

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

Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Why is the element important?

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.

What could potentially go wrong if educators didn't do the above?

Lack of Alignment with Learning Outcomes: Without collaboration and guidance from the Educational Leader, educators may struggle to align their teaching practices with the desired learning outcomes of the Early Years Learning Framework (EYLF). This misalignment could result in a curriculum that doesn't effectively support children's development and learning.

Inconsistent Teaching Practices: When educators don't receive coaching or mentoring to improve their practices, inconsistencies in teaching methods may arise. Some educators may follow outdated or ineffective teaching approaches, while others may use more evidence-based strategies. This inconsistency can lead to unequal learning experiences for children.

Limited Professional Growth: Educators may miss out on valuable opportunities for professional growth and development. Without coaching or mentoring, they may remain stagnant in their teaching methods, missing chances to enhance their skills and knowledge.

Ineffective Assessment: Failure to implement an effective planning and assessment cycle can lead to

inaccurate assessments of children's progress. Without proper assessment, educators may struggle to identify areas where individual children need additional support, hindering their overall development.

Uninformed Decision-Making: Without guidance, educators may not have access to the latest research and best practices in early childhood education. This lack of information can result in uninformed decision-making regarding curriculum planning, assessment, and program improvement.

Missed Opportunities for Individualised Learning: Effective coaching and mentoring can help educators tailor their teaching to meet the unique needs and interests of each child. Without this support, educators may miss opportunities to provide individualised learning experiences, which can be particularly beneficial for children with diverse needs.

Lower Program Quality: In the absence of collaboration and support from the Educational Leader, the overall quality of the educational program may suffer. The program may lack innovation, creativity, and the incorporation of best practices, ultimately impacting the quality of learning experiences for children.

Compliance Issues: Educational settings are often required to meet specific regulatory standards and learning framework requirements. Without collaboration and guidance, educators may inadvertently fall short of these compliance standards, potentially leading to issues during assessments and evaluations.



You must practice

It's important for educators to work with the educational leader

To address the issues raised in the previous section on the left, look at the following practice examples for guidance.

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Alignment with Learning Outcomes: To ensure alignment with EYLF outcomes, the Educational Leader can collaborate with educators to develop a curriculum that explicitly links learning activities and experiences to the specified outcomes. Regular meetings and discussions can help educators understand the intended learning objectives and plan accordingly.

Consistent Teaching Practices: The Educational Leader can provide ongoing coaching and mentoring sessions where educators can observe and learn from one another. This promotes consistency in teaching methods, encourages the sharing of best practices, and fosters a collaborative teaching culture.

Professional Growth: Educational Leaders can facilitate professional development opportunities for educators. This may include workshops, seminars, and access to educational resources. By investing in educators' growth, they can continuously improve their skills and knowledge.

Effective Assessment: The Educational Leader can guide educators in implementing an assessment cycle that includes observation, documentation, reflection, and planning. Regular assessment meetings can ensure that assessments are accurate and meaningful, helping educators identify areas for improvement.

Informed Decision-Making: The Educational Leader can curate and share research findings, educational theories, and best practices with educators. They can encourage educators to stay informed about the latest developments in the field, fostering a culture of informed decision-making.

Individualised Learning: Through coaching and mentoring, the Educational Leader can help educators recognise the diverse needs and interests of children. They can suggest strategies to adapt lessons and activities to meet individualised learning goals, ensuring that each child's potential is maximised.

Program Quality: The Educational Leader can lead by example by actively participating in curriculum planning and demonstrating innovative teaching methods. They can encourage educators to explore new approaches and collaborate on projects that enhance program quality.

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Compliance Standards: The Educational Leader can provide regular updates on regulatory requirements and learning framework standards. They can assist educators in ensuring that their practices align with these standards, conducting internal audits to identify and rectify compliance gaps.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.