

1.1.3

Program Learning Opportunities

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.



Week 4
19.2.2024

Section 9. Management vs Leadership

(Nominated Supervisor, Educational Leader, Room Leaders).

Room Leader

Management for room leaders involves overseeing the day-to-day operations of the room, ensuring activities are organised, and compliance with educational frameworks is maintained. It focuses on logistical and administrative tasks, making sure that the environment is safe, and activities meet each child's developmental needs.

Leadership, on the other hand, goes beyond these daily tasks. It involves inspiring and motivating educators to excel, advocating for an inclusive environment, and leading by example to promote continuous learning and improvement. Room leaders in a leadership role guide the team towards achieving broader educational goals, fostering professional growth, and ensuring that every child's learning experience is enriching and tailored to their individual needs.

Management in Line with Element 1.1.3	Leadership in Line with Element 1.1.3
Focuses on operational aspects such as organising daily activities and maintaining compliance with educational frameworks.	Exceeds daily tasks to encompass the vision and direction of the educational program by motivating your educators to step up and teach activities.
Ensures day-to-day operations run smoothly and activities meet each child's educational and developmental needs.	Inspires and motivates educators to innovate and excel, advocating for a nurturing and inclusive environment.
Addresses immediate administrative challenges like having their program completed daily.	Leads by example to promote a culture of continuous learning and improvement.
Tailor's daily activities to reflect each child's knowledge, strengths, and interests.	Inspires educators to think creatively about curriculum delivery, incorporating children's ideas, cultures, and interests.
Ensures observation and documentation practices are completed.	Promotes reflective practice among educators, encouraging them to evaluate and adapt their approaches based on children's feedback.
Implements strategies to create inclusive learning environments.	Mentor's educators to deepen their understanding and appreciation of each child's cultural identity.
Actively seeks and incorporates feedback from families about their child's interests and cultural background.	Fosters partnerships with local communities and cultural groups to enrich the curriculum with real-world experiences and resources.
Demonstrates flexibility in adjusting the program based on real-time observations of children's engagement and interest levels.	Encourages educators to involve children in decision-making processes and empowers them to take an active role in their learning journey.



Educational Leader

Management - For educational leaders, management involves overseeing the daily operations of the educational program, ensuring compliance with frameworks, and addressing immediate challenges. It focuses on logistical tasks to maintain a smooth running of the program.

Leadership, however, extends beyond daily operations. It involves setting a vision for the educational program, inspiring educators to excel, and fostering a culture of continuous improvement. Educational leaders lead by example to promote innovation, inclusivity, and the overall success of the educational program.

Management in Line with Element 1.1.3	Leadership in Line with Element 1.1.3
Focuses on operational aspects such as organising daily activities and maintaining compliance with educational frameworks.	Transcends daily tasks to set the vision and direction of the educational program.
Ensures day-to-day operations run smoothly and activities meet each child's developmental needs.	Inspires and motivates educators to innovate and excel, advocating for a nurturing and inclusive environment.
Addresses immediate logistical and administrative challenges.	Leads by example to promote a culture of continuous learning and improvement.
Tailor's daily activities to reflect each child's knowledge, strengths, and interests.	Inspires educators to think creatively about curriculum delivery, incorporating children's ideas, cultures, and interests.
Ensures thorough observation and documentation practices.	Promotes reflective practice among educators, encouraging them to evaluate and adapt their approaches based on children's feedback.
Implements strategies to create inclusive learning environments.	Mentor's educators to deepen their understanding and appreciation of each child's cultural identity.
Actively seeks and incorporates feedback from families about their child's interests and cultural background.	Fosters partnerships with local communities and cultural groups to enrich the curriculum with real-world experiences and resources.
Demonstrates flexibility in adjusting the program based on real-time observations of children's engagement and interest levels.	Encourages educators to involve children in decision-making processes and empowers them to take an active role in their learning journey.



Nominated Supervisor

Management for the nominated supervisor entails overseeing the day-to-day operations of the educational centre, ensuring compliance with regulations, coordinating staff training, managing resources effectively, and addressing immediate challenges.

Leadership for the nominated supervisor involves providing vision and direction for the educational centre, advocating for a supportive and inclusive environment, fostering innovation and creativity among staff, actively engaging with stakeholders, developing a shared vision, and promoting a culture of accountability and responsibility.

Management in Line with Element 1.1.3	Leadership in Line with Element 1.1.3
Focuses on day-to-day operational tasks, such as rostering staff, ensuring compliance with regulations, and managing administrative duties.	Rise above daily tasks to provide vision and direction for the educational centre or program.
Ensures that daily operations run smoothly and efficiently, meeting regulatory requirements.	Leads by example, setting high standards for quality and professionalism in teaching and learning.
Coordinates staff training and professional development programs to enhance staff skills and knowledge.	Advocates for a supportive and inclusive environment where staff and children feel valued and respected.
Manages resources effectively, including budgeting, facilities, and equipment.	Encourages innovation and creativity among staff, seeking input and ideas for program improvement.
Addresses immediate challenges and issues as they arise, ensuring timely resolutions.	Actively engages with staff, parents, and community members to build strong partnerships and collaboration.
Implements policies and procedures to maintain compliance with regulatory standards.	Develops a shared vision for the centre or program, setting strategic goals and objectives to achieve excellence.
Guides staff in problem-solving and decision-making, empowering them to take ownership of their roles.	Teachers staff to problem solve and make decisions that align with philosophy, policies and procedures and take ownership of problems that arise.