



Educational Leadership Nominated Supervisor

NQS Element 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?	<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? Yes No NA

Management Practices

Do you give the Educational Leader time to regularly meet with and support/mentor educators eg through rostering? Yes No NA

Do you organise training for Educational Leaders who are new to the role or need additional support? Yes No NA

Is there evidence you work with Room Leaders and the Educational Leader to improve practice and support educators through periods of change? Yes No NA

Do you consider an employee's qualifications, experience and leadership skills when appointing an Educational Leader? Yes No NA

Has the Educational Leader been appointed in writing? Yes No NA

Is there only one Educational Leader (who may be supported by others in the role)? Yes No NA

Is there a job description for the Educational Leader which outlines clearly defined role expectations? Yes No NA

Actions required