



# EDUCATION AND CARE

## Educational Leadership

# Educational Leader role

According to the Guide to the National Quality Framework (ACECQA, 2018, p. 303) the role of the Educational Leader is primarily to:

- **collaborate** with educators and provide curriculum direction and guidance
- **support** educators to effectively implement the cycle of planning to enhance programs and practices
- **lead** the development and implementation of an effective educational program in the service
- **ensure** children's learning and development are guided by the learning outcomes of the approved learning frameworks



# ROLE OF THE EDUCATIONAL LEADER

- ▶ Effective Educational Leadership is essential to the provision of quality educational programs and practice.
- ▶ Supporting the Educational Leader to be effective in this role is key to quality improvement and improved A&R outcomes.
- ▶ Educational Leaders who understand pedagogical practice and can enable others to develop their skills and knowledge about play-based learning is highly beneficial in delivering high quality early childhood programs.

# Educational Leaders guide and support educators'

- ▶ Development and implementation of the program
- ▶ Understanding of theory, research and best practice
- ▶ Building of relationships
- ▶ Intentional teaching strategies
- ▶ Routines and transitions
- ▶ Documentation
- ▶ Critical reflection
- ▶ Implementation of the assessment and planning cycle



# A typical day as Educational Leader

There is no “right” way, but you might:

- ▶ Support individual educators during programming time
- ▶ Deliver information sessions at team meetings
- ▶ Lead reflective discussions
- ▶ Work on the floor and role model effective intentional teaching or behaviour support strategies
- ▶ Share research and theory information with educators
- ▶ Identify goals for the service and discuss the steps to take to get there
- ▶ Engage with families and school staff to share information about how you plan for children's learning and development.



# The National Regulations – Designation of an Educational Leader

- ▶ Regulation 118)- the approved provider ‘must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service’
- ▶ In addition, Regulation 148 requires that the staff record must include the name of the person designated as the educational leader, in accordance with Regulation 118.
- ▶ Finally, Regulation 173 2 (d) notes that the name of the educational leader is prescribed information that must be displayed and clearly visible to anyone from the main entrance to an education and care service according to Section 172f.





# The Educational Leader and the National Law

- ▶ **Section 51(1)(b)** – A service approval is granted subject to the condition that the service operates in a way that – meets the educational and developmental needs of children.
- ▶ **Section 168** – An approved learning framework must be used to guide the educational program.



# The Educational Leader and the National Regulations



- ▶ **Regulation 73** – The educational program must contribute to the approved learning framework's learning outcomes for each child.
- ▶ **Regulation 74** – The following must be documented for each child:
  - ▶ Assessments of the child's developmental needs, interests, experiences and participation in the educational program
  - ▶ Assessments of the child's progress against the learning outcomes.
- ▶ The approved provider must consider-
  - ▶ The length of time children attend the service
  - ▶ How documentation will be used by educators at the service
- ▶ Documentation should be readily understandable by the educators at the service and the child's parents.



# The Educational Leader and the National Regulations



- ▶ **Regulation 75** – Information about the educational program must be kept available and displayed in an area of the service accessible by parents.
- ▶ A copy of the educational program must be available at the service premises on request.
- ▶ **Regulation 76** - The following information must be available to parents on request-
  - ▶ Information about the program that relates to that child
  - ▶ Information about the child's participation in the program
  - ▶ A copy of documents kept under Regulation 74 for that child.

# The Educational Leader and the National Quality Standard

- 1 Educational program and practice
- 2 Children's health and safety
- 3 Physical environment
- 4 Staffing arrangements
- 5 Relationships with children
- 6 Partnerships with families and communities
- 7 Leadership and service management

In addition to the National Regulations, the NQS (ACECQA, 2018, p. 303) specifies the expectations of the educational leader within a service as follows:

- ▶ Standard 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.
- ▶ Element 7.2.2: The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
- ▶ The educational leader's role should also be evident in educators' practice for Quality Area 1: standards 1.1 (Program), 1.2 (Practice) and 1.3 (Assessment and planning), as well as all the elements of these standards.

# True or false?

The educational leader:

- ▶ Is the sole person with input into preparing an educational program for all service staff to follow.
- ▶ Is like a champion for pedagogy who leads the development and implementation of the program.
- ▶ Is tasked with documenting the progress of children and their learning journey.
- ▶ Is required to hold specific qualifications.
- ▶ Is expected to know all the answers relating to the development of educational programs at the service.
- ▶ Is the sole authority for explaining why specific pedagogical choices are made.

FALSE

TRUE

FALSE

FALSE

FALSE

FALSE

# Support for the Educational Leader

Element 7.2.2 requires the educational leader to be supported in their role.

**Capacity Building**

**Empowering**

**Resourcing**



Provision of support to the educational leader can, in turn, lead to capacity building and empowerment of educators.

# Do we need to document...

- ▶ Critical reflection
- ▶ The planning cycle? – YES!

Why?

Documentation of children's learning:

- ▶ makes learning visible to other educators, families and children
- ▶ promotes relationships between children, educators and families
- ▶ demonstrates professionalism
- ▶ enables the assessment and planning cycle to be visible to educators and families. - The Guide to the NQS – p.126



# Critical reflection

- ▶ Element 1.3.2 – **Critical reflection on children’s learning and development**, both as **individuals** and in **groups**, **drives program planning and implementation**.
- ▶ More than just “what happened today.”
- ▶ The Guide to the NQS p.129 “Educational Leaders support educators to become increasingly thoughtful about their work, to analyse their actions objectively and motivate them to reflect and explore new ideas and approaches as part of daily practice.”
- ▶ Some ideas- Voice to text software, diaries, online applications, assigning a “scribe” during meetings or discussions, including children in reflections.





## Assessing element 7.2.2 – assessors may:

Observe	Discuss	Sight
<ul style="list-style-type: none"> <li>the Educational Leader working with educators to build capacity and understanding about their pedagogy and practice, including how they assess, reflect on and plan for children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>how the service supports the educational leader to engage with educators,</li> <li>how the educational leader:               <ul style="list-style-type: none"> <li>leads the educational program</li> <li>supports educators in the development of documentation</li> <li>leadership is tailored to suit individuals</li> <li>Supports educators to promote children's learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Designation of the Educational leader in the staff record</li> <li>Documentation of the educational leader providing feedback and guidance to educators</li> <li>Evidence of reflective practice discussions</li> </ul> <p>- Guide to the NQS p306</p>

# The Planning and Assessment Cycle



- ▶ Observe – what do I know about this child?
  - ▶ Assess/ Analyse/ Interpret – What is the child learning and how?
  - ▶ Plan – What are my intentions? How can I extend on this experience?
  - ▶ Implement – How can I use routines, interactions, environments and experiences to support the child's learning?
  - ▶ Evaluate – How effective and meaningful were the observation and assessment? Intentional teaching strategies? Planned experiences?
- ▶ It is important to note that documentation occurs at every stage of the planning cycle. – EYLF V2.0 p.27

What is pedagogical leadership?

What does pedagogical leadership  
look like in your organisation?

# Pedagogical Leadership



- ▶ mentoring and supporting educators
- ▶ drawing on educators' strengths
- ▶ ensuring the assessment and planning cycle is applied
- ▶ lead reflective practice

# Changes to the ALFs

The updated versions have been published and can be used concurrently with the original version until 1 January 2024.



- ▶ Have you engaged with them yet?
- ▶ Have you considered how you will support educators to transition to the updated versions?
- ▶ For more information see the links on the ACECQA website.

[MTOP-2022-V2.0.pdf \(acecqa.gov.au\)](https://www.acecqa.gov.au/sites/default/files/2023-02/MTOP-2022-V2.0.pdf)

(<https://www.acecqa.gov.au/sites/default/files/2023-02/MTOP-2022-V2.0.pdf>)

[EYLF-2022-V2.0.pdf \(acecqa.gov.au\)](https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf)

(<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>)

# Changes to documentation for children over pre-school age

- ▶ From July 1, 2023 there are changes to the legislative requirements for documentation of individual evaluations of school age children.
- ▶ For further information about these changes, please see the [ACECQA information sheet](https://www.acecqa.gov.au/sites/default/files/2018-09/DocumentingProgram_0.pdf)

([https://www.acecqa.gov.au/sites/default/files/2018-09/DocumentingProgram\\_0.pdf](https://www.acecqa.gov.au/sites/default/files/2018-09/DocumentingProgram_0.pdf)).





# Links and Resources

- ▶ [Educational leadership | ACECQA](https://www.acecqa.gov.au/resources/educational-leadership) (https://www.acecqa.gov.au/resources/educational-leadership)
- ▶  [\(3\) Unpacking the Educational Leader Resource – YouTube](https://www.youtube.com/watch?v=MOVK9yOjpsM)  
(https://www.youtube.com/watch?v=MOVK9yOjpsM)
- ▶ [Educational leadership videos | ACECQA](https://www.acecqa.gov.au/resources/supportingmaterials/videos/educational-leadership-videos)  
(https://www.acecqa.gov.au/resources/supportingmaterials/videos/educational-leadership-videos)
- ▶ [The Role of the Educational Leader – Infosheet](https://www.acecqa.gov.au/media/26531)  
(https://www.acecqa.gov.au/media/26531)
- ▶ [The Role of the Educational Leader Series](https://www.acecqa.gov.au/latest-news/blog?s=&f%5B0%5D=tags%3A2106) (https://www.acecqa.gov.au/latest-news/blog?s=&f%5B0%5D=tags%3A2106)
- ▶ [QA7\\_EducationalLeadershipAndTeamBuilding.pdf](https://www.acecqa.gov.au/sites/default/files/2019-05/QA7_EducationalLeadershipAndTeamBuilding.pdf)  
(acecqa.gov.au) (https://www.acecqa.gov.au/sites/default/files/2019-05/QA7\_EducationalLeadershipAndTeamBuilding.pdf)





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