



Educators

- assisting educators with positive and effective strategies behaviour guidance strategies
- developing strategies to assist educators with varying abilities and learning styles
- fostering connections with local organisations and people including early intervention services and cultural groups

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.

There are many ways Educational Leaders can do this. For example:

- increasing educators' knowledge of theories, pedagogy and the learning framework
- leading the planning, documenting and evaluation of children's learning
- leading educators in reflective discussions about practice and the learning framework eg helping educators explain how and why they make decisions about the curriculum/program
- regularly reviewing children's progress towards learning outcomes
- identifying educators' strengths and ensuring they are in best room/group to use them
- establishing processes to ensure there is continuity of learning during transitions
- managing the implementation of individual education or behaviour plans
- setting clear goals and expectations for learning
- ensuring educator practices are consistent with the National Law and Regulations, NQS, and service philosophy, policies and procedures
- helping educators liaise with community organisations and professionals

This is not an exhaustive list. Also please note we've included two ACECQA Fact Sheets on the Role of the Educational Leader in this week's email.

You may be asking what role educators have in relation to Educational Leadership? Educational Leaders need the full support and co-operation of their educators to effectively do their job. This may sound simple and logical, but there are many reasons why this may not happen in practice.

For example, one service looked at the barriers that were put in place by educators which stopped the Educational Leader from effectively doing their job. An educator with an ECT qualification was not happy that the Educational Leader only had a diploma qualification, however the ECT was just starting in early childhood, and was still learning the craft of teaching and classroom management. A meeting was held with the Ed Leader and ECT and it was pointed out to the ECT that there were many skills she needed to learn first, and the Ed Leader was very successful in her room. The Nominated Supervisor used the philosophy, core values and code of conduct to remind the ECT that everyone has strengths, and we need to learn from one another.

We discuss other potential barrier below.

Everybody has **different personality types**. For example you might be very creative and may not like being told what to do, which means you need to work with your Ed Leader to ensure that your creative activities are meeting Regulations that need to be followed.

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

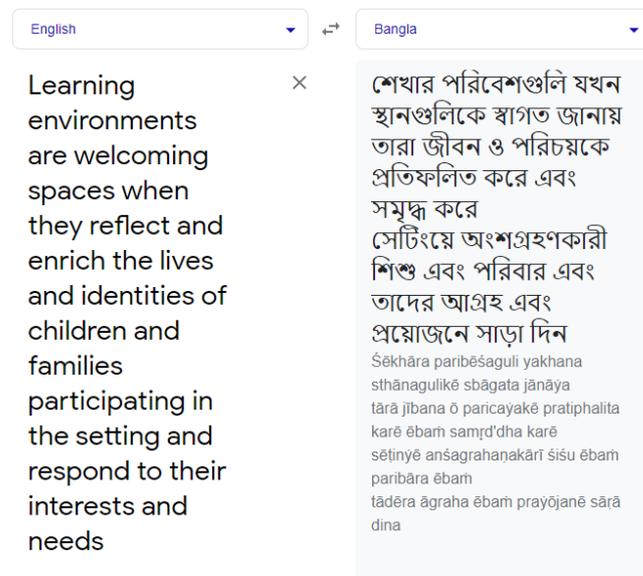
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On the opposite end you have educators that may need more direction and less autonomy than the Educational Leader is currently providing. They might like to have a more structured program of things to deliver over the year like a physical activity 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 lie on the above two points? Are you creative and like to make up your program, do you like flowing a set structure, or are you in-between both of these? Describe how you would like your Ed Leader to work with you.

An educator may feel it's easier doing it their way, creating a **dysfunctional room** that needs support to work as a team before any improvement or change can be implemented. Teamwork is so important in ECEC. If you don't have it, then the children will sense the distrust between educators, won't trust educators either, and then do their own thing leaving a mess. The educational leader may need to assist with teamwork. Are there any aspects of your team that the Ed Leader could assist with?

There may be **cultural or other issues** affecting the relationship between educators and the Educational Leader. For example when English is a second or third language educators may not feel confident to contribute to the curriculum and the Ed Leader may need to work with those educators and with Google translate, and translate key sentences or learning outcomes from the EYLF/MTOP into the educator's language. Below is from the EYLF Learning Environments translated into Bangla.



The purpose of assisting with translating is to bring together a shared understanding of the curriculum. It doesn't take educators long to gain confidence using their own language to better understand what's required in the EYLF/MTOP. What languages spoken by your educators could benefit from a Google translate?

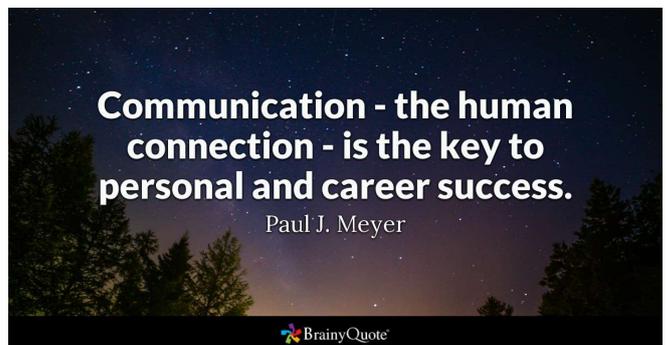
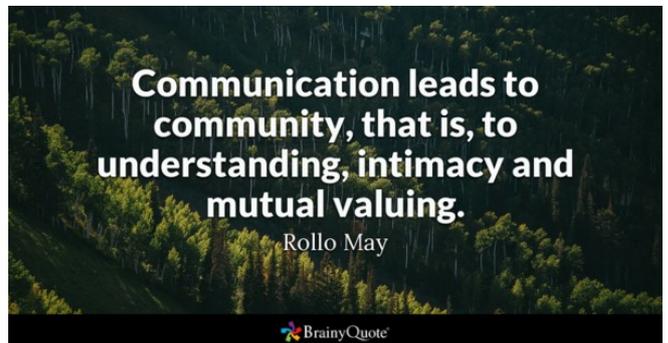
An educator may not wish to reveal their **lack of skills or knowledge**. This is normal, however all educators including the Ed Leader need to check for understanding. A good way to do this is to ask the educational leader to demonstrate what's expected and check your understanding against the demonstration. What could you ask your Ed Leader to demonstrate in practice to learn from and check your understanding?

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

Are there any issues, beliefs or values stopping you from fully supporting the Educational Leader? What action do you need to take?

Educators may be **unwillingly to share their views and ideas** with the Educational Leader. Again this is normal and may show that you haven't built a strong enough relationship with the Ed Leader to share. You need to build this trust and relationship with the Ed Leader by asking them questions and then sharing information about yourself and your experience with them.

Questions for the Ed Leader	Points you would like to reveal to the Ed Leader
<p>What was the biggest thing your learnt when first starting as an educator?</p> <p>What was the most surprising thing you learnt from a family?</p>	<p>I worked in a school as a support educator.</p> <p>I have 4 younger brother and sisters.</p> <p>I play the piano.</p>



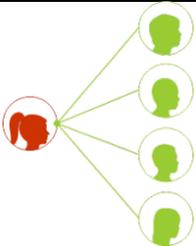
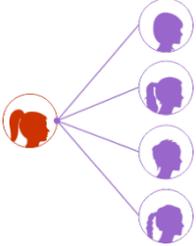
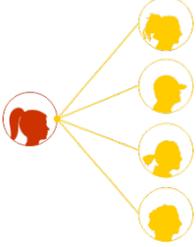
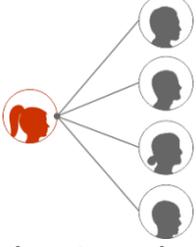
Week 38, 29 November – 3 December 2021- 7.2.2 Educational leadership



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Do you hold certain beliefs or values that make it more difficult for the Educational Leader to support improved practice and learning outcomes?
- Are you always willing to try approaches and strategies suggested by the Educational Leader?
- How do you support families to understand the role of the Educational Leader?

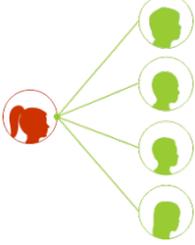
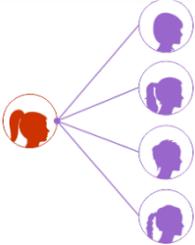
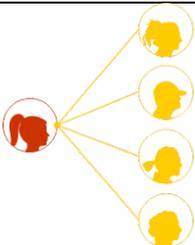
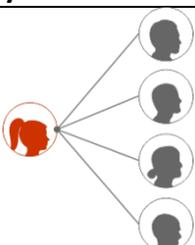
(related to improvement example)

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	I love it when Mr Matt visits our group. We always do lots of fun activities and learn about my favourite things.	<p>After reflecting, the EL and educators decided families probably didn't know much about the EL's role, and how the EL supported educators to deliver high quality learning outcomes for their children.</p> <p>The EL then discussed this with the NS and suggested including some information on Matt's role as EL in the next newsletter, and displaying the article in each of the rooms.</p>
 <p>an educator</p>	Matt's great as an EL. He knows the EYLF/MTOP inside out, encourages us to try new things, and mentors each one of us to improve practice based on our individual needs.	
 <p>your families</p>	I'm not quite sure what Matt's role at the Centre is. I think he just supports the NS and Admin Manager to make sure the Centre runs properly.	
 <p>theorist and current research</p>	See ACECQA Fact Sheet on The Role of the Educational Leader.	



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Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of the coaching or mentoring you've received from the Educational Leader to improve your practice and effectively implement the planning and assessment cycle.</i>	<i>Please discuss how the educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child's learning (included in QIP strength).</i>
<i>Please give an example of the strategies and processes the Educational Leader uses to help you build relationships with families.</i>	<i>Please explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, evaluations etc which they lead.</i>
<i>Please discuss how the Educational Leader works with managers to support educators, including through periods of change.</i>	<i>Please give an example of the way you and your team support families and the community to understand the role of the educational leader and how this relates to their own child's participation in the program.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	

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



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 7.2.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Would you like additional guidance from the Educational Leader ie to meet Learning Outcomes or NQS indicators, or improve practice?					
Do you fully understand the Educational Leader's role?					
Do you willingly support the Educational Leader when they make suggestions about practice improvements?					
Are you able to share your views and ideas with the Educational Leader ie about practice or how they may improve supporting educators?					
Does the Educational Leader facilitate a 'professional learning community' where you can learn from team members or external services and organisations?					
Does the Educational Leader guide reflective practice discussions and encourage continuous improvement?					
Does the Educational Leader help you implement the planning and assessment cycle?					