

1.2.1

Intentional Teaching

All aspects of the program, including routines, are organised in ways that maximise opportunities



Week 5
26.2.2024

Section 9. Management vs Leadership

(Nominated Supervisor, Educational Leader, Room Leaders).

Room Leader

Management for 1.2.1 Intentional Teaching	Leadership for 1.2.1 Intentional Teaching
Implementing Policies and Procedures: Ensures compliance with the Early Years Learning Framework and Framework for School Age Care, focusing on the operational aspects of delivering educational programs.	Vision and Inspiration: Cultivates a vision for intentional teaching practices that align with the service philosophy, inspiring educators to engage deeply with children’s learning and development.
Scheduling and Logistics: Manages time, space, and resources to facilitate learning experiences, ensuring that practical needs for intentional teaching are met.	Professional Development: Encourages and facilitates continuous learning among educators about contemporary theories and research evidence in child development, pedagogy, and intentional teaching strategies.
Documentation: Oversees the documentation of plans, teaching strategies, and children’s progress, ensuring accurate reflection of intentional teaching practices and compliance with regulatory requirements.	Collaborative Culture: Fosters a team environment where educators feel supported to share ideas, reflect on their practices, and collaboratively develop innovative teaching strategies.
Compliance and Quality Assurance: Monitors adherence to the National Quality Standard and Assessment and Rating, ensuring that intentional teaching practices meet regulatory standards.	Advocacy and Inclusivity: Champions the needs of all children, including those with diverse inclusion needs, advocating for reasonable adjustments and promoting a culture of fairness and inclusivity.
Operational Decision Making: Makes decisions on the structuring of the learning environment and the positioning of resources based on logistical considerations and program requirements.	Empowering Decision Making: Empowers educators to make informed, purposeful decisions about when and how to use intentional teaching strategies to enhance children’s learning and wellbeing.
Routine Management: Ensures that routines and transitions are efficiently managed to provide stability and security for children, facilitating a conducive learning environment.	Engagement and Interaction: Leads by example in engaging with children in meaningful ways that support and extend their thinking and learning, encouraging educators to do the same.
Resource Allocation: Manages the allocation and use of resources to support the educational program, focusing on operational efficiency and effectiveness.	Innovative Resource Use: Encourages creative and innovative use of resources to enrich the educational program, supporting children’s interests, curiosities, and multimodal play.

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Educational Leader

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Guidance on Compliance: Provides clarity and support on adhering to the Early Years Learning Framework and Framework for School Age Care, ensuring that educational programs meet regulatory standards.	Inspiring Educational Excellence: Cultivates a shared vision for high-quality, intentional teaching practices that are deeply embedded in the service’s philosophy, inspiring educators to strive for excellence in their interactions with children.
Professional Development Planning: Organizes and manages professional development opportunities focused on enhancing educators’ understanding and implementation of intentional teaching strategies.	Mentorship and Professional Growth: Serves as a mentor to educators, fostering their professional growth, reflective practice, and understanding of contemporary educational theories and pedagogies.
Documentation Oversight: Ensures that all documentation—such as teaching strategies, children’s learning progress, and reflective practices—accurately reflects the intentional teaching efforts and complies with the Frameworks.	Reflective Practice Champion: Encourages and models critically reflective practice among the team, facilitating discussions that challenge and extend educators’ thinking about their teaching practices.
Resource Management: Manages resources to support the educational program, ensuring that materials and spaces are used effectively to facilitate intentional teaching.	Innovation and Creativity in Resource Use: Leads the exploration of innovative and creative uses of resources and spaces, encouraging educators to think outside the box in supporting children’s learning and development.
Quality Assurance and Improvement: Monitors and evaluates the quality of teaching and learning against the National Quality Standard, identifying areas for improvement.	Building a Learning Community: Fosters a culture of continuous improvement, collaboration, and shared learning among educators, children, and families, promoting a community where everyone is a learner and contributor.
Operational Decision-Making: Makes logistical decisions regarding the learning environment, schedules, and educator assignments to ensure the smooth operation of educational programs.	Empowering Educators: Empowers educators to make pedagogical decisions, encouraging autonomy and ownership over their intentional teaching practices and the learning environments they create.
Ensuring Policy Alignment: Oversees the alignment of teaching practices with service policies and the approved frameworks, ensuring that procedures are followed.	Advocacy for Children and Families: Acts as an advocate for all children and families, ensuring that teaching practices are inclusive, culturally responsive, and tailored to meet diverse needs.
Handling Administrative Tasks: Manages administrative tasks related to the educational program, such as enrollment processes, reporting, and communication with families.	Visionary Leadership: Guides the educational direction of the service, aligning teaching practices with the latest research and best practices in early childhood education, and ensuring that the service’s philosophy is lived out in daily interactions.

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Nominated Supervisor

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Regulatory Compliance: Ensures that the service complies with all aspects of the Education and Care Services National Law and Regulations, including those related to educational programming and safety.	Strategic Vision: Shapes and communicates a clear vision for how intentional teaching aligns with the service's overall philosophy and strategic goals, inspiring the entire service towards excellence in educational outcomes.
Operational Oversight: Manages the operational aspects of the service, including staffing, financial management, and resource allocation, to support the implementation of intentional teaching practices.	Cultural Leadership: Cultivates a culture of continuous improvement, reflective practice, and professional inquiry, encouraging educators to explore and implement innovative teaching strategies.
Policy Development: Develops and reviews policies and procedures that support the enactment of intentional teaching, ensuring they reflect current research and best practice in early childhood education.	Professional Development and Mentoring: Champions ongoing professional development and mentoring for educators, focusing on enhancing their understanding and application of intentional teaching practices.
Quality Assurance: Monitors and evaluates the effectiveness of the educational program, ensuring that intentional teaching practices are effectively implemented and lead to positive outcomes for children.	Empowerment and Autonomy: Empowers educators to take initiative in their teaching practices, making decisions that enrich children's learning and development while being aligned with the service philosophy.
Risk Management: Identifies and manages risks related to the delivery of the educational program, ensuring a safe and supportive environment for both children and educators.	Advocacy for Children and Families: Advocates for the needs and rights of children and families within the service and the wider community, emphasizing the importance of inclusive and equitable educational opportunities.
Stakeholder Communication: Manages communication with families, the community, and regulatory bodies, providing clear and concise information about the service's educational programs and outcomes.	Community and Family Engagement: Fosters strong relationships with families and the community, encouraging their input and participation in the educational program, thus enriching the learning experiences of children.
Documentation and Reporting: Ensures accurate and comprehensive documentation and reporting of children's progress, teaching strategies, and program evaluations to stakeholders.	Inspirational Communication: Communicates the successes and challenges of implementing intentional teaching in a way that motivates staff, families, and the community to support and value early childhood education.