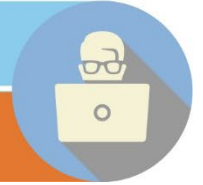


7.1.1

Service philosophy and purpose

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



Week 1
29.1.2024

Section 3. Document Meeting Practice (Room Leaders and Educators)

Room leaders work with educators to document their meeting practices.

Examples to reference, if needed for your QIP and SAT (NSW only)

Meeting – 1. Decision-Making and Daily Practices

Informed by the Service Philosophy: Our service's decision-making process and daily practices are deeply embedded in our Service Philosophy. For instance, our philosophy emphasises holistic child development, influencing our choices in curriculum design and educational material selection. This approach is visible in our daily routines, where activities are selected not only for their educational value but also for their ability to support physical, emotional, and social development. This holistic approach ensures that the children's learning experiences are comprehensive, catering to all facets of their growth.

2. Shared Understanding Among Stakeholders Aligned with the Service Philosophy

The shared understanding of our service's role, as outlined in our Service Philosophy, is evident in the collaborative relationships among staff, children, families, and the community. For example, our philosophy stresses the importance of community engagement. This is reflected in how we organise events that involve families and local community members, such as cultural festivals and environmental projects. These events not only enhance the children's learning experiences but also strengthen the connections between the service, families, and the broader community, creating a supportive and interconnected environment for the children.

3. Educator's Pedagogy Mirroring the Service Philosophy

The educators' pedagogical (teaching, learning and assessing) approaches directly mirror our Service Philosophy. A key element of our philosophy is the focus on child-led learning. Educators implement this by creating flexible lesson plans that allow for spontaneous learning opportunities based on children's interests and questions. This approach empowers children to take an active role in their learning journey, fostering curiosity and a love for learning. Educators regularly adapt their teaching methods and materials to cater to the diverse needs and interests of the children, ensuring that the educational programme is both engaging and effective.

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>