show a clear planning cycle?	
	How do you display of portfolios? Taking into consideration a way that encourages family and child engagement	
	Are portfolios up to date?	
	How do you show child, parents and educators voice?	
	Do you have extensive observation documentation? Is it by ALL educators?	
	Who do you incorporate and display your own philosophy?	
	How do you display children's learning?	
	Is the learning displayed respectfully and with purpose?	
	How do you display planning cycle documentation?	
	Is all documentation completed?	
	How do I link child's learning between settings?	
	Are all educators contributing to planning?	
	Do you do both individual and group learning stories?	

DATE	QUESTION	NOTES
	Do they include the date and who wrote it?	
	Are the learning stories evaluated?	
	Are they written including educators' thoughts and child's voice?	
	Is parent feedback incorporated within the program?	
	How do you obtain, promote and display regular feedback?	
	What evidence do you have for obtaining and promoting regular feedback and engagement?	
	How is the relationship promoted?	
	How do I provide opportunities for input, feedback or the sharing of knowledge and ideas of others?	
	How do you engage with the community?	
	Are interactions warm and respectful?	
	Are all children seen as capable and confident?	
	Do I link home, the service, the community well?	

DATE	QUESTION	NOTES
	Is the environment engaging and aesthetically pleasing and appropriate for the age of the children?	
	Is the environment changed to promote learning and engagement?	
	Do I create a warm, welcoming environment that is a supportive and inclusive room?	
	What are highlights?	
	What can be improved?	
	What theories, pedagogy and/or philosophies not only shape my work but can further assist my work?	
	What am I challenged by?	
	How might I improve or do things differently?	
	Did I achieve the results and outcomes I expected? If not -why? If so- why was it successful?	
	What aspects of my work are not helped by my practice as it stands?	

Comments

Things to be actioned
Identified areas of need

