



Educational Leader

The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.2.2 and understood the role of the Educational Leader is to:

- collaborate with/coach/mentor educators to lead the development and implementation of a high quality educational program based on EYLF/MTOP outcomes
- support educators to implement an effective planning and assessment cycle to enhance the program and practice.

Collaborate with educators to lead the development and implementation of a high quality educational program

As educational leader you need to be aware of what is going on in the rooms and groups. The easiest way to quickly check a room is to look for the three main characteristics of what a functional room looks like, then the three 'W's'. These include:

1. Interactions between children and educators are great
2. Routines are implemented so everyone, including children, know the flow of the day/session
3. Room/group setup is obvious and looks like and works like a learning environment.

The three 'W's' are an instant indicator that the room is not working and include:

- Wandering children
- Wandering Educators
- Waiting children

Can you identify any of the above concerns in your rooms/groups? If so, what point from above is the issue?

Before moving on think about this; centres are getting bigger with more children and bigger classrooms and teams. The highest qualified educators, those with degrees, often end up in rooms with less educators to manage and older children.

Ask yourself, is there effective leadership in the rooms? Is there clear direction from the room/group leader? If not, what do you think the issue could be?

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Work groups are an interesting concept. Basically, a work group is a group of people that work together in a functional way and get the real work completed. In ECEC the most basic function of a work group is to care for and educate children, then tell the parents how you have cared for and educated them.

If this is not happening, then you'll see uncompleted programs, no or limited cleaning occurring, messy rooms and unengaged children. When you see this, you need to get the team back on track and make them

Week 38, 29 November – 3 December 2021- 7.2.2 Educational leadership

accountable to do the real work. This is easier said than done, and when you point out that the real work is not getting completed you may be 'attacked.' You need to stand your ground, get support from the Nominated Supervisor, and keep focusing the educators back to the real work and ensuring they get it completed.

Another interesting factor affecting some educators not doing their work is related to the concept of ethical decision-making: People are torn between what they want to do vs what they should do. To learn more about that watch the video below by clicking on the link <https://vimeo.com/649769582/e655fdd23f>

Professional Standards

Professional standards guide practice, interactions and relationships.



Everybody has **different personality types**. For example you may have educators who are very creative and may not like being told what to do, which means you need to work with them to ensure their creative activities are meeting Regulations that need to be followed.

On the opposite end you may have educators that may need more direction and less autonomy than you're currently providing. They might like to have a more structured program of things to deliver over the year like a physical activity program, or set lessons they can deliver the same way each day over the week, with a new set of lessons for the following week.

Where do you think your educators lie on the above two points? Are they creative and like to make up their program, do they like following a set structure, or are they in-between both of these?

You need to support educators to implement an effective planning and assessment cycle to enhance the program and practice. As mentioned above, some educators love to be told exactly what to do and you might need to source or create lessons for:

- Sharing games
- Bag packing learning
- Shoes on feet the correct way lessons
- Self-service of food
- Scraping plates and washing own dishes after meals
- Own bed making
- Connecting learning to the community
- Poem sources and reading
- Connecting to nature

Please note we've included two ACECQA Fact Sheets on the Role of the Educational Leader in this week's email.

Week 38, 29 November – 3 December 2021- 7.2.2 Educational leadership

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Termination of Enrolment Policy

The Nominated Supervisor may terminate a child’s enrolment if:

- a child’s safety, or the safety and wellbeing of other children and staff at the service is, or is likely to be compromised
- a child’s family consistently refuses to comply with service policies and procedures including:
 - Fees Policy which requires all fees be paid on time and children are collected before the centre closes
 - Code of Conduct in the Educator and Management Policy which requires families/carers to always interact with staff in a respectful, non-threatening way
 - Additional Needs Policy and Behaviour Policy which require families work with educators to ensure their child receives the best possible support and do not adversely affect the learning environment for other children.

The Nominated Supervisor will advise the family in writing that their child’s enrolment will be terminated, the reason why, how much money is owed or owing, and the effective date of termination (at least 2 weeks in advance from date of letter unless there is safety issue).

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature