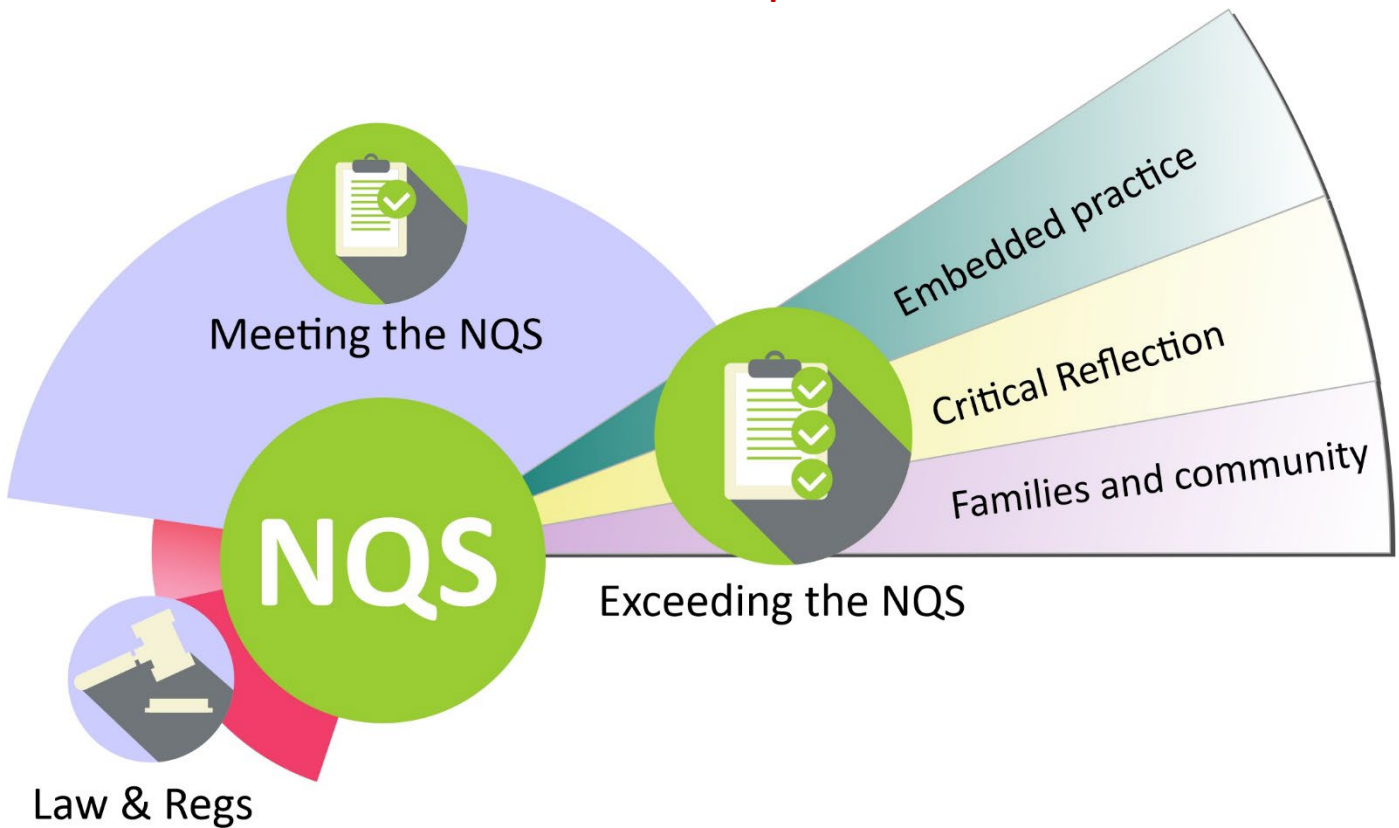


A statement of philosophy guides all aspects of the service's operations.

Section 9 - Educational Leader and Nominated Supervisor



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 **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (4) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (5) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Jazzie asks what their Philosophy should include? Please respond		
Mr Nick asks why a Service needs a Philosophy. Why do you think they do?		
Miss Anisha says the Service philosophy has no relevance for educators. Is she right?		
Miss Larisa says a Philosophy should include the values that guide the practice of all educators and staff. Is she right? What are the values in your Service Philosophy.		

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

Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 24.7.23	Guiding, supporting, and promoting the philosophy	Educators, children, families	We need to explore how the philosophy relates to job description and interview questions.	Matters related to the service's philosophy are addressed promptly and effectively from our meeting.
Monday 24.7.23				
Tuesday 25.7.23				
Wednesday 26.7.23				
Thursday 27.7.23				
Friday 28.7.23				

General thoughts or ideas

Week 23, 31 July to 4 August 2023 – 7.1.1 Service philosophy and purpose.

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Compliance test for educators ANSWERS for this week.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Jazzie asks what their Philosophy should include? Please respond	The Guide to the NQF says a Service Philosophy “outlines the purpose and principles under which the service operates. It also reflects the guiding principles of the National Quality Framework (section 3(3) of the National Law), and the approved learning frameworks (<i>Element 1.1.1</i>).” So a Philosophy should relate to these Principles, or those in the EYLF/MTOP.	
Mr Nick asks why a Service needs a Philosophy. Why do you think they do?	A Philosophy serves 3 purposes: <ul style="list-style-type: none"> • guides Service decisions, policies and daily practices • reflects and helps embed a shared understanding of the Service’s role among staff, children, families and the community guides educators’ pedagogy, planning and practice (Guide to NQF).	
Miss Anisha says the Service philosophy has no relevance for educators. Is she right?	No. Educators should be ensuring their practices are consistent with the Philosophy and should be able to give examples of this to assessors. They should also be involved in regular reviews of the Philosophy.	
Miss Larisa says a Philosophy should include the values that guide the practice of all educators and staff. Is she right? What are the values in your Service Philosophy.	Yes. We value: Following are examples only. <ul style="list-style-type: none"> • culture of continuous improvement • home like environment • warm, nurturing relationships • children’s safety paramount • diverse backgrounds and abilities • strong community relationships • each child’s uniqueness 	