

Principle 1: Secure, respectful and reciprocal relationships

Management

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect the importance of relationships with children?
For management , this principle means maintaining consistency of early childhood educators so children can form secure attachments and nurturing relationships with your staff members.	
<p>Reflections for management: How do you ensure children receive consistent emotional support at key routine and separation times of the day?</p> <p>How can your service ensure consistency of educators to provide a familiar separation routine for children?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 1: Secure, respectful and reciprocal relationships

Educators of children under 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect the importance of relationships with children?
For educators of children under 2 , it is most important that babies and toddlers develop secure attachments and trusting relationships in order for them to develop, grow and learn.	
<p>Reflections for educators of children under 2: How do you know when a child has developed a secure attachment to you?</p> <p>Have the children attending developed secure attachments?</p> <p>What could you do to further improve relationships with children?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 1: Secure, respectful and reciprocal relationships

Educators of children over 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect the importance of relationships with children?
For educators of children over 2 this principle means interacting positively with children at all times and respecting children's views, opinions, beliefs and backgrounds.	
<p>Reflections for educators of children over 2</p> <p>When guiding children in their behaviour, it is important to remain positive and respectful of children. How does your team display this?</p> <p>What messages would you feel the children are learning by watching and hearing you if you were not positive and respectful?</p> <p>How can you support each other to stay positive and nurturing?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 2: Partnerships

Management

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy to recognise partnerships?
For management there is a need to create an environment where families are viewed as the most important teachers of children. Families should be involved and consulted on every aspect of their child's documentation, routines, needs, strengths and play.	
<p>Reflections for management: How do you know what the expectations and attitudes of families are when they come to your service?</p> <p>What documentation is used to let families know from the very beginning what your expectations are for their involvement in the centre?</p> <p>Do you feel there is trust between your families and educators?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 2: Partnerships

Educators of children under 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect the importance of partnerships?
For educators of children under 2 , it is vital you work in partnership with families for the wellbeing of babies and toddlers. Communication with families should be happening everyday with every family.	
<p>Reflections for educators of children under 2: What knowledge of each child do you feel that the family would have that educators may not?</p> <p>How do you ensure you have communicated with every family during the day?</p> <p>Do you always communicate freely and respectfully with the families?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 2: Partnerships

Educators of children over 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect the importance of partnerships?
For educators of children over 2 this principle means actively encouraging families to collaborate with educators about curriculum decisions to make sure experiences are relevant and meaningful for children.	
Reflections for educators of children over 2 How do you collaborate with families on the curriculum? How do you incorporate the strengths of each family in to the program? How do you record what parents have said about your program?	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 3: High expectations and equity

Management

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect having high expectations of children?
For management you need to ensure your educators have access to the community, professional services and agencies in order to provide the best support and opportunities for all children.	
<p>Reflections for management: How do you ensure all children can access and actively participate in your service?</p> <p>Are there any barriers preventing children with diverse circumstances and abilities from participating in your program?</p> <p>Do you see your service as an advocate for all children, not just for the children attending? How do you show this?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 3: High expectations and equity

Educators of children under 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect having high expectations of children?
For educators of children under 2 , this means believing all children are capable of amazing achievements in their learning and development.	
Reflections for educators of children under 2: What is your view on the capabilities of babies and toddlers? Does your view match the EYLF principles and reflect that we should have high expectations of children's capabilities?	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 4: Respect for diversity

Management

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy to show respect for diversity?
For management this may mean looking at your service with fresh eyes and thinking about the messages you give about diversity to visitors of the service through your displays, signs, cultures and programs.	
<p>Reflections for management: How are visitors of your service made aware that your service honours the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of all families?</p> <p>Does your service promote an understanding of Aboriginal and Torres Strait Islander ways of knowing and being?</p> <p>How is this embedded into everyday practice?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 4: Respect for diversity

Educators of children under 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy reflect respect for diversity?
For educators of children under 2 , this may mean honouring child rearing practices that are new or foreign to you. In this event, you may need to think about changing the policy and taking action to redress your practices that may not be inclusive of all cultures and beliefs.	
Reflections for educators of children under 2: Parents of a 10 month old baby explain to you he doesn't wear a nappy at home, they put him on the toilet every 2 hours and he is naked most of the time. How would this request affect your centre? What would you do?	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 4: Respect for diversity

Educators of children over 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy to respect diversity?
For educators of children over 2 this principle may mean making decisions about the curriculum that mean all children's cultures, identities, abilities and strengths are valued.	
Reflections for educators of children over 2 How do you value conflicting cultural beliefs in your curriculum? Think about your home corner- Does it reflect the lives of all the children's families in your service? Is this important?	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 5: Ongoing learning and reflective practice

Management

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy to explain the importance of ongoing learning and reflective practice?
<p>For management, this involves creating an environment of continuous inquiry and reflection. Allow your educators, children and families to question what they are doing and why they are doing it.</p>	
<p>Reflections for management: How do you encourage staff to build their professional knowledge?</p> <p>Do you think educators within your service value their own learning? Are they motivated to continue learning? How is this shown?</p> <p>Do you feel educators need to be passionate about their own learning in order to be passionate about children's learning? If we want to instil a love of lifelong learning, How can we ensure we have this ourselves?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 5: Ongoing learning and reflective practice

Educators of children under 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy to explain the importance of ongoing learning and reflective practice?
<p>For educators of children under 2, this means questioning your work, your understandings, your theories and your practices. What do you want to know that you don't know? Is your knowledge current?</p>	
<p>Reflections for educators of children under 2: What is exciting in your work with toddlers and babies?</p> <p>What are you curious about?</p> <p>Which theories do you follow in your work? What do you not agree with?</p>	Current Practices/ Strengths:
	Actions for continuous improvement

Principle 5: Ongoing learning and reflective practice

Educators of children over 2

Which EYLF practices are supported by this principle?	
How does this principle relate to the outcomes?	
How is this principle reflected in your service's philosophy now?	Do you need to make changes to your philosophy to explain the importance of ongoing learning and reflective practice?
<p>For educators of children over 2 this principle could require you to reflect on your everyday practices that some educators take for granted or don't give much thought to why it is done that way. For example, Why do you have a home corner? Is it serving its purpose? Could it be arranged differently?</p>	
<p>Reflections for educators of children over 2 What procedure is currently in place for you to regularly reflect on what happens in your setting?</p> <p>Are the children typically engaged in play throughout the day? Do you need you need to reflect on your routine and environment?</p>	Current Practices/ Strengths:
	Actions for continuous improvement