



Educational Leader

A statement of philosophy guides all aspects of the service's operations.

A service reviewed what the NQF Guide said about element 7.1.1 and found there were three purposes of a Philosophy. One of these is “(guiding) educators’ pedagogy, planning and practice when delivering the educational program.”

How could the Philosophy do this? To answer this question we need to understand:

1. **The EYLF/MTOP are relationship based curriculums**
2. **The NQS and EYLF/MTOP use learning outcomes which can be met in many different ways**

The EYLF/MTOP relationships come from interactions between educators and children. **Educators need to document how relationships have promoted the learning** but many educators find this very hard to do.

It's easier to plan with objects and harder to plan for relationship based curriculums.

But planning learning with objects means educators aren't implementing EYLF/MTOP. They're implementing old style 'ages and stages' type curriculums which assume children learn through their exposure to objects eg put objects out for children to play with and they will learn naturally.

With these types of curriculums educators might place containers in the sand pit which children play with and pour the sand in and out. Educators would stand back and 'observe,' then write 'observations' like 'The children learnt mathematical concepts of volume

because they filled containers with sand and poured them out.

To implement EYLF/MTOP educators need to use the relationships children have in in their everyday family life eg relationships with one another, with their families and with their teachers.

You may need to role model and coach your educators in participating in activities with children rather than standing back and 'observing.'

If educators stand back and observe they are not in a learning relationship. These types of observations don't work in relationship learning.

If educators write an observation where they are not in it creating learning relationships, then slap on a learning outcome, they're NOT implementing EYLF or MTOP.

Educators shouldn't be analysing learning from this type of observation. Educators are a crucial part of learning. They must always be there scaffolding learning as part of the learning relationship. Educators must constantly make micro assessments of a child's progress towards a learning outcome, then continually plan to extend learning with the child.

Here's an example of this type of interaction.

Remember cooking with your grandmother? You might read a recipe and plan together. She'd say things like, "can you get the flour out of the cupboard please my little darling. The container is red and round. It's much bigger than the other containers in the cupboard. Can you see it?" When you get it she says, "how much flour do you think's in there. Feel the weight. Does it feel full or half empty, or do we need to go to the shops to get some more?" There's enough flour so she proceeds. "Let's look at how much flour we need. Can you tell me how many cups of flour the recipe says we need? Oh

Week 9, 29 March -2 April 2021- 7.1.1 Service philosophy and purpose

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look, there's a number next to the word flour. What is that number darling?" You see the number and say "3." "That's right. Can you measure out 3 cups of flour?" Off you go, doing the best thing ever, getting your cup of flour. Your grandmother comes in and says, "is that a full cup of flour?"

Of course it is. The flour rises like a huge mountain peak over the top of the cup. Then Grandma comes in with teaching questions like "is that more than one cup?"

"Yes, you say. How will we know that we only use 3 cups of flour like the recipe says? Then Grandma shows you the knife trick and cuts the flour off at the rim and the learning continues...."



So back to our question about how the Service Philosophy can guide practice. From an EYLF/MTOP it would include, for example, the values educators think are important to implementing a relationship based curriculum. These might include fairness, equity, inclusion, respect for diverse cultures and abilities, working with and supporting families etc.

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Privacy and Confidentiality Policy

- Personal information will be managed openly and transparently in a way that protects an individual's privacy and respects their rights under Australian privacy laws
- We only collect or use personal information if this is needed to educate and care for children at the service, or to comply with our legal obligations. We take reasonable steps to make sure people know we have their personal information, how we got it and how we'll handle it
- We do not disclose personal information to others unless people would have reasonably expected us to do this or we have their consent
- We aim to keep the personal information accurate, up-to-date and complete
- We have systems and practices to ensure personal information is secure and can only be accessed by those who need the information
- We have a data breach response plan in the unlikely event personal information is lost, or accessed/disclosed without authorisation
- People may access their (or their child's) personal information and may request the correction of any errors
- We have a dedicated Privacy Officer for privacy matters, including complaints

Grievance Policy

Employees, volunteers and visitors will:

- raise complaint directly with the person concerned and not involve other educators, staff, volunteers or parents
- raise complaint with the Approved Provider/ Nominated Supervisor if unable to resolve concern, or uncomfortable raising matter directly with person
- raise any alleged suspected/alleged unlawful activity (including bullying and child abuse) with the Approved Provider or Nominated Supervisor immediately

Employees, volunteers and visitors will not:

- get involved in complaints/ grievances that don't concern them
- raise complaints with an external complaints body without first using our grievance procedures

The Nominated Supervisor will:

- discuss with the complainant within 24 hours of receiving complaint
- properly, fairly, confidentially and impartially investigate complaint
- invite complainant to have a support person present during an interview
- provide all affected parties with a clear written statement of investigation outcomes within 7 working days of receiving complaint
- store appropriate records of the investigation confidentially
- protect the parties from victimisation
- offer external review
- request feedback on the grievance process
- track complaints to rectify identify recurring issues
- notify regulatory authority within 24 hours about alleged serious incidents or breaches of National Law, or within 7 days of alleged physical or sexual abuse of child at service.

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Do you have any feedback or comments about these policies? Please include below.

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Educator's Name	Educator's Signature

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