

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 5. Exceeding Standards: Embedded Practice (Nominated Supervisor)

Identify exceeding practice or implement how to become exceeding.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice

We actively participate in the regular review of our Philosophy, which includes annual reviews, assessing incidents and complaints, and examining other matters. Following comprehensive research into the dynamics of babies in groups, we've recently updated our Philosophy. These updates include incorporating a shared-agency approach and Group Theory. We've also recognised the importance of a work group mentality, leading us to reorganise the order of our core values to better reflect these insights.

If you are doing similar practices to the example, use the below question to help you write your 'exceeding practice for embedded' description so you can add it to your QIP or SAT (NSW only).

For Exceeding the QIP and Self-Assessment Tool (SAT)
Embedded Practice - Please explain how you regularly contribute to reviews of the Philosophy and what some of those contributions have been.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please explain how you **regularly** contribute to **reviews** of the Philosophy and what some of those contributions have been.

Section 1 of the question connects to how the individual educator actively participates in the process of reviewing the service's philosophy. It seeks to understand the person's ongoing involvement in providing input, insights, and feedback during the review of the service's guiding principles. This part of the question asks how you regularly take part in discussions and assessments when the service's philosophy is being reviewed. It seeks to know if you actively engage in the process of sharing your thoughts, ideas, and feedback on the guiding principles that shape the service's operations.

Section 2 of the question, examples of contributions to philosophy reviews. In this section, the question requests specific examples of how the individual educator has contributed to reviews of the service's philosophy. It aims to identify concrete instances where the person has offered valuable inputs or made a difference during the process of reviewing and refining the service's core principles. This part of the question asks you to provide some real-life examples of how you have actively participated in the reviews of the service's philosophy. It wants to hear about instances where you have shared your ideas, opinions, or suggestions, and how your contributions have influenced the direction or improvement of the service's guiding principles.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please explain how you **regularly** contribute to **reviews of the Philosophy** and what some of those contributions have been.

Engagement in Staff Meetings: In staff meetings, educators are encouraged to actively engage in discussions about the service's philosophy. They can express their views on its daily implementation and propose enhancements. For instance, an educator might advocate for integrating more bushy experiences, reinforcing the centre's commitment to fostering children's connection with the Australian bush.

Providing Observations and Insights: Educators contribute by sharing their observations from their interactions with children, families, and colleagues. They can pinpoint specific examples where the philosophy's positive influence is evident or suggest areas for improvement. For example, an educator might discuss how a play-based learning approach has boosted the children's creativity and self-expression.

Participation in Documentation Process: Educators can play a vital role in documenting the review process, such as writing reflective notes, capturing photographs, or creating displays that demonstrate the philosophy in action. This could include, for example, a display of children's artwork inspired by Aboriginal and Torres Strait Islander cultures, aligning with the centre's focus on cultural awareness.

Involving Families in Reviews: Gathering feedback from families is crucial. This can be achieved through surveys or discussions, gathering insights on the philosophy's impact. An example would be seeking parents' feedback on the centre's approach to inclusive practices, ensuring every child's needs are met and valued.

Ongoing Professional Development: Educators can enhance their contribution by participating in professional development focused on philosophical and pedagogical aspects. Attending seminars on

approaches like the Montessori method can offer new insights to enrich the philosophy. For instance, after a workshop on Montessori, educators might discuss incorporating more self-directed learning activities.

Reflective Practice: Regular self-reflection is key for educators. Assessing their teaching methods and how these align with the centre's philosophy is crucial. Through self-evaluation, educators can identify areas for further alignment with the centre's principles, like incorporating more opportunities for children to lead their own learning.

Your turn. Select a point from above and break it down into the subsections.

Please explain how you **regularly** contribute to **reviews of the Philosophy**...

and what some of those contributions have been...