

# Reflective Practice Survey for Montessori Educators working with infants and toddlers.

## SECTION ONE

In this section you are invited to reflect on your own emotional responses to three typical scenarios within ECEC settings. Please read each vignette and reflect on your own emotional response and how you would guide a colleague who might be experiencing this event.

**Vignette 1:** A child who has been at your service for 6 months continues to stay physically close to one educator. The child does not engage in any activities unless they are with her and becomes very distressed when she leaves the room. The educator is beginning to find engaging with and supporting other children very challenging as this child becomes upset, cries and calls her name repeatedly when her attention is diverted.

- What emotions do you identify and what role could they play in this scenario?
- If you were supporting this educator, how would you guide her?

**Vignette 2:** A child attending your service has been biting other children and the educators are closely shadowing the child to try to prevent further incidents. The child's parents are concerned but say that the child does not behave that way at home so it must be something at the service that is causing the child to behave this way. Several parents of other children are becoming frustrated and angry that their children are being hurt and are requesting that their child be kept away from the child who is biting. You know that it is not best practice to isolate the child.

- What emotions do you identify and what role could they play in this scenario?
- If you were supporting the educators, how would you guide them?

**Vignette 3:** In your centre there are differing views relating to children becoming more independent. One of the educators has told you she is uncomfortable with how much another educator does for the children.

- What emotions do you identify and what role could they play in this scenario?
- If you were supporting these educators, how would you guide them?

**SECTION TWO** In this section you are asked to reflect on emotions in your 0-3 Environment.

### *EMOTIONAL REFLECTION*

- What emotions are a part of your classroom life? Your answer can include children's and educator's emotions.
- Please describe a time when you have experienced a relationship between your emotions and the emotions of children in your group.
- Please describe a time when your reflective practice has influenced your response to a child or children in your group.

**SECTION THREE** In this section you are asked to consider a number of statements about how often you use pedagogical reflection and critical reflection in your teaching practice. For each statement please mark the rating that best represents your current practice, (DAILY, WEEKLY, MONTHLY, NOT AT ALL, OTHER). Please use comment box to provide more information.

### *PEDAGOGICAL REFLECTION*

I am an educator/teacher who:

- Analyses relationships between teaching practices and children's learning
- Strives to enhance learning for all children
- Seeks ways to connect new concepts to children's prior knowledge
- Is curious about the effectiveness of teaching practices, leading to experimentation and risk taking
- Engages in constructive criticism of my own teaching
- Adjusts methods and strategies based on children's abilities and responses
- Searches for pattern, relationships, and connections to deepen understanding
- Demonstrates commitment to my own continuous learning and improved practice
- Identifies alternative ways of representing ideas and concepts to children
- Recognizes the complexity of classroom dynamics
- Acknowledges what the children bring to the learning process
- Considers children's perspectives in decision making
- Sees teaching practices as remaining open to further investigation

### *CRITICAL REFLECTION*

I am an educator/teacher who:

- Views practice within the broader sociological, cultural, historical, and political contexts
- Considers the ethical consequences of classroom policies and practices
- Addresses issues of equity and social justice that arise in and outside of the classroom
- Challenges existing practices, especially with respect to power and control
- Observes myself in the process of thinking
- Notices any mismatch between beliefs and actions and takes action to rectify
- Acknowledges the social and political consequences of my teaching
- Actively questions by both evaluating current conclusions and generating new suggestions
- Challenges assumptions about children and expectations for children
- Suspends judgement to consider all options
- Recognizes assumptions and premises underlying beliefs (I recognise beliefs may be based on taken-for-granted ideas)
- Calls commonly held beliefs into question

### **SECTION FOUR**

This section asks about you and your place of work. This is the last section. Please tick all that apply.

- **What is your current ACECQA recognized qualification?** Certificate 3 in Children's Services, Certificate 3 in Early Childhood Education and Care, Diploma of Early Childhood Education and Care, Bachelor of Teaching (Early Childhood), Bachelor of Education (Early Childhood), Masters of Teaching (Early Childhood), Other (Please specify)
- **What is your current Montessori qualification?** Orientation Certificate (Assistant's Certificate), Diploma, None, Other (Please specify)

- **Which institution is your Montessori qualification from?** Association Montessori International, Montessori Institute, American Montessori Society, N/A, Other (Please specify)
- **In total, how long have you been working at a Montessori Centre?** Less than 1 year, 1-2 years, 2-3 years, 3-5 years, 5-10 years, More than 10 years
- **What environment do you currently work in?** Tick all that apply. Long Daycare Nido (2 - 15 months), Long Daycare Infant Community (15 months -3 years), School Based 2-3 Year program, Parent Nido Program, Parent Toddler Program, Family Daycare