



## Educational Leader

We've been talking about supporting and engaging with families in the Educator's section. Let's think more about how you support and engage with your educators. What type of model are you using to do this? Is it one that motivates and supports adults, or are you acting as 'the teacher' in a school classroom. Remember:

The best educational leaders do two things.

1. *Work alongside the educators in the room*
2. *Never tell educators what to do, instead ask reflective questions to help the educators identify problems accurately and work out themselves how to solve them.*

When working with adults we need to base our teaching practices on adult learning principles:

**1. Adults are internally motivated and self-directed.**

Adult learners need to be free to direct themselves and will resist learning imposed on them.

Educational Leaders must:

- actively involve educators in the learning process and get their perspectives
- guide educators not just supply them with facts
- arrange for educators to work on projects that interest them.

**2. Adults need to draw upon their own life experiences and knowledge.**

Adults have a wealth of life experiences and knowledge they can use to teach themselves and others. Educational Leaders must:

- help educators connect it to the learning
- encourage collaboration with other educators.

**3. Adults are goal oriented.**

Adults appreciate well-organised learning that's tied to specific professional or personal goals. Educational Leaders must identify learning objectives, follow clear agendas, and show educators how the activities are helping them achieve their goals.

**4. Adults are relevancy oriented.**

Adults must be able to see how learning connects to their work. Educational Leaders must understand the EYLF/MTOP and demonstrate how the theory and content of the EYLF/MTOP relates to educators' work.

**5. Adults are practical.**

Adults like hands-on exercises that simulate real-world situations. Educational Leaders must design concrete learning activities and help educators see explicitly how this will help them on the job.

**6. Adults need to be shown respect.**

Educational Leaders must establish a learning atmosphere where educators are treated as equals and encouraged to share their opinions, experiences, and knowledge.

### Example

**How might you help new educator Crystal plan and extend learning activities.**

#### Week 3, 15-22 February 2021- 6.1.1 Engagement with the Service

<b>Principle #1: Adults are internally motivated and self-directed.</b>	Talk to Crystal away from other people eg in the programming room. Ask Crystal when, how and where she got her early childhood qualifications. Describe the actions you see Crystal use in practice. Use the EYLF/MTOP book and with Crystal discuss teaching practices that help children achieve learning outcomes.
<b>Principle #2: Adults need to draw upon their own life experiences and knowledge.</b>	<i>"So you worked in a café in your last job right? What could you teach children about how a café works eg what can you buy, how much does it cost, where does the coffee come from, how do the registers work, who goes there etc. I bet they'd love to set up a café with you."</i>
<b>Principle #3: Adults are goal oriented.</b>	<i>"Let me show you how this is part of the assessment and planning cycle, and how it helps you meet Reg 74 Documenting assessments of children's learning."</i>
<b>Principle #4: Adults are relevancy oriented.</b>	<i>"That's great. Can you see how this makes it easier for you to keep children interested and engaged. Children will show you what they want to learn about making it easy to plan a true EYLF/MTOP curriculum, and you'll spend less time managing their behaviour."</i>
<b>Principle #5: Adults are practical.</b>	<i>"You could extend on that interest by taking a walk around the block and seeing what you can find. Children will be ready for a rest when they come back, and you'll be able to write a great learning story."</i>
<b>Principle #6: Adults need to be shown respect.</b>	<i>"I know you just needed a little bit of guidance. You're picking this up really well. I'm looking forward to seeing the next experience."</i>

<b>Principle #1: Adults are internally motivated and self-directed.</b>	
<b>Principle #2: Adults need to draw upon their own life experiences and knowledge.</b>	
<b>Principle #3: Adults are goal oriented.</b>	
<b>Principle #4: Adults are relevancy oriented.</b>	
<b>Principle #5: Adults are practical.</b>	
<b>Principle #6: Adults need to be shown respect.</b>	

**Week 3, 15-22 February 2021- 6.1.1 Engagement with the Service**

## Parental Interaction and Involvement in the Service Policy

- We will communicate with families in a variety of ways
- We will provide relevant information to families in their home language if necessary
- We take complaints by families seriously. We may ask that complaints raised verbally be put in writing. We will use our Grievance Procedure to investigate and action complaints
- Families are encouraged to be involved in all aspects of our Service eg by sharing information about their family or culture, making suggestions about service operations, assisting with daily activities
- We have an 'Open Door' policy and welcome families at all times.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

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