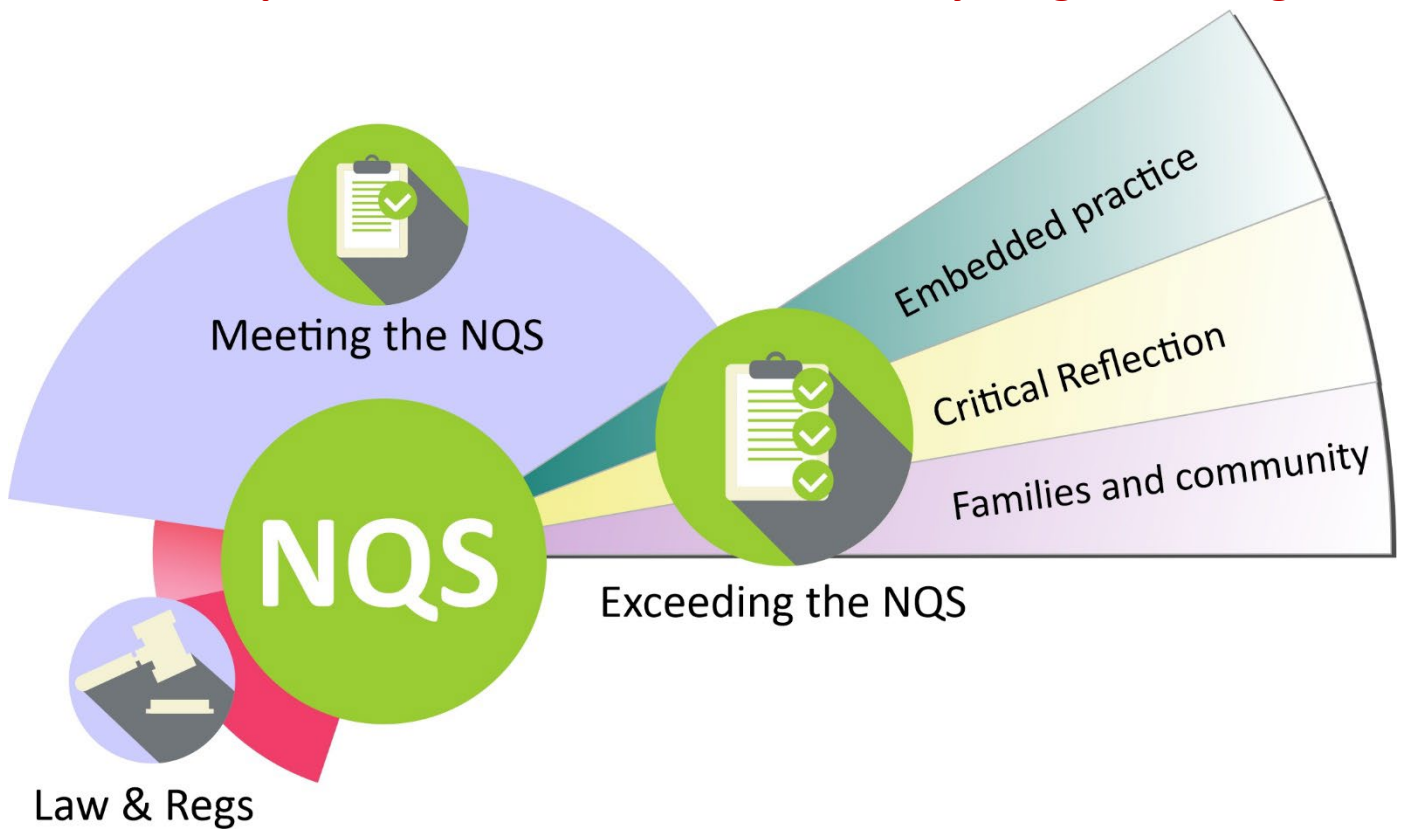


## Section 2. Experienced educators – ensure everything is meeting.



**First step:** We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes. The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.



### Law & Regs

#### Regulation 118 Educational leader

The approved provider ... must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational program...

#### Regulation 173 Prescribed information to be displayed

- (2) For the purposes of section 172(f) of the Law, the following matters and information are prescribed—
- (d) the name of the educational leader at the service

#### Regulation 148 Staff and educator records -centre-based services (Educational leader)

The staff record must include the name of the person designated as the educational leader in accordance with regulation 118.

#### Week 39, 4 - 8 December 2023 – 7.2.2 Educational Leadership

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## Meeting the NQS

**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.

### Assess your practice first.

Read the below description and evaluate it in relation to your practices.

**Coaching or Mentoring for Implementing the Planning and Assessment Cycle:** An educator seeks guidance from the educational leader to improve the planning and assessment cycle. The educational leader schedules meetings to discuss challenges and reviews recent lesson plans and assessments. Specific feedback, curriculum alignment, and resource sharing enhance implementation. Ongoing support is provided.

**Strategies and Processes for Building Relationships with Families:** The educational leader emphasises strong family relationships. They conduct workshops on effective communication and offer tips for creating welcoming classroom environments. Regular parent-teacher conferences and cultural competence promotion are encouraged. Effective communication is modelled to engage families.

**Leading Critical Reflection:** The educational leader leads regular reflection sessions. Topics like promoting creativity are discussed, encouraging educators to share experiences and insights. A structured discussion analyses practices, aligns with frameworks, and sets improvement goals. Follow-up sessions track progress and continue reflection.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

#### Week 39, 4 - 8 December 2023 – 7.2.2 Educational Leadership

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#### A MEETING QIP and Self-Assessment Tool (SAT)

*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.*

*Please give an example of the strategies and processes the educational leader uses to help you build relationships with families.*

*Please discuss how the educational leader leads critical reflection at the service. What does this process look like?*

**If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.**