

Critically Reflective Teachers: What It Means for Practice and Child Outcomes

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Abstract

It is expected that all early childhood teachers are reflective practitioners who think carefully and thoughtfully about their practice to take a critical stance. This presentation will explore reflection. It will consider what makes reflection critical and what this means for child outcomes. Reflection enabling attitudes will be discussed along with barriers and enablers to promote reflection on practice. Professor Andrea Nolan will draw on her research to illustrate the importance of early childhood teachers 'responsiveness' to diversity, and how critical deliberation on practice supports teachers to respond to young children's lives promoting equity and learning.

Biography

Professor Andrea Nolan is a Professor at Deakin University. She is a member of Deakin University's Strategic Research Centre (SRC) – Research for Educational Impact (REDI) and a deputy-leader of the Diversity and Social Justice in Education within the SRC. She is the founder and Chair of the Victorian Early Childhood Research Consortium (VECRC). She has acted as a Chief Investigator on a number of projects that have influenced early childhood practice. The reputation of her work relating to teacher practice is demonstrated by an invitation to contribute a chapter to an international handbook on the philosophies and theories of Early Childhood Education and Care (2016), and an entry into the Springer Encyclopedia of Teacher Education (2019).

 **20 May 2022 (Fri)**

 **4:00 - 6:00 pm (HKT)**

 **English**

 **Zoom**

Online Registration
<https://bit.ly/3i6Drs0>



"All are welcome."

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Registration Deadline: 18 May 2022