



PRINCIPLE

Critical reflection and ongoing professional learning

This principle makes a critical connection between reflective practice and professional knowledge and growth, which leads to improved outcomes for children. When educators engage in critical reflection, they seek to develop deeper understandings of each child's learning, development and wellbeing. Educators apply their existing professional knowledge to their reflections and seek to advance this by examining and analysing their experiences and practices through a range of perspectives. They reflect on children's learning and development, both as individuals and collaboratively, to drive program planning and implementation.

Reflective Question 1

Critical reflection is a meaning-making process that involves deeper thinking and evaluation. It requires engagement with diverse perspectives, such as philosophy, theory, ethics and practice and then evaluating these in context, leading to pedagogical decisions and actions that are transformative. As professionals, educators collaboratively explore, identify and evaluate diverse perspectives with respect to their own settings and contexts. In this way, critical reflection informs future practice in ways that demonstrate an understanding of each child's learning, development and wellbeing, and have implications for equity and social justice. In addition, the National Quality Standard Element 1.3.2 offers further support beyond the questions listed in the Early Years Learning Framework (EYLF) elaboration of this principle.

How do you intentionally engage in critical reflection both personally and collaboratively?

Reflective Question 2

Educators engage in critically reflective practice to evaluate their pedagogical decision-making in connection with each of the EYLF practices, and ensure they act in ways that are responsive to the social and cultural context of their school. They consider and develop an awareness of their own views and biases, assessing how these influence their practice.

In planned meetings, impromptu conversations and individually, educators invest time to engage in deep reflection to question established practices and consider why they work in particular ways. Educators remain committed to their professional learning and development, actively seeking opportunities to develop their knowledge and capabilities, leading to improved outcomes for children's learning, development and wellbeing.

In what ways does your practice of critical reflection influence pedagogical decisions and actions that enhance improved outcomes for children's learning, development and wellbeing?

Reflective Question 3

Educators respectfully communicate and share ideas and views about quality improvement and practice to optimise children's learning, development and wellbeing. A culture of peer mentoring and shared learning is evident when all team members contribute to each other's professional learning and growth for high-quality programs for children. Educators are co-learners with children, families and the community, and value the richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders.

How do you share new knowledge and skills (gained through professional learning, co-learning with children, families and community, and insights acquired through critical reflection) to support others' learning and continuous improvement?

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