



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

- (1) Review the points from the Law and Regulation 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.
- (5) Work with your Nominated Supervisor, 2IC and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



Law & Regs

There are no Regulations related to Element 7.1.1 Service philosophy and practice. However, the Guide to the NQF says (p. 286) that the Philosophy reflects the guiding principles of the National Quality Framework which can be found in the **National Law Section 3 Objectives and guiding principles**.

The guiding principles of the national education and care services quality framework are as follows—

- (a) that the rights and best interests of the child are paramount;
- (b) that children are successful, competent and capable learners;
- (c) that the principles of equity, inclusion and diversity underlie this Law;
- (d) that Australia's Aboriginal and Torres Strait Islander cultures are valued;
- (e) that the role of parents and families is respected and supported;
- (f) that best practice is expected in the provision of education and care services.



Question you could ask families regarding the philosophy

1. What is your overall perception of the service's philosophy and how it aligns with your child's education and development?
2. Are there specific aspects of the service's philosophy that resonate strongly with your family's values and priorities? If so, please elaborate.
3. In what ways do you believe the service's philosophy has positively influenced your child's learning experiences and growth?
4. Are there any areas of the service's philosophy that you feel could be further strengthened or expanded upon? If yes, kindly provide your suggestions.
5. How well do you think the service's philosophy reflects the diverse needs and backgrounds of the children and families attending the centre?
6. On a scale of 1 to 5, with 1 being "strongly disagree" and 5 being "strongly agree," how much do you feel involved and informed about the service's philosophy and its implementation?
7. Have you noticed any specific practices or actions within the centre that align with the service's philosophy and have had a significant impact on your child's learning and development?
8. Do you have any recommendations for enhancing communication about the service's philosophy and its relevance to your child's experiences at the centre?
9. How comfortable do you feel providing feedback or expressing your thoughts about the service's philosophy openly?
10. Is there any additional information or perspective you would like to share regarding the service's philosophy and its impact on your family's experience at the centre?
11. Have you had any discussions with your child about the service's philosophy or its values? If yes, what were their thoughts or reactions?
12. Please rate your overall satisfaction with the service's philosophy and its alignment with your family's expectations, on a scale of 1 to 5.
13. Are there any particular elements of the service's philosophy that you would like to see emphasised more in your child's daily learning experiences?
14. Have you witnessed any specific instances where the service's philosophy has been reflected in the interactions and activities within the centre?
15. Do you have any suggestions on how the service's philosophy can be further incorporated into community engagement or family involvement initiatives?
16. In your opinion, what role does the service's philosophy play in creating a nurturing and stimulating environment for the children?
17. Please share any personal experiences or anecdotes related to how the service's philosophy has positively impacted your child's attitude towards learning and exploration.
18. How familiar are you with the process of reviewing and revising the service's philosophy? Would you like to be more involved in this process in the future?
19. Are there any specific resources or support that you believe would be beneficial for families to better understand and engage with the service's philosophy?
20. Is there anything else you would like to add or any questions you have regarding the service's philosophy and its continuous improvement?



Educators' Knowledge and Philosophy Engagement Audit

As an educational leader seeking to comprehensively evaluate and enhance our educators' engagement with and understanding of our service philosophy, consider asking the following reflective questions. These carefully crafted queries aim to stimulate in-depth reflection and discussion among educators, thereby promoting a richer and deeper appreciation of how the service philosophy is understood and implemented in their daily practices.

1. **Understanding the Accessibility of the Service Philosophy:** "Could you share your experience in accessing and referring to our service philosophy? How often do you consult it in your daily practice?"
2. **Discussing the Service Philosophy's Content:** "In what ways do you feel comfortable discussing the key elements of our service philosophy with families or authorised officers? Can you give an example of such a discussion you've had recently?"
3. **Philosophy's Reflection of Values and Practices:** "How do you see our service's values, such as equity and inclusion, represented in our service philosophy? Can you describe how these values manifest in your daily interactions and activities at the service?"
4. **Guidance Provided by the Philosophy in Curriculum Planning and Evaluation:** "Could you walk me through how our service philosophy influences your approach to curriculum planning and evaluation? Perhaps you could share a specific instance where the philosophy guided your decision-making in this area."
5. **Influence of Philosophy on Daily Decisions:** "Can you think of a recent example where our service philosophy directly influenced a decision you made at the service?"
6. **Philosophy's Role in Relationships with Children and Families:** "How does our service philosophy guide your relationships and interactions with children and their families? Can you share a personal experience where this guidance was particularly evident?"
7. **Alignment with EYLF, MTOP, and Continuous Improvement:** "In what ways do you think our service philosophy supports the principles and practices of the EYLF and MTOP? How does it contribute to our goal of continuous improvement under the NQS?"
8. **Service Philosophy and Current Priorities:** "How do you perceive the alignment between our service philosophy and our current service priorities? Are there areas where you see strong alignment or potential for further development?"
9. **Engagement in Philosophy Reviews:** "Can you describe your involvement in the review process of our service philosophy? What insights or suggestions have you contributed in past reviews, or what would you like to contribute in future revisions?"



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. | | |



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: <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 | |

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 8. Role of the Educational Leader (Educational Leader)

Detailed guidelines for the Educational Leader.

Educational Leader weekly sheet

| Date | Educational Leader activity | With whom? | Comments | Follow up |
|----------------------|---------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Monday 29.1.24 | 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 29.1.24 | | | | |
| Tuesday 30.1.24 | | | | |
| Wednesday 31.1.24 | | | | |
| Thursday 1.2.24 | | | | |
| Friday 2.2.24 | | | | |

General thoughts or ideas