

7.1.1

Service philosophy and purpose

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



Week 1
29.1.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



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.

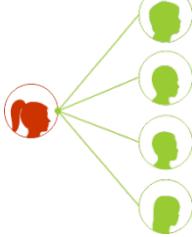
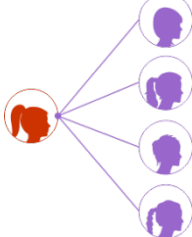
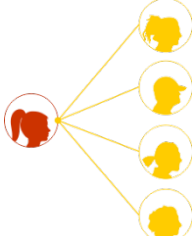
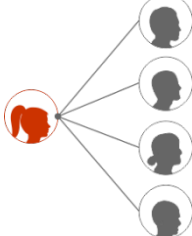
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	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?					



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:

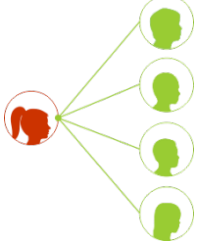
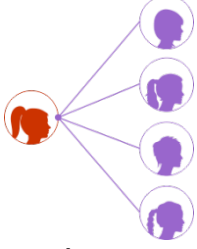
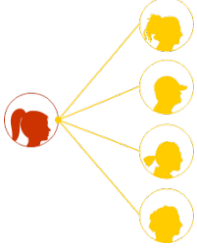
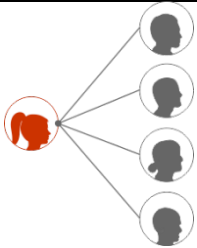
- How could you contribute to a more meaningful review of the Service Philosophy? Used below.
- In what situations would it be appropriate and relevant to refer to the Service Philosophy with families?
- **What needs to happen to ensure educators and staff view the Service Philosophy as an important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

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>Children see and experience the world in a unique and unfiltered way. From their perspective, the Service Philosophy should be something that makes them feel safe, valued, and excited to learn. It should guide the creation of an environment where they can explore, make friends, and grow. Reflecting on this, it's crucial that the philosophy should resonate with warmth, inclusiveness, and a focus on the interests and needs of each child.</p>	<p>Enhancing Communication: Regularly discussing the philosophy with all stakeholders (educators, families, and children) to ensure it remains relevant and understood by all.</p> <p>Professional Development: Providing ongoing training for educators to align their practices with the evolving philosophy.</p>
 <p>an educator</p>	<p>For educators, the Service Philosophy should act as a compass, directing their teaching methods, interactions, and decision-making processes. It should inspire and inform their practices, ensuring they are inclusive, reflective, and focused on the holistic development of each child. This perspective calls for a philosophy that is both practical and aspirational, providing clear guidance while leaving room for creativity and personal teaching styles.</p>	<p>Feedback Mechanisms: Establishing systems for regular feedback from families and educators, ensuring the philosophy remains responsive to the needs of the community it serves.</p>
 <p>your families</p>	<p>Families entrust their children to the service, expecting that their values and expectations for their child's care and education will be respected and mirrored. The Service Philosophy should align with these expectations, fostering a sense of trust and partnership. Families should see it as a reflection of their own beliefs about what is best for their child's development and learning.</p>	<p>Child-Centred Updates: Regularly reviewing the philosophy to ensure it reflects current research and theories, with a specific focus on what is best for children's learning and development.</p>
 <p>theorist and current research</p>	<p>Looking at the Service Philosophy from an academic and research standpoint, it should embody contemporary best practices in early childhood education. It should reflect an understanding of child development theories and align with the latest research on effective learning strategies. This means a philosophy that evolves and adapts as new insights and understandings emerge in the field.</p>	<p>Visibility and Accessibility: Making the philosophy more visible and accessible within the service environment and in communications with families.</p>



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