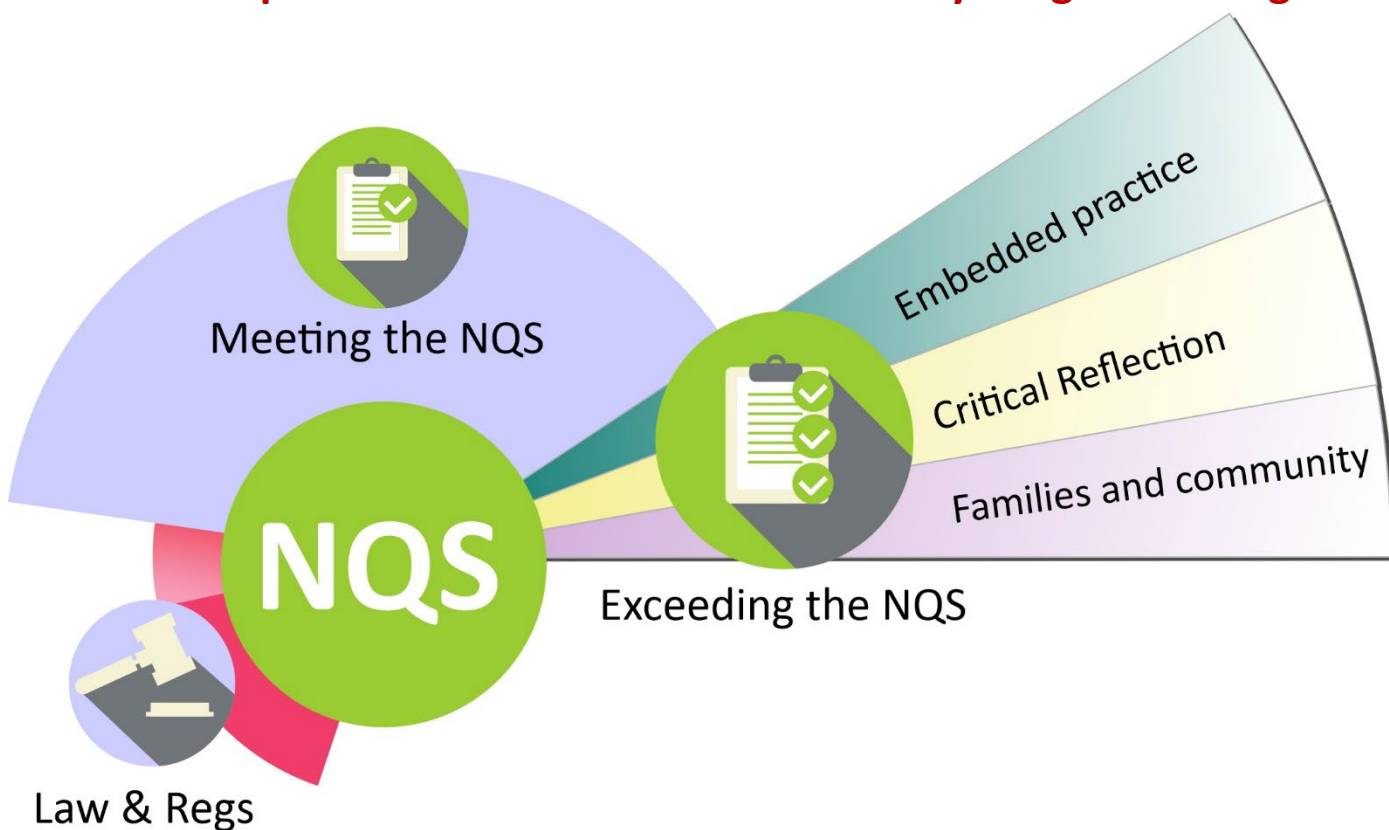



## Section 2. Experienced educators – ensure everything is meeting.



**First step:** We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes. The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

 There are no Regulations related to Element 7.1.1 Service philosophy and practice. However, the Guide to the NQF says (p. 286) that the Philosophy reflects the guiding principles of the National Quality Framework which can be found in the **National Law Section 3 Objectives and guiding principles**.

The guiding principles of the national education and care services quality framework are as follows—

- (a) that the rights and best interests of the child are paramount;
- (b) that children are successful, competent and capable learners;
- (c) that the principles of equity, inclusion and diversity underlie this Law;

- (d) that Australia's Aboriginal and Torres Strait Islander cultures are valued;
- (e) that the role of parents and families is respected and supported;
- (f) that best practice is expected in the provision of education and care services.



### Meeting the NQS

**Looking at the element in detail - Element 7.1.1 Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.:**

1. underpins the decisions, policies, and daily practices of the service

- reflects a shared understanding of the role of the service among staff, children, families, and the community
- guides educators' pedagogy, planning and practice when delivering the educational program.

### Assess your practice first.

Read the below description and evaluate it in relation to your practices.

#### Meeting – Educators Guided by the Service

**Philosophy:** Educators at our centre are guided by the Service Philosophy in various ways. For example, one of the core values of our philosophy is fostering a child-centred approach to learning. In practice, this means that educators actively observe and assess each child's interests, strengths, and learning styles. An example of this in action is when an educator notices that a particular child shows a keen interest in animals. To support this interest, the educator incorporates animal-themed books, toys, and activities into the child's learning experiences, creating a more personalised and engaging curriculum.

#### Service Policies and Procedures Reflecting the

**Philosophy:** Our Service policies and procedures are designed to align with the values and statements outlined in the Philosophy. For instance, the Philosophy emphasises the importance of inclusivity and ensuring that all children feel welcome and valued. To reflect this value, our enrolment policy emphasises diversity and prohibits discrimination based on race, religion, or ability. Additionally, our behaviour management policy focuses on positive and respectful approaches, ensuring that interactions with children promote a sense of belonging and emotional well-being.

#### Relationships and Interactions with Children

##### Supporting the Philosophy:

Our educators prioritise building positive and nurturing relationships with each child, which is a key aspect of the Service Philosophy. An example of this in practice is during morning greetings when educators take the time to warmly welcome each child, offering a smile, a hug, or a friendly conversation. This daily

interaction sets a positive tone for the child's day, fostering a sense of security and trust, which are central values in our Philosophy.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)
<i>Please explain how educators are guided by the Service Philosophy.</i>
<i>Please give an example of how your Service policies/procedures reflect the values/statements in the Philosophy.</i>
<i>Please give an example of how your relationships and interactions with children support the values/statements in the Philosophy.</i>

**If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.**