

# Resource list: Critical reflection

QKLG 2024

## Purpose

This list of resources may support teachers and educators when considering the *Queensland kindergarten learning guideline* (QKLG) principle: Critical reflection across teaching and learning contexts.

Resource	Summary
Australian Children's Education and Care Quality Authority (ACECQA) 2023, Information sheet 'Belonging, being and becoming: Critical reflection and ongoing professional learning', <a href="http://www.acecqa.gov.au/sites/default/files/2023-07/InformationSheet_EYLF-Critical%20reflectio_Principles.pdf">www.acecqa.gov.au/sites/default/files/2023-07/InformationSheet_EYLF-Critical%20reflectio_Principles.pdf</a> .	This information sheet provides a summary of practices to strengthen understandings of the process of critical reflection along with evidence that highlights where critical reflection aligns to the National Quality standard (NQS) quality areas. Critical reflection questions are provided as provocations to support the process of continuous improvement and include aspects such as service philosophy, community partnerships and team professional learning and development.
Australian Education Research Organisation (AERO) 2023, 'Critical reflection and ongoing professional learning: Assessment for children's learning', <a href="http://www.edresearch.edu.au/guides-resources/practice-resources/critical-reflection-pl-afcl">www.edresearch.edu.au/guides-resources/practice-resources/critical-reflection-pl-afcl</a> .	This resource is one part of a series of eight 'Assessment for children's learning' practice resources. The information highlighted here identifies considerations for critical reflection when assessing children's learning. Readers are invited to consider how critical reflection can affirm and challenge current practices regarding assessment of, for and as learning. Critical reflection is also promoted to assist teachers and educators to provide a holistic and genuine portrayal of each child's learning and development.
Australian Education Research Organisation (AERO) 2023, 'Critical reflection and ongoing professional learning: Play based learning and intentionality', <a href="http://www.edresearch.edu.au/sites/default/files/2023-11/critical-reflection-professional-learning-pbl-aa.pdf">www.edresearch.edu.au/sites/default/files/2023-11/critical-reflection-professional-learning-pbl-aa.pdf</a> .	This information sheet provides insights for teachers and educators to consider the way an in-depth process of critical reflection can support intentionality and equity within play-based learning. Strategies suggested for critical reflection include the integration of diverse perspectives (from children, families, professionals, networks and colleagues) along with considering effective pedagogical approaches, diverse theories and evidence-based approaches to learning.
Miller, M 2011, 'Critical reflection', <i>Reflections</i> , Gowrie Australia, Issue 45, <a href="https://eprints.qut.edu.au/79260/1/Critical_Reflection_-_Gowrie_Article.pdf">https://eprints.qut.edu.au/79260/1/Critical_Reflection_-_Gowrie_Article.pdf</a> .	This resource guides the reader through the layers, levels and processes of critical reflection to inform the critical reflection process. Key elements to build a reflective culture are discussed and include modelling, collaboration, physical spaces, time and expectation. The author defines critical reflection as a professional disposition and highlights that it is a learned skill, which requires practice to develop.

Resource	Summary
<p>Newman, L, Leggett, N, Duffy-Fagan, M &amp; Higginbottom, K 2018, 'Strengthening quality through critical reflection and action', <i>ECA Research in Practice Series</i>, vol. 25, <a href="http://www.earlychildhoodaustralia.org.au/our-publications/research-practice-series/research-practice-series-index/2018-issues/strengthening-quality-critical-reflection-action-research">www.earlychildhoodaustralia.org.au/our-publications/research-practice-series/research-practice-series-index/2018-issues/strengthening-quality-critical-reflection-action-research</a>.</p>	<p>This booklet highlights the importance of the process of critical reflection and how early childhood professionals can use this to think more deeply and divergently about issues and re-examine them to transform practice.</p> <p>Models for applying critical reflection and relevant theories are identified along with practical case studies of how critical reflection can inform action research.</p>
<p>Australian Children's Education and Care Quality Authority (ACECQA) 2016, 'Developing a culture of learning through reflective practice', <a href="http://www.acecqa.gov.au/sites/default/files/acecqa/files/QualityInformationSheets/QualityArea1/DevelopingaCultureofLearningThroughReflectivePractice.pdf">www.acecqa.gov.au/sites/default/files/acecqa/files/QualityInformationSheets/QualityArea1/DevelopingaCultureofLearningThroughReflectivePractice.pdf</a>.</p>	<p>The information sheet 'Developing a culture of learning through reflective practice' outlines three types of reflection: in-action, on-action, and for-action, which enable teachers and educators to critically examine their daily experiences, assess their impact, and improve decision-making. The document highlights how collaborative reflection fosters continuous improvement, encourages critical thinking, and promotes a culture of openness and trust. Recommended strategies include regular team discussions, allocated reflection time, and networking with other services.</p>
<p>Puinean, G, Gokiart, R, Taylor, M, Jun, S &amp; de Vos, P 2022, 'Evaluation in the field of early childhood development: A scoping review', <i>Evaluation Journal of Australasia</i>, vol. 22, no. 2, pp. 63–89, <a href="https://doi.org/10.1177/1035719X221092371">https://doi.org/10.1177/1035719X221092371</a>.</p>	<p>This scoping review looks at how early childhood development (ECD) programs are evaluated, focusing on four main areas: community-driven evaluation, culturally responsive evaluation, building evaluation skills, and ways that evaluation findings can be used. It emphasises the importance of moving away from traditional evaluation methods that often come from the top down and instead adopting more collaborative approaches that involve the communities being served. This shift can help ensure evaluations are more relevant and effective.</p>
<p>Kennedy, A 2011, 'What have theories got to do with it?', <i>National Quality Standard Professional Learning Program</i>, Australian Children's Education and Care Quality Authority (ACECQA), <a href="http://www.acecqa.gov.au/sites/default/files/2020-12/WhatHaveTheoriesGotToDoWithIt.PDF">www.acecqa.gov.au/sites/default/files/2020-12/WhatHaveTheoriesGotToDoWithIt.PDF</a>.</p>	<p>This resource emphasises the significance of various theoretical perspectives in early childhood education, particularly in relation to the National Quality Standard. A key point of interest for educators is its showcase of diverse philosophical approaches, including Montessori, Steiner, and Reggio Emilia, and how these can be integrated with the Early Years Learning Framework. The document encourages educators to reflect on their practices and understand the strengths and limitations of different theories, which can influence their responses to children's learning experiences. It advocates for a culture of professional inquiry to enhance educators' understanding and application of these theoretical foundations in their work.</p> <p><b>Note:</b> While this resource provides valuable insights into using theoretical approaches when participating in critical reflection, it needs to be considered with current Early Years Learning Framework (EYLF V2.0) and QKLG 2024 advice.</p>

Resource	Summary
<p>Gibbs, L, Press, F, Wong, S &amp; Cumming, T 2020, 'Innovative methods for researching leadership emergence', <i>The Qualitative Report</i>, vol. 25, no. 8, pp. 2026–2043, ISSN 1052-0147 (online), <a href="https://nsuworks.nova.edu/tqr/vol25/iss8/2">https://nsuworks.nova.edu/tqr/vol25/iss8/2</a>.</p>	<p>The article 'Innovative methods for researching leadership emergence' introduces creative approaches from a research project on leadership development in early childhood settings. It highlights the Dialogic Cafe, a group discussion method that fosters open conversation among teachers and educators, helping them explore and improve their practices together. While the article focuses on research, professionals can adapt these methods for critical reflection, using them to enhance their practice in novel ways.</p>

**Note:** The list provided is not exhaustive and serves as a starting point for further exploration. We welcome additional resource suggestions.

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) and search for 'QKLG'. Alternatively, email the K–10 Curriculum and Assessment Branch at [QKLG@qcaa.qld.edu.au](mailto:QKLG@qcaa.qld.edu.au).



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