

SAMPLE

EVALUATING OUR PRACTICES
Reflection Questions

CHILDREN'S LEARNING & DEVELOPMENT

Reflection

DATE: 10-Jun-2025

EDUCATOR: Lorina

Did children engage well with the learning experiences provided?

NO SOMETIMES MOSTLY ALWAYS

Have children demonstrated progress in their social, emotional, cognitive, and physical development?

NO SOMETIMES MOSTLY ALWAYS

Have we effectively fostered independence and confidence in children's learning?

NO SOMETIMES MOSTLY ALWAYS

Were there any children who struggled with a particular activity or routine?

NO SOMETIMES MOSTLY ALWAYS

The children have engaged well with the learning experiences provided. Activities that involved hands-on exploration, such as sensory play and open-ended art projects, seemed to captivate their interest the most. Group discussions and dramatic play sessions also fostered meaningful interactions, encouraging collaboration and peer learning. However, some structured activities required additional support to sustain engagement, particularly for children who prefer more active learning environments. There has also been noticeable growth in fine motor coordination through activities like threading, painting, and manipulating loose parts. Many have started making connections between concepts, such as predicting outcomes during cause-and-effect activities. While some children were eager to engage in discussions. Curiosity and critical thinking were evident across various activities. Children posed thoughtful questions during science experiments and problem-solving tasks, demonstrating a strong desire to understand the world around them.

ENVIRONMENT & RESOURCES

Reflection

DATE: 11-Jun-2025

EDUCATOR: Lorina

Were the learning spaces effective in supporting children's play and exploration?

NO SOMETIMES MOSTLY ALWAYS

Do any changes need to be made to better support diverse learning styles and sensory needs?

NO SOMETIMES MOSTLY ALWAYS

Were the materials and resources provided suitable and engaging for all children?

NO SOMETIMES MOSTLY ALWAYS

Have we provided enough opportunities for children to engage with natural elements and outdoor play?

NO SOMETIMES MOSTLY ALWAYS

Our learning spaces were largely effective in supporting children's play and exploration. The areas were thoughtfully arranged to promote autonomy, with clearly defined zones for dramatic play, sensory exploration, quiet reading, and construction. Children confidently moved between these spaces, selecting activities that reflected their interests and learning styles. The outdoor area, in particular, encouraged rich, imaginative play and gross motor development, with loose parts offering open-ended possibilities. However, as we observed the children's interactions with the environment, it became clear that some adjustments could further support diverse learning styles and sensory needs. A few children sought quieter, more enclosed spaces during busy periods—highlighting the need for additional calming areas with soft lighting and sensory tools. We've begun planning to introduce a cozy corner with cushions, calming visuals, and noise-reducing elements to better accommodate those needs. Most of the materials and resources were engaging and developmentally appropriate for our diverse group.

RELATIONSHIPS & INTERACTIONS

Reflection

DATE: 12-Jun-2025

EDUCATOR: Lorina

Have we actively encouraged positive relationships between children, educators, and families?

NO SOMETIMES MOSTLY ALWAYS

Were challenging behaviours managed effectively with appropriate strategies?

NO SOMETIMES MOSTLY ALWAYS

Have children's voices and ideas been meaningfully included in planning activities?

NO SOMETIMES MOSTLY ALWAYS

Have educators consistently modeled positive social behaviors and conflict resolution strategies for children?

NO SOMETIMES MOSTLY ALWAYS

We've placed a strong focus on nurturing positive relationships between children, educators, and families. Daily greetings and farewells have become more intentional, with educators making time for brief yet meaningful interactions with parents. Children have shown increased comfort in expressing themselves to educators, and families have responded positively to regular updates shared through our communication app and informal chats at pick-up. In terms of behavior management, we encountered a few challenges—particularly during group transitions and cooperative tasks. However, we successfully implemented consistent strategies such as visual schedules, calm voice modeling, and redirection techniques. These approaches, paired with individual behavior support plans for certain children, helped maintain a supportive learning environment. We also revisited our "feelings" storybooks and circle time discussions to reinforce social-emotional understanding.

INCLUSION AND CULTURAL DIVERSITY

Reflection

DATE: 13-Jun-2025

EDUCATOR: Lorina

Have inclusive practices been implemented to support children from diverse backgrounds and abilities?

NO SOMETIMES MOSTLY ALWAYS

Have Aboriginal and Torres Strait Islander perspectives been meaningfully incorporated?

NO SOMETIMES MOSTLY ALWAYS

Have we celebrated cultural diversity in our learning environment recently?

NO SOMETIMES MOSTLY ALWAYS

Have we adapted learning experiences to accommodate individual learning needs, abilities, and preferences?

NO SOMETIMES MOSTLY ALWAYS

Throughout the past fortnight, we have made intentional efforts to implement inclusive practices that support children from diverse backgrounds and abilities. Visual supports, multilingual labels, and flexible routines have been used to promote a sense of belonging for all children, particularly those with emerging English or additional needs. Educators have continued to adapt learning experiences to meet individual learning styles—for example, offering sensory alternatives during group activities and using visual schedules to aid transitions. We have also taken meaningful steps to incorporate Aboriginal and Torres Strait Islander perspectives into our daily program. This fortnight, we shared a Dreaming story during mat time and used natural materials in our art area to encourage connection with Country. We acknowledged the Traditional Custodians of the land each morning and included familiar language from the local language group in our greetings and songs. These small but consistent practices help foster respect, awareness, and cultural identity.

REFLECTING ON EDUCATOR PRACTICES

Reflection

DATE: 13-Jun-2025

EDUCATOR: Lorina

Have our teaching strategies been effective in supporting children's learning?

NO SOMETIMES MOSTLY ALWAYS

Have we provided opportunities for children to make choices and take agency in their learning?

NO SOMETIMES MOSTLY ALWAYS

Did educators collaborate effectively in planning and implementing activities?

NO SOMETIMES MOSTLY ALWAYS

Have we effectively communicated and documented children's learning for families?

NO SOMETIMES MOSTLY ALWAYS

Our teaching strategies have been effective in supporting children's learning across multiple developmental areas. We observed strong engagement during both structured and child-led experiences, particularly through play-based provocations and inquiry-driven discussions. Scaffolding techniques such as intentional questioning, modeling, and visual cues have helped deepen understanding, especially during literacy and numeracy-rich routines. We provided consistent opportunities for children to make choices and take agency in their learning. Daily routines included time for free exploration, and we encouraged children to suggest ideas for group projects and contribute to setting up learning environments. This hands-on involvement clearly fostered a sense of ownership and pride in their learning. Collaboration among educators was evident and productive throughout the planning and implementation of experiences. This collaboration allowed us to balance structured and emergent planning approaches.

NOTES AND NEXT STEPS

DATE: 14-Jun-2025 EDUCATOR: Lorina

- Continue offering a balance of open-ended and structured experiences to maintain high levels of engagement.
- Rotate fine motor and puzzle resources to sustain interest, introducing more complex or multi-step challenges.
- Enhance quiet areas with calming sensory elements to support children needing regulation or rest.
- Review music and environmental noise levels, especially during transitions, to support sensory-sensitive children.
- Expand culturally inclusive materials in the learning environment, reflecting the diversity of the children and families.
- Deepen intentional teaching strategies by extending inquiry-based conversations and documenting children's questions.
- Strengthen agency by involving children more explicitly in planning and setting up play spaces and projects.
- Maintain consistent team collaboration through reflective planning sessions and shared observations.
- Reinforce behavior strategies like redirection, calm voice modeling, and use of visuals for emotional regulation.
- Increase family involvement through feedback loops, contributions to classroom projects, and documentation sharing.
- Continue embedding Aboriginal and Torres Strait Islander perspectives into daily routines, stories, and language.
- Plan culturally responsive experiences, including storytelling, music, food, and family participation.
- Introduce a more structured "child voice wall" or suggestion book to document and reflect children's ideas.