



Cycle of Reflective Practice and Checklists for Reflection

Reflective teachers think back and make sense of what has been learnt from practice, and others' perspectives. They look ahead and make plans for future teaching and learning opportunities by asking three main reflection questions as shown in the cycle of reflective practice below.

Descriptive Stage

What Happened?

- What did I do?
- What resources did I provide?
- What were the children's responses and reactions to the learning activity conducted and resources provided?

Knowledge- building Stage

So What?

- Did the children respond and react as planned?
- Why did the children respond and react in that manner?
- How do my beliefs, values, expectations and past experiences influence my practice?
- What additional information can I gather to understand the way children had behaved and responded in my class?

Action-oriented Stage

Now What?

- What are the positive aspects of this learning activity to be retained for future planning?
- What changes can I make to improve the outcome of the learning activity conducted?
- What should I do to better scaffold children's learning?
- What other meaningful and authentic learning experiences should I create for the children?
- What additional resources can I provide for the children?

Adapted from Rolfe, G., Freshwater, D., & Jasper, M. (2001). Critical reflection in nursing and the helping professions: A user's guide. Basingstoke: Palgrave Macmillan.

Teachers can use the checklist below as a guide to reflect on their daily practices to evaluate if the *iTeach* principles are being enacted.

<i>iTeach</i> Principles	Checklist for Reflection
Integrated approach to teaching and learning	<p>The learning activity:</p> <ul style="list-style-type: none"><input type="checkbox"/> Is set within a meaningful and relevant context for the children.<input type="checkbox"/> Provides opportunities for children to be involved in more than one learning area.<input type="checkbox"/> Allows children to draw meaningful connections across the learning areas or experiences.
Teachers as facilitators of learning	<p>I have considered the following in my learning activity plans:</p> <ul style="list-style-type: none"><input type="checkbox"/> Take into consideration children’s prior knowledge and experiences, learning and developmental needs, and interests when determining the learning objectives.<input type="checkbox"/> Provide opportunities for children’s holistic development.<input type="checkbox"/> Use a variety of strategies and resources to invite children to explore, think and imagine.<input type="checkbox"/> Identify focus areas for observing and documenting children’s learning and development.<input type="checkbox"/> Maximise children’s learning through a variety of indoor and outdoor learning activities.
engaging children in learning through purposeful play	<p>The learning experiences:</p> <ul style="list-style-type: none"><input type="checkbox"/> Are enjoyable to the children<input type="checkbox"/> Support curiosity, encourage choice, decision-making and risk-taking<input type="checkbox"/> Provide opportunities for child-directed, child and teacher-directed and teacher-directed play depending on the learning intent or context<input type="checkbox"/> Actively involve children in exploring, experimenting, creating and discovering as they develop and apply knowledge and skills
authentic learning through quality interactions	<p>There is provision for:</p> <ul style="list-style-type: none"><input type="checkbox"/> A nurturing, caring and supportive environment for children to enjoy and build positive relationships with others.<input type="checkbox"/> Use of a variety of strategies, materials and modalities to engage children in meaningful interaction with the people, objects, and their surroundings in real and relevant contexts.<input type="checkbox"/> Sustained shared conversations between children and teachers through effective questioning, prompts and feedback.
children as constructors of knowledge	<p>The learning activity allows children to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Explore materials and discover answers for themselves.<input type="checkbox"/> Try alternative ways of doing things and/or expressing themselves.<input type="checkbox"/> Make connections between their prior and new learning.<input type="checkbox"/> Extend their learning to deepen understanding.
holistic development	<p>The learning activities provide opportunities for children to develop the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Values, social and emotional competencies and learning dispositions<input type="checkbox"/> Executive functioning skills<input type="checkbox"/> Sensory and motor skills<input type="checkbox"/> Knowledge, skills and dispositions in the learning areas:<ul style="list-style-type: none">- Aesthetics and Creative Expression- Discovery of the World- Language and Literacy- Health, Safety and Motor Skills Development- Numeracy

Teachers may also use the following checklist to evaluate if their understanding of how children learn and develop is being applied in the learning experiences created for children.

How children learn and develop	Have I...
Children have varied growth trajectories and learn at different rates.	<ul style="list-style-type: none"> <input type="checkbox"/> Gathered enough information to know the developmental and learning needs and interests of each child? <input type="checkbox"/> Set realistic expectations for each child? <input type="checkbox"/> Planned and carried out activities/projects/curriculum that cater to children with different developmental and learning needs?
Children learn and develop holistically.	<ul style="list-style-type: none"> <input type="checkbox"/> Planned learning experiences that value and recognise all the domains of development and learning to support the holistic development of children? <input type="checkbox"/> Designed learning experiences within a meaningful/authentic context to promote the holistic development of children? <input type="checkbox"/> Included all aspects of children's development in my observations and assessment?
Children develop and learn best when they feel safe and valued.	<ul style="list-style-type: none"> <input type="checkbox"/> Created a safe environment with a positive climate for children to learn in? <input type="checkbox"/> Ensured that children are supported and appreciated throughout the learning experience? <input type="checkbox"/> Provided learning experiences that allowed children to experience success and feel motivated during the learning process? <input type="checkbox"/> Formed positive relationships with individual children? <input type="checkbox"/> Built trusting relationships with children and their families?
Children learn best when they are actively involved in the construction of knowledge.	<ul style="list-style-type: none"> <input type="checkbox"/> Planned activities and provided materials that allow children to <ul style="list-style-type: none"> - Experience and be aware of an event, a situation or a problem? - Explore and discover answers for themselves? - Engage in carrying out tasks that are interesting and meaningful to them? - Apply knowledge and skills that they have acquired in new and different situations? <input type="checkbox"/> Created learning environments and experiences that engaged children in exploration and experimentation? <input type="checkbox"/> Actively engaged children to stimulate their thinking and extend their learning?
Children develop knowledge, skills and dispositions by building on those already acquired.	<ul style="list-style-type: none"> <input type="checkbox"/> Provided opportunities for children to progress from simple to complex concepts and from concrete to abstract understanding? <input type="checkbox"/> Made links between individual children's prior knowledge, skills, dispositions and experiences with their current classroom learning experiences to help them make meaningful connections in learning? <input type="checkbox"/> Provided opportunities to foster optimal learning for children with the necessary assistance from either the teachers or more capable peers? <input type="checkbox"/> Provided materials and resources with varying levels of difficulty?
Children's development is influenced by the different social and cultural context they live in.	<ul style="list-style-type: none"> <input type="checkbox"/> Gathered information about individual children from a variety of sources (e.g., families, care providers, other teachers)? <input type="checkbox"/> Provided ample opportunities for children to interact with their peers, teachers, families and the community? <input type="checkbox"/> Provided opportunities for children to interact with peers from different cultural and language backgrounds, interests, strengths and needs?