



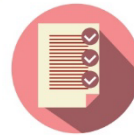
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

How are the National Quality Standards used by stakeholders?



Educators

7.2.2 Educational leadership - *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 outcomes
- support educators to implement an effective planning and assessment cycle to enhance the program and practice.



Solving Problems with the NQS

Problem the element can solve – some educators find managing daily routines difficult.

Aim: Educators can effectively manage daily routines.

What to do: Go to NQS element 7.2.2

Select just one point from the element that could help guide or change your practice.

Other key aspects of the educational leader's role in leading, developing and implementing the program include:

- *routines and transitions (page 307 NQF Guide).*

Reflect and think about the point in relation to routines like mealtime, pack-up & cleaning room, sleep/rest, group time, cleaning.

Practice change – After reflecting with educators, the EL could see that they really needed her to demonstrate

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how to implement some of those routines eg how they needed to consistently return a child to their bed for sleep/rest knowing they were tired, understanding that if the child didn't sleep/rest they would be upset, cranky and difficult to manage later in the day because they were tired. The EL also decided to implement daily room runsheets allocating duties and when these occurred, and support routines and transitions with visual routine cards

Reflection/Evaluation – Educators' practice improved significantly once they were actually shown effective techniques for managing routines/transitions and had clear guidance on role responsibilities and timing. Educators were more prepared too and the EL saw far fewer instances of educators wandering around not sure what to do. The routine cards also supported children's understanding, and the children enjoyed searching for the right cards and communicating coming activities to their friends.

Problem to improve upon – the program and/or documentation is not showing clear evidence of the planning and assessment cycle.

Aim: It's clear from the program and/or documentation that educators understand and implement the planning and assessment cycle.

What to do: Go to NQS element 7.2.2

Select just one point from the element that could help guide or change your practice.

Assessors may discuss

- *how the educational leader supports and builds educators' understandings of how to assess, plan for and evaluate children's learning, including supporting the development of documentation that is meaningful and relevant (page 309 NQF Guide).*

Reflect and think about the point in relation to your curriculum: observing/collecting information, analysing, planning, implementing and reflecting on learning, and documenting these.

Practice change – The EL reviewed the stages of the planning and assessment cycle with educators, discussed the difference between evaluation and reflection, and taught them how to use the indicators under the learning outcomes to help collect information and analyse what children know (left side "this is evident eg when children...."), and to plan and implement learning

(right side "educators promote this learning eg when they...").

Reflection/Evaluation – Sometimes we throw terms around (eg planning and assessment cycle) without really understanding what they mean or involve. It was good to discuss each individual stage of the cycle, and educators could see how the outcome indicators could be used to help document learning, as well as plan and implement curriculum.

From the list below, select a point and explore how you could improve the way you work with the Educational Leader when:

- planning and implementing the program
- documenting children's learning
- supporting a child with additional needs
- critically reflecting
- they suggest a new strategy, approach or idea.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change

Reflect on or evaluate the change

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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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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	

Do you know who your Educational Leader – there can only be one at the Service although other staff can assist?					
Do you ask the Educational Leader for support or guidance, for example, to meet Learning Outcomes/NQS indicators, or to improve your practice, knowledge or skills?					
Do you willingly support the Educational Leader when they make suggestions about practice improvements?					
Do you respectfully share your views and ideas with the Educational Leader, for example, about practice, educator needs, or different/improved ways to support educators?					



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:

- How could the Educational Leader help improve families’ understanding of the EYLF?
- How could the Educational Leader help you improve your programming and practice?
- How could you improve the way you support the Educational Leader? (eg see QIP/SAT improvement example)

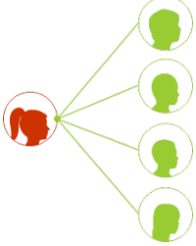
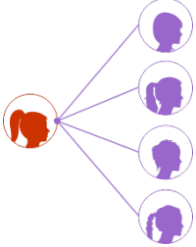
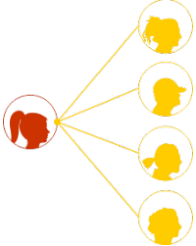
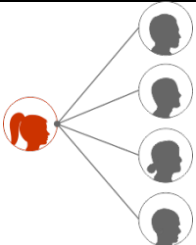
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Sometimes it’s a bit confusing when Miss Effie suggests something and my teachers do something else. I like a lot of her ideas.	<p>An informal performance review revealed the EL was struggling to gain the support of some educators. At the next staff meeting the NS discussed the previous work experience of the EL with all staff . She also emphasised her expectations that all educators support the EL, that this was part of their job requirements, and that action would be taken to manage the performance of educators who were not willingly supporting the EL eg through implementing suggested strategies or engaging in meaningful critical reflection.</p>
<p>an educator</p>	Our EL Miss Effie is less qualified than me. There’s no way I’m doing what she says!	
<p>your families</p>	Some of the staff don’t really seem to get on. Some educators seem to be doing their own thing. I asked, for example, why they weren’t documenting like the Educational Leader said they would. They said it wasn’t necessary and a waste of time. I’m not sure what the point of having an Educational Leader is then?	
<p>theorist and current research</p>	(Research) also recognised that for the educational leader to be successful in generating quality outcomes, they need to be supported in their role... Resources may include time, professional learning materials and opportunities, clearly defined role description, expectations, networking and collegial support opportunities. (Guide p. 306 & 307)	

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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:

- How could the Educational Leader help improve families’ understanding of the EYLF?
- How could the Educational Leader help you improve your programming and practice?
- How could you improve the way you support the Educational Leader?

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

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

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>	Embedded Practice <i>Please explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations of practice.</i>
<i>Please give an example of the strategies and processes the educational leader uses to help you build relationships with families.</i>	Critical Reflection <i>Discuss how current recognised guidance informs the educational leader to provide leadership that supports high-quality teaching practices.</i>
<i>Please discuss how the educational leader leads critical reflection at the service. What does this process look like?</i>	Engagement with families and community <i>Give an example showing the educational leader using the voices, priorities, and strengths of the children or families to implement a high-quality curriculum. (see QIP/SAT Strength)</i>

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