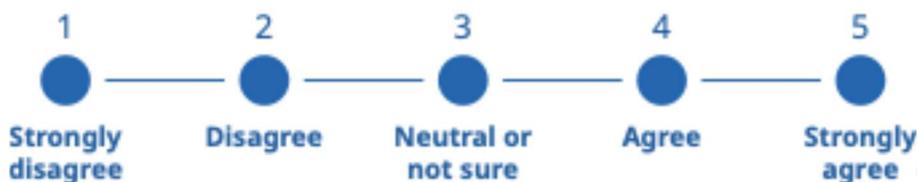


Supporting resource - teacher and educator self-reflection tool

The self-reflection tool provides valuable information about areas of strength and where support is required to lift children’s outcomes in each of the six priority areas. All teachers and educators working in the kindergarten room are encouraged to use the tool as a data (information) source selected in **Step 1: Collect data** and as part of ongoing evaluation and critical reflection.

Areas with the lowest score indicate a need for further capability building or support. This information will help inform the priority areas the service may choose to focus on in the Kindy Uplift Plan.

Using the scale below, record the number that best reflects your level of agreement with each of the statements below



Culturally safe, inclusive and responsive kindergarten programs	Score
Embedding Aboriginal and Torres Strait Islander perspectives	
1. I access knowledge about Australia’s and my local community’s Aboriginal and Torres Strait Islander people’s histories, knowledge systems, cultures, languages and country.	
2. I feel confident with planning and incorporating Aboriginal and Torres Strait Islander perspectives into all areas of professional practice.	
3. I ensure that the physical setup of my learning environment reflects the values, cultures, and histories of Aboriginal and Torres Strait Islander peoples in a respectful and culturally safe manner.	
4. I build genuine and respectful relationships with Aboriginal and/or Torres Strait Islander Elders, families and community.	
5. I regularly engage in professional learning to strengthen professional practice in embedding Aboriginal and Torres Strait Islander perspectives.	
Equity and access for all	Score
1. I feel confident that all children and families feel welcome and supported at kindy.	
2. I have received training in understanding diversity and inclusive practices.	
3. I am confident with planning a kindy program that is inclusive and supports the meaningful participation of all children.	
4. I feel confident in designing learning environments that promote access and inclusion for all.	
5. I am confident engaging with the wider community to support all children’s inclusion.	

Language and literacy	Score
1. I have engaged in professional learning or training to support children's language and literacy development.	
2. I feel confident planning and incorporating language experiences in all aspects of the program, for example in play, group time, story time, music, routines and transitions.	
3. I regularly engage in sustained conversations with children.	
4. I have received training in practices to support children with English as an additional language.	
5. I feel confident in supporting the language and literacy of children with English as an additional language.	
Social and emotional learning	Score
1. I build relationships with every child that supports them to feel safe and secure at kindy.	
2. I have received training in evidence-based practices to support children to regulate their emotions.	
3. I feel confident that I have strategies for supporting children who are exhibiting strong emotions.	
4. I feel confident to support children to interact positively with their peers.	
5. I use a range of strategies to support children to be resilient and persevere when facing challenges.	
6. I have received training in evidence-based practices to positively guide children's behaviour.	
7. I build relationships with each child supporting them to feel safe and secure at kindy.	
Physicality	Score
1. I feel confident in my knowledge of how to engage children in physically active learning that promotes strength, coordination, gross and fine motor skills.	
2. I plan experiences that engage all children in gross motor experiences, for example running, jumping, climbing, balancing, dance, rhythm, directional change.	
3. I prioritise and implement experiences that promote children's overall physical wellbeing including promoting healthy habits, physical comfort and body awareness and confidence.	
4. I provide opportunities for all children to engage in fine motor experiences, for example play dough, finger plays, manipulative toys, drawing, finger painting.	
5. I feel confident in planning and incorporating physically active learning in all aspects of the program including indoor and outdoor play, music, routines, and transitions.	