

Educational Leadership - Nominated Supervisor

NQS 7.2.2 Educational leadership

Name of the person conducting the checklist: _____ Date: _____

Educational Leader Practices

Is there evidence the Educational Leader guides the development and implementation of a curriculum which assess children against the EYLF/MTOP Learning Outcomes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader guides the development and implementation of a curriculum which meets or exceeds all elements in NQS Quality Area 1?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
For example, is there evidence the Educational Leader ensures that educators respond to children's ideas and explorations, and build curriculum around children's strengths, culture, abilities, interests and knowledge?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
For example, is there evidence the Educational Leader ensures educators provide opportunities for children to learn collaboratively in small and large groups?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
For example, is there evidence the Educational Leader ensures the indoor and outdoor environments encourage children to create, explore, investigate, collaborate, imagine and engage with natural and built resources?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
For example, is there evidence the Educational Leader ensures routines are used to support and extend children's learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
For example, is there evidence the Educational Leader establishes and supports strong partnerships with families eg discusses children's progress towards learning outcomes with families in a respectful and sensitive way?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
For example, is there evidence the Educational Leader leads engagement with community members and organisations to extend children's learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
For example, is there evidence the Educational Leader regularly reviews children's learning documentation to make sure the planning cycle is accurate, complete and shows what educators do to extend learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence (eg in learning documentation) the Educational Leader shows educators how to achieve the meeting and exceeding themes for each element/standard in Quality Areas eg 1, 2, 3, 5 & 6? (QA4 and QA7 don't apply to Educational Leader)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader guides reflective practice discussions and encourages continuous improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader draws on learning theories to promote educators' understanding and improve practice?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader regularly meets with individual educators as required to guide, support and mentor them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader understands the strengths and needs of individual educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader provides educators with examples and resources when providing feedback and guidance eg about the assessment and planning cycle?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader assists and guides educators in working with other early childhood professionals like intervention specialists to meet children's needs and promote learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader encourages educators to share their knowledge and ideas with other educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the Educational Leader treats all educators with respect, listens to their opinions and ideas and encourages them to share their knowledge and strengths?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Management Practices

Do you give the Educational Leader time to regularly meet with and support/mentor educators eg through rostering?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
---	---------------------------	--------------------------	--------------------------

Do you organise training for Educational Leaders who are new to the role or need additional support?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you work with Room Leaders and the Educational Leader to improve practice and support educators through periods of change?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider an employee's qualifications, experience and leadership skills when appointing an Educational Leader?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Has the Educational Leader been appointed in writing?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there only one Educational Leader (who may be supported by others in the role)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a job description for the Educational Leader which outlines clearly defined role expectations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required