

7.1.1

Service philosophy and purpose

Week 23 – 31.7.2023
Monday to Friday



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Do you know where to find the service philosophy?					
Can you discuss what is in the service philosophy eg with families or an authorised officer?					
Does the philosophy include the values and practices that are important for your service eg equity and inclusion?					
Can you explain how the philosophy					
• guides your curriculum planning and evaluation?					
• guides the decisions you make every day at the service?					
• guides your relationships with children and families?					
• supports the principles and practices of the EYLF and MTOP?					
• supports the NQS and our goal of continuous improvement?					
• aligns with the service current priorities and					
Do you participate in reviews of the philosophy?					

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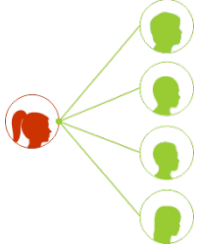
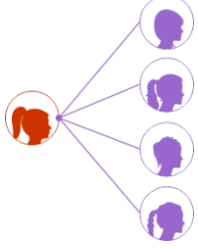
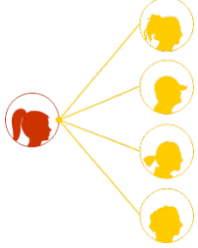
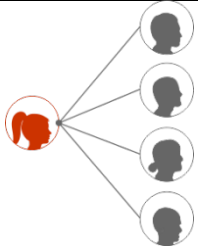
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The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- How could you contribute to a more meaningful review of the Service Philosophy? Used below.
- In what situations would it be appropriate and relevant to refer to the Service Philosophy with families?
- What needs to happen to ensure educators and staff view the Service Philosophy as an important Guide to Service practices?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I imagined how our service's philosophy impacts children's experiences and learning. I considered whether it provides an environment where each child feels valued, supported, and respected. I also evaluated whether the philosophy promotes exploration, creativity, and a love for learning.</p>	<p>Incorporating Child-Centred Language: To make our service's philosophy more child-centred, I will use age-appropriate and accessible language. This will help children better understand and connect with the guiding principles that shape their experiences at the centre.</p>
 <p>an educator</p>	<p>I will increase my focus on observing and documenting children's experiences to better understand how our service's philosophy translates into their daily activities. This will help me identify areas where we can further align our practices with the philosophy and provide more tailored learning opportunities.</p>	<p>Enhancing Family Engagement: I will actively involve families in reviewing and developing our service's philosophy. To achieve this, I'll organise regular meetings and workshops to seek meaningful input from families and include their perspectives in shaping the philosophy.</p>
 <p>your families</p>	<p>I thought about how well our service's philosophy aligns with the expectations and needs of the families we serve. I considered whether it effectively communicates our approach to early childhood education and how it supports families in their roles as partners in their child's learning journey.</p>	<p>Updating Resources: I'll collaborate with colleagues to review and update our teaching materials and resources. This ensures they align with the latest research and theories, supporting evidence-based practices.</p>
 <p>theorist and current research</p>	<p>Vygotsky's theory highlights the significance of scaffolding, where educators provide support and guidance to help children reach their full potential. In our service, I evaluate whether our educators actively engage in scaffolding during activities, ensuring that children are challenged appropriately and supported in their learning journey.</p>	<p>Strengthening Professional Development: Recognising the importance of staying informed, I will advocate for dedicated time and resources for educators to participate in training and workshops. This will support their understanding and implementation of the service's philosophy based on the latest research and theories.</p>

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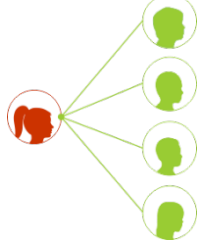
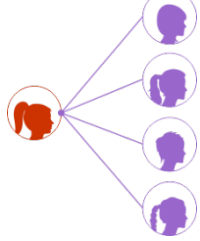
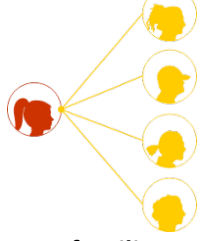
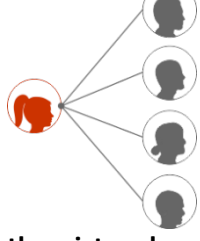
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A statement of philosophy guides all aspects of the service’s operations.



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 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		