

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

Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Why is the element important?

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

What could potentially go wrong if educators didn't do the above?

Inconsistency in Practices: Without a clear and guiding philosophy, educators may adopt inconsistent approaches to teaching and interacting with children. This lack of consistency could lead to confusion and disruption in the learning environment, making it challenging for children to establish routines and develop a sense of security.

Misalignment with Service Goals: If educators do not understand or share the service philosophy, they might unintentionally pursue individual goals or priorities that do not align with the overall vision of the service. This can result in a fragmented and disjointed approach to early childhood education, potentially hindering the achievement of desired outcomes for children.

Lack of Collaboration and Teamwork: A shared understanding of the service's philosophy fosters a sense of unity and teamwork among educators. If educators do not actively engage with the philosophy, it could lead to a lack of collaboration and a breakdown in communication among staff members. This, in turn, may negatively impact the overall functioning of the service and the quality of care provided to children.

Limited Focus on Child-Centred Learning: The service philosophy often emphasises child-centred learning and development. Without educators using the philosophy to guide their pedagogy and planning, there may be a tendency to adopt a more rigid, one-size-fits-all approach to education. This can limit opportunities for individualised learning experiences that cater to each child's unique interests and needs.

Challenges in Family Engagement: If educators do not embody and communicate the service's philosophy, it could be challenging to establish meaningful partnerships with families. Families may feel disconnected from the service and less inclined to actively participate in their child's learning journey, leading to missed opportunities for collaboration and support.

Loss of Service Identity: The service philosophy often plays a vital role in defining the unique identity and purpose of the centre. If educators disregard the philosophy, the service may lose its distinct character, making it harder to differentiate from other early childhood services in the community.



You must practice

examples.

It's very important to make sure your philosophy guides all aspects of the service's operations. To do this look at the below practice

Consistency in Practices: Educators can ensure consistency in their approaches by actively engaging in professional development sessions and team meetings centred around the service philosophy. Regular discussions about the philosophy's practical application can help educators understand its core principles and how they can incorporate them into their daily interactions with children. By establishing clear expectations and guidelines based on the philosophy, educators can create a harmonious learning environment that promotes a sense of security and routine for children.

Alignment with Service Goals: Educators can create a shared understanding of the service philosophy by assisting open dialogues with their colleagues. Encouraging discussions about the philosophy's relevance and impact can help educators see how their individual contributions align with the overall vision of the service. Collaborative planning sessions where educators collectively design activities and experiences that embody the philosophy can strengthen alignment with service goals and desired outcomes for children.

Promoting Collaboration and Teamwork: Educators can cultivate a culture of collaboration by regularly engaging in reflective practices. This may include peer observations, co-planning sessions, and constructive feedback exchanges. By recognising each other's strengths and expertise, educators can support one another in implementing the service philosophy effectively. Team-building activities and professional development opportunities that emphasise the importance of teamwork can further reinforce a sense of unity and collaboration among staff members.

Emphasising Child-Centred Learning: Educators actively observing and listening to the children in their care. By using the philosophy as a guide, educators can design learning experiences that cater to individual interests, strengths, and needs. Flexibility in curriculum planning and creating opportunities for child-led exploration and discovery can ensure that children are actively engaged in their learning and development.

Enhancing Family Engagement: Educators can embody the service philosophy by actively involving families in the educational journey of their children. Regular communication through parent-teacher conferences, newsletters, and family events can help families understand the philosophy and how it shapes their child's experiences at the centre. By inviting families to share their perspectives and ideas, educators can create meaningful partnerships that enrich children's learning experiences.

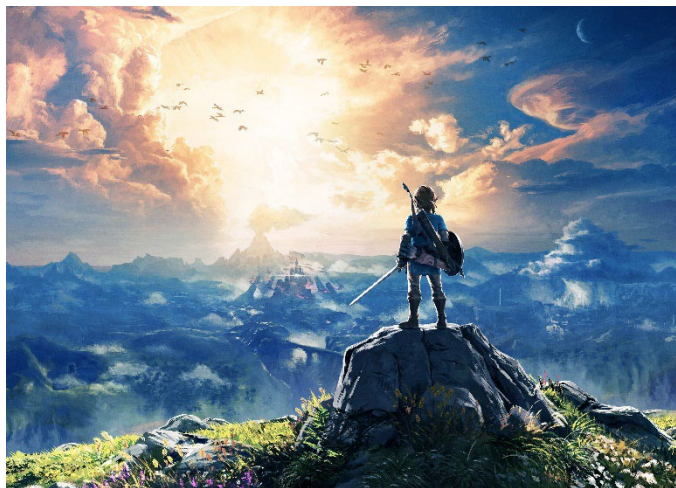
Reinforcing Service Identity: Educators can actively participate in creating a sense of service identity by

championing the core values of the philosophy. Celebrating the uniqueness of the service through cultural events, traditions, and local community involvement can strengthen the service's distinct character. By consistently aligning their practices with the philosophy and communicating its importance to families and the community, educators can reinforce the service's identity as a place of quality early childhood education.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

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

"Link's Adventure: Nurturing Child-Centered Learning through The Legend of Zelda: Breath of the Wild"



Educators noticed that the children's interest in storytelling, problem-solving, and imaginative play had soared. It was evident that they were captivated by The Legend of Zelda: Breath of the Wild, a popular video game, and were eager to explore its enchanting world of adventure. The educators saw this as a wonderful opportunity to embrace child-centred learning and connect it to our service philosophy.

Connection to Service Philosophy 1: Underpinning Daily Practices. The educators recognised that incorporating elements from The Legend of Zelda: Breath of the Wild into the curriculum would provide a child-centred approach to learning. The game's open-world exploration and problem-solving aspects aligned perfectly with our philosophy's emphasis on fostering curiosity and independence in children's learning journey.

Learning Connections

The educators organised a special "Link's Adventure" week to celebrate the children's interests and immerse them in the magical world of The Legend of Zelda. They transformed a corner of the play area into a mystical forest, complete with toy shields, and treasure chests. The educators planned activities inspired by the game's quests, allowing the children to embark on their own imaginary adventures. After careful reflection it was decided not to have play swords.

After the children arrived at the centre, the educators gathered them in a circle and introduced the week's play concept. They explained how they would embark on a thrilling adventure just like the hero, Link, exploring the enchanted forest to solve puzzles and uncover hidden treasures.

Connection to Service Philosophy 2: Reflecting Shared Understanding. Throughout the week, the educators ensured that the children's voices and ideas were valued, reflecting the shared understanding of the service philosophy. The children were encouraged to use their imaginations and contribute to the storytelling process, allowing their interests and creativity to shape the adventure.

Learning Connections

As the children embarked on their "Link's Adventure," they eagerly participated in storytelling sessions where they collaborated to create an original story about their journey through the forest. Each child took turns adding to the narrative, offering imaginative twists and turns inspired by the game and their unique perspectives.

During playtime, the educators observed the children working together, problem-solving, and making decisions based on their interests. They noticed how the children assigned roles to one another, embracing leadership and teamwork in their quest for hidden treasures.

Connection to Service Philosophy 3: Guiding Educators' Pedagogy. The educators embraced The Legend of Zelda: Breath of the Wild as a pedagogical tool, guiding their practice when delivering the educational program. They recognised that the children were deeply engaged in problem-solving, critical thinking, and imaginative play during their adventures.

Learning Connections

To further support the children's learning, the educators introduced hands-on activities that extended their adventures into various domains. They set up an art station where the children could create their own treasure maps, and mathematical spatial awareness. The educators incorporated storytelling and book reading, encouraging language development and fostering a love for literature.

As the week unfolded, the children's enthusiasm for "Link's Adventure" only grew. They embraced the challenges and celebrated each other's achievements, demonstrating a true sense of ownership and pride in their explorations.

The "Link's Adventure" illustrated how educators connected child-centred learning to our service philosophy. By nurturing the children's interests, supporting their imaginative play, and empowering them to lead their learning, we created a memorable experience that truly embodied the guiding principles of our service. Through this child-centred approach, the children not only had a fantastic adventure but also developed essential skills and a love for learning that will accompany them on many more journeys ahead.