

**Room Leader**

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Planning and Documentation	Ensure that activities, routines, and learning environments are documented and adjusted to accommodate all children's needs.	Lead educators in planning activities that promote diversity, inclusion, and equity, while using critical reflection to improve practices. Provide support to educators in tailoring activities to individual learning styles and needs.
Critical Reflection	Facilitate regular reflection sessions to review the effectiveness of adjustments and modifications for each child's participation.	Encourage the team to challenge biases and assumptions, fostering an environment of continuous improvement. Lead discussions on how adjustments to activities or routines are impacting children, especially those who are neurodivergent or have additional needs.
Collaboration with Families	Maintain open communication with families to ensure their input is incorporated into planning and adjusting environments.	Foster a collaborative culture between educators and families, encouraging feedback on how to enhance children's participation and well-being. Be a role model in building strong partnerships and creating a welcoming atmosphere for all families.
Inclusion and Participation	Ensure each child's participation by managing adjustments to activities, spaces, and routines as necessary.	Lead by example in creating an inclusive environment where every child feels respected and valued. Inspire the team to think creatively about how to remove barriers and ensure that activities and routines are accessible for all children, including neurodivergent learners.
Compliance and Standards	Ensure all practices align with the National Quality Framework (NQF) and other regulatory requirements, including inclusivity standards.	Lead the team in understanding and implementing NQF requirements, ensuring that inclusion, equity, and diversity are embedded in daily practice. Guide educators to exceed in areas such as critical reflection, family engagement, and collaboration with external support services.
Mentorship and Support	Provide day-to-day management support to educators, helping them navigate challenges and adjustments for individual children.	Act as a mentor, guiding educators in reflective practices and supporting them in implementing inclusive strategies. Lead by example in addressing challenges and fostering a collaborative, supportive team culture focused on inclusion and equity.

Week 32, 14 to 18 October 2024 – 6.2.2 Access and Participation

**Educational Leader**

Aspect	Educational Leader's Management Role	Educational Leader's Leadership Role
Curriculum Development	Ensure that the curriculum is designed to meet the diverse needs of all children, incorporating inclusive practices.	Lead the team in developing a curriculum that promotes equity, diversity, and inclusion. Inspire educators to incorporate varied learning styles, interests, and strengths into planning, while encouraging innovative, child-centred approaches that foster engagement and learning for all.
Supporting Critical Reflection	Facilitate regular opportunities for educators to engage in critical reflection on their practices and the curriculum.	Lead reflective discussions that challenge assumptions and biases, encouraging educators to think deeply about how their practices impact children's participation. Guide the team in using critical reflection as a tool for continuous improvement and ensuring inclusive practices are consistently applied.
Mentorship and Coaching	Provide ongoing support and feedback to educators, helping them improve their inclusive teaching practices and reflective work.	Act as a mentor, modelling best practices in inclusive education. Guide educators in understanding how to adapt activities, routines, and spaces to meet the needs of all children, particularly neurodivergent learners, while fostering a collaborative, supportive learning community.
Professional Development	Organise and facilitate professional development sessions focused on inclusive practices and supporting neurodivergent children.	Lead professional growth initiatives by identifying and sourcing relevant training opportunities. Encourage educators to engage in ongoing learning related to inclusion, neurodiversity, and effective teaching strategies that meet the needs of all children.
Fostering Collaboration	Ensure collaboration among educators, families, and external support agencies to promote inclusion and participation.	Build strong relationships between the service, families, and external professionals to enhance children's learning outcomes. Actively seek out partnerships with inclusion agencies and other community resources to provide comprehensive support for children with additional needs.
Monitoring and Evaluation	Monitor the effectiveness of adjustments and inclusive practices in the learning environment, ensuring alignment with the NQF.	Lead by example in critically evaluating the effectiveness of adjustments made to activities, routines, and spaces, ensuring they meet the diverse needs of all children. Guide the team in regularly assessing these adjustments and making improvements based on observation and feedback.
Promoting Inclusivity	Ensure that the service's practices align with the National Quality Framework's principles of equity, inclusion, and diversity.	Champion a culture of inclusivity by leading discussions and initiatives that celebrate diversity, challenge stereotypes, and ensure all children feel valued and included. Encourage educators to embed inclusive practices into their daily routines and interactions with children.

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Nominated Supervisor

Aspect	Nominated Supervisor's Management Role	Nominated Supervisor's Leadership Role
Compliance and Quality Assurance	Ensure the service meets all regulatory requirements, including the National Quality Framework (NQF), with a focus on inclusivity.	Lead the team in understanding and applying regulatory standards, ensuring that inclusion, equity, and diversity are at the forefront of practice. Model best practices and lead by example in exceeding these standards through ongoing review and improvement processes.
Team Development and Training	Organise and facilitate training for all staff, ensuring they have the knowledge and skills to support inclusive practices.	Lead by creating a culture of continuous professional development. Encourage staff to pursue training in inclusion, neurodiversity, and effective teaching practices, promoting a growth mindset among the team.
Family and Community Engagement	Ensure effective communication and collaboration between educators, families, and external agencies to support children's inclusion.	Build and nurture partnerships with families and community agencies, leading initiatives that enhance children's access, participation, and inclusion. Act as a role model for educators in establishing strong, supportive relationships with families and external support services.
Policy and Procedures	Ensure that the service's policies and procedures reflect best practices in inclusion, participation, and equitable access.	Lead the development and review of policies to ensure they are responsive to the evolving needs of children, families, and the service. Guide the team in consistently applying inclusive policies and practices, ensuring that all children are supported to participate fully.
Strategic Leadership	Oversee the strategic direction of the service, ensuring that inclusivity and high-quality education are core to the service's vision.	Inspire the team to embrace a shared vision of inclusivity and continuous improvement. Lead by example, fostering a culture that prioritises the well-being, participation, and success of all children, including those with neurodivergent or additional needs.
Monitoring and Evaluation	Monitor the effectiveness of adjustments and inclusive practices in the learning environment, ensuring alignment with the NQF.	Lead by example in critically evaluating the effectiveness of adjustments made to activities, routines, and spaces, ensuring they meet the diverse needs of all children. Guide the team in regularly assessing these adjustments and making improvements based on observation and feedback.

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