

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

## Section 1. Early career educator



You must know

When you become an educator, it's important to make sure our philosophy guides all aspects of the service's operations

What could potentially go wrong if educators didn't do the above? If educators don't follow these principles, a few things could go wrong:

**Inconsistent Teaching:** Educators might do things differently, which could confuse us and disrupt our learning environment. We might find it hard to establish routines and feel safe.

**Not Working Towards the Same Goals:** If teachers don't understand or share the service philosophy, they might have their own ideas about what to do. This could make our learning jumbled and not help us achieve what we need.

**Not Working Together:** When teachers don't work together based on the same philosophy, it could lead to a lack of teamwork and communication among them. This might affect how well our school works, and the care we receive might not be as good.

**One-Size-Fits-All Learning:** Without following the philosophy, teachers might use the same approach for everyone, not considering our unique interests and needs. This could limit our chances to learn in ways that suit us best.

**Lack of Involvement from Families:** If teachers don't show and talk about the service's philosophy, families might feel disconnected and not want to be part of our learning journey. We might miss out on their support and ideas.

**Losing Our Service's Identity:** The service philosophy gives us a special identity. If teachers ignore it, our school might not feel special anymore, and it could become hard to tell it apart from other schools.



You must practice

It's very important to make sure you and the philosophy guides all aspects of the service's operations.

Here are five points to consider:

**Consistent Teaching:** Teachers can attend training and meetings about the service philosophy. Talking about how to use it in our daily activities can help them understand it better and use it with us.

**Working Together Towards Goals:** Teachers can talk openly about the service philosophy with each other. This way, they can make sure they are all on the same page and plan activities that fit our learning needs.

**Teamwork and Collaboration:** Teachers can work together by watching each other teach, planning together, and giving helpful feedback. This will make them a strong team, and we'll benefit from their great teamwork.

**Learning Tailored to Us:** Teachers can pay close attention to what we like and need. By using the service philosophy, they can create exciting and personalised activities that suit each of us.

**Involving Families:** Teachers can talk to our families about the service philosophy and involve them in our learning. They can share updates, hold meetings, and ask families for their ideas and thoughts.

**Keeping Our Service Special:** Teachers can celebrate our services uniqueness by organising fun events and getting the community involved. By always following the philosophy, they'll make our service a special place for us to learn and grow.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail.

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.

**Here are some practical examples of conversations educators could have with each other to ensure they are following the service philosophy:**

**Consistency in Practices:**

Educator A: "I noticed during group time, some children seemed a bit confused with the transitions. Maybe we can discuss how we can make it smoother and ensure we are all using similar strategies that align with our service philosophy? ***Educators create predictable routine for children to feel safe and secure***"

Educator B: "That's a great idea! Let's schedule a meeting where we can share our approaches and see what works best for the children. We can also brainstorm ways to incorporate the service

philosophy into our group time activities, like making some routine cards."

**Working Together Towards Goals:**

Educator A: "I was thinking about planning an outdoor nature activity for the children. How can we link it to our service philosophy of fostering curiosity and exploration?"

Educator B: "I love that idea! We could use this opportunity to encourage the children to ask questions and investigate the natural environment in our local area. Let's work together on designing the activity together to ensure it aligns with our shared goals. ***Educators use the local environment to teach children***"

**Teamwork and Collaboration:**

Educator A: "I've noticed that during free play, some children prefer playing alone while others enjoy group activities. How can we support both types of play and encourage teamwork?"

Educator B: "You're right! We could get even more loose parts play stuff but make it big so they need a lots of kids to be able to move it around. Then they could make their own spaces for independent play and group play. We should also share our observations during team meetings so we can plan strategies to support each other to get more loose parts and how it changes the children's social interactions. ***Educators reflect on the environment as an individual and team***"

**Involving Families:**

Educator A: "Our upcoming family event for local Aboriginal and Torres Strait Islander is a great opportunity to engage families and share our service philosophy. How can we make it clear to families how their involvement is vital to their child's learning?"

Educator B: "We can create displays or posters explaining our service philosophy and how families play a crucial role in supporting it. During the event, we can encourage open discussions about our educational approach and ask for feedback and ideas from families."