



Educational Leadership in Family Day Care



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Quality Authority



Lifelines and Bloodlines
Artist: Chad Briggs

Workshop agenda



- Setting the educational leadership scene
- Educational leadership:
 - Value
 - Vision
 - Model
- Top 10 tips for educational leaders
- The Educational Leader Resource
- Further resources

Educational leadership in context

- **NQF Snapshot data:**
 - Nearly 17,000 services
 - Over 7,200 approved providers
 - Nearly 500 approved FDC services
- Educational leadership is multifaceted, diverse and contextualised.
- Each setting, service, educational leader, educator, community and context is different.



NQF Online Snapshot – Quarter 2 2022, ACECQA.

National Regulations

Part 4.4: Staffing arrangements

R.118 Educational leader

The approved provider of an education and care service 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 programs** in the service.

R.148 Educational leader

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



National Quality Standard (NQS)

Thumbnail of the National Quality Standard (NQS) document, showing various quality areas and standards. The document is titled 'REVISED NATIONAL QUALITY STANDARD from 1 Feb 2018' and includes a table with columns for 'Concept' and 'Descriptor'. The table lists various quality areas (QA1-QA7) and standards (1.1-1.3, 2.1-2.3, 3.1-3.3) with their corresponding descriptors.

Concept	Descriptor
QA4	Staffing arrangements
4.1	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators
4.1.2	Continuity of staff
4.2	Professionalism
4.2.1	Professional collaboration
4.2.2	Professional standards
QA5	Relationships with children
5.1	Relationships between educators and children
5.1.1	Positive educator to child interactions
5.1.2	Dignity and rights of the child
5.2	Relationships between children
5.2.1	Collaborative learning
5.2.2	Self-regulation
QA6	Collaborative partnerships with families and communities
6.1	Supportive relationships with families
6.1.1	Engagement with the service to service decisions
6.1.2	Parent views are respected
6.1.3	Families are supported
6.2	Collaborative partnerships
6.2.1	Transitions
6.2.2	Access and participation
6.2.3	Community engagement
QA7	Governance and Leadership
7.1	Governance
7.1.1	Service philosophy and purpose
7.1.2	Management systems
7.1.3	Roles and responsibilities
7.2	Leadership
7.2.1	Continuous improvement
7.2.2	Educational leadership
7.2.3	Development of professionals

Quality Area 7: Governance and leadership

- **Standard 7.2: Leadership**

Effective leadership builds and promotes a positive organisational culture and professional learning community.

- **Element 7.2.2: Educational leadership**

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

Quality Area 1: Educational program and practice

- **Standard 1.1: Program**

- **Standard 1.2: Practice**

- **Standard 1.3: Assessment and planning**



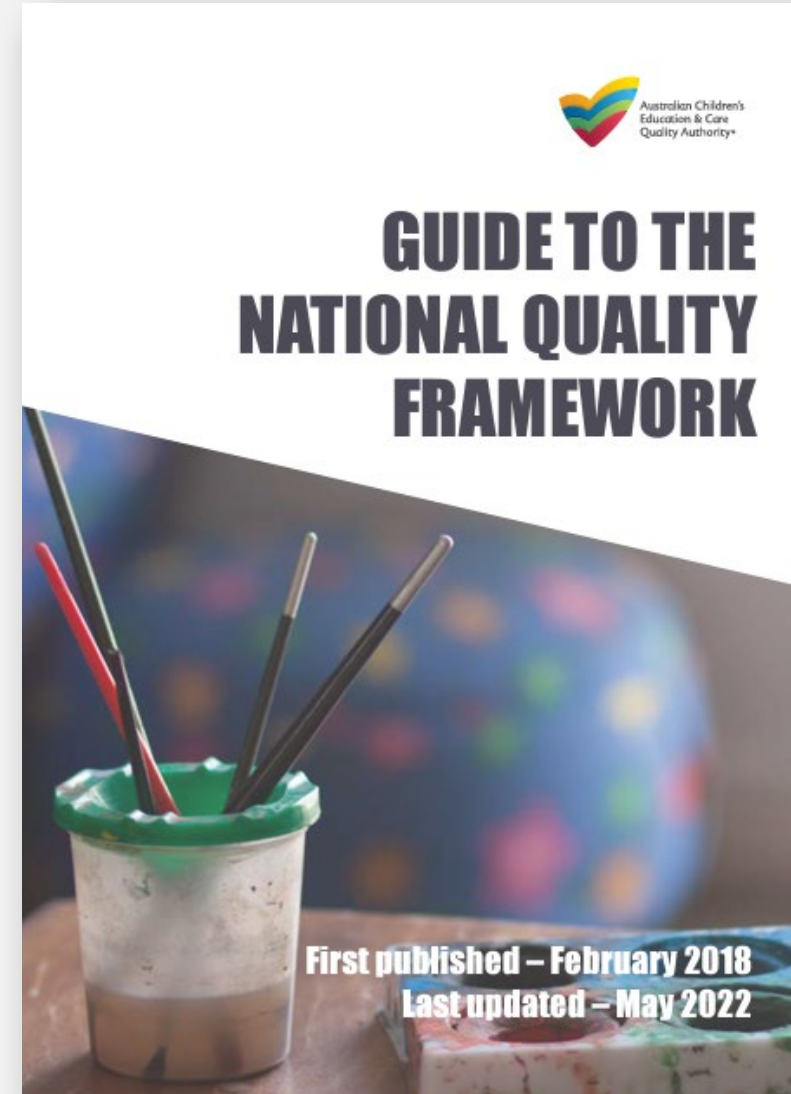
www.menti.com



What does leading the development & implementation of an educational program, and the assessment & planning cycle, involve for you at your service?

Guide to the NQF

- Collaborate with educators and provide program and curriculum direction and guidance.
- Support educators to effectively implement the cycle of planning to enhance programs and practices.
- Lead the development and implementation of an effective educational program in the service.
- Ensure that children's learning and development are guided by the learning outcomes of the *Early Years Learning Framework* and/or the *Framework for School Age Care* or other approved learning frameworks.



Why is educational leadership important?

- Educational leadership can positively impact:
 - the quality of children’s education and care provided
 - the quality of the service as a workplace
 - children’s developmental outcomes
- ‘Curriculum leader’ teachers have the greatest impact on setting quality and children’s educational outcomes.



Research supports educational leadership

- Strong performance in **Standard 7.2** supports strong performance in **Quality Area 1** and each of the Quality Area 1 standards.
- **Leadership is needed to drive quality improvement.**
 - The Educational Leader (EL) has a critical role.
 - Effectiveness of the EL role is dependent on the ability to lead learning, collaborative critical reflection, teamwork and practice change.
 - In Exceeding NQS service, the approved provider valued and supported the role of the EL.



Assessment and rating data



Most challenging NQS Standards:

- 1: Assessment and planning (1.3)
- 2: Leadership (7.2)
- 6: Program (1.1)
- 7: Practice (1.2)

Most challenging NQS elements:

- 1: Assessment and planning cycle (1.3.1)
- 2: Critical reflection (1.3.2)
- 5: Educational leadership (7.2.2)
- 8: Program learning opportunities (1.1.3)
- 12: Approved learning framework (1.1.1)

NQF Online Snapshot – Quarter 2 2022, ACECQA.

The value of educational leadership for educators



- Mentoring and support
- Build knowledge and professionalism
- Draw on educators strengths
- Develop professional skills and confidence
- Culture of professional inquiry
- Critical reflection
- Awareness of play and leisure based learning

The value of educational leadership for children



- Extend each child's learning and development
- Build on each child's knowledge, strengths, ideas, culture, abilities and interests
- Recognise children as capable and competent
- Maximise opportunities for learning
- Encourage children's sense of agency
- Respond to children's ideas and play
- Include intentional, responsive, child-directed learning

The value of educational leadership for families



- Developing and maintaining respectful relationships
- Working with educators to facilitate family engagement
- Communicating with families
- Promoting involvement in service decision-making
- Supporting families in parenting role
- Guiding and developing families' understanding about quality education and care

A vision for educational leadership



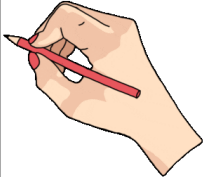
- Quality educational programs and practice
- Positive outcomes for children and families
- Capacity-builder
- Agent of change
- Quality champion
- Making learning visible
- Professional growth

Educational Leadership in Family Day Care

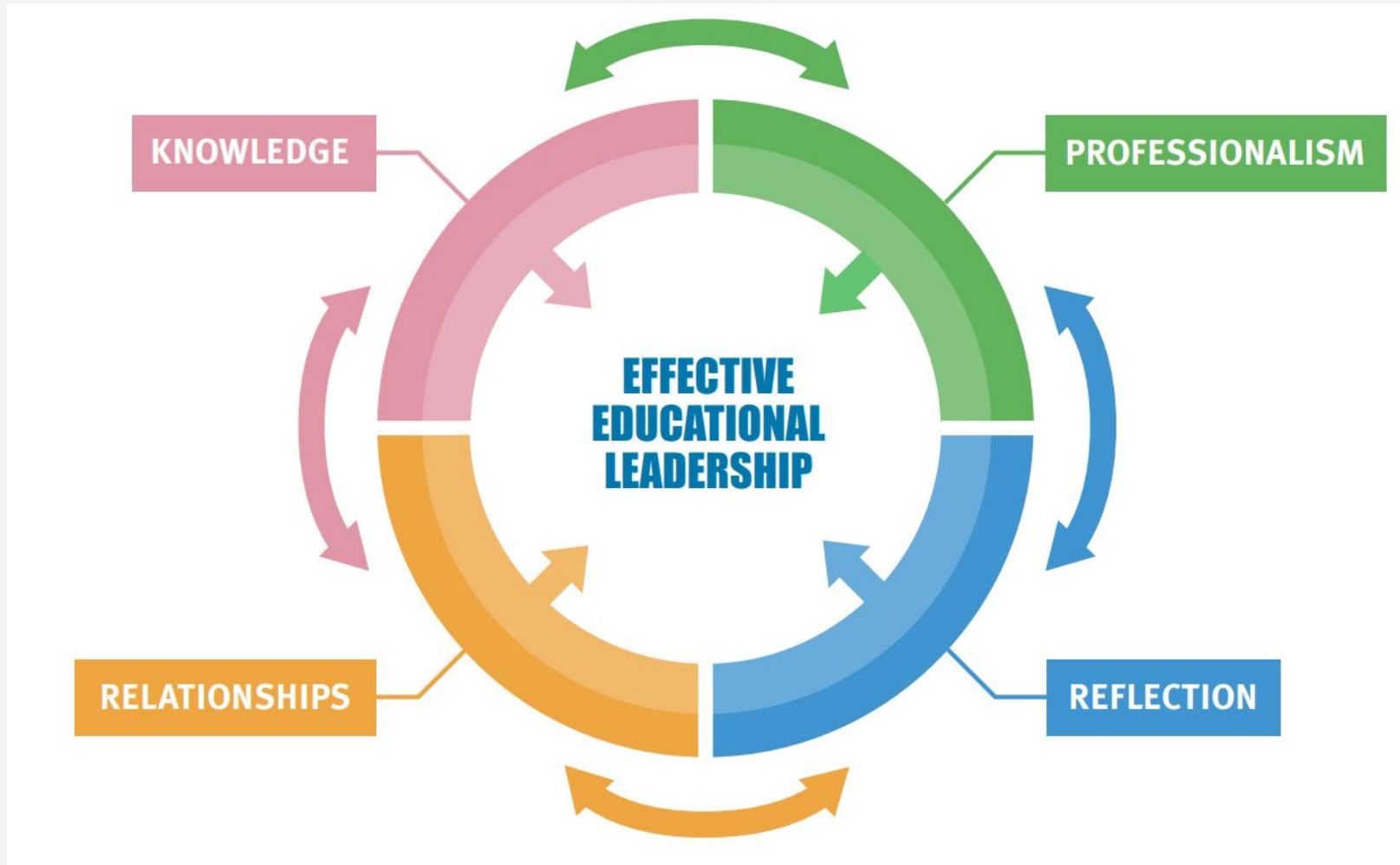
Workshop
workbook



My vision for educational leadership

My visions	Column B	Column C
		

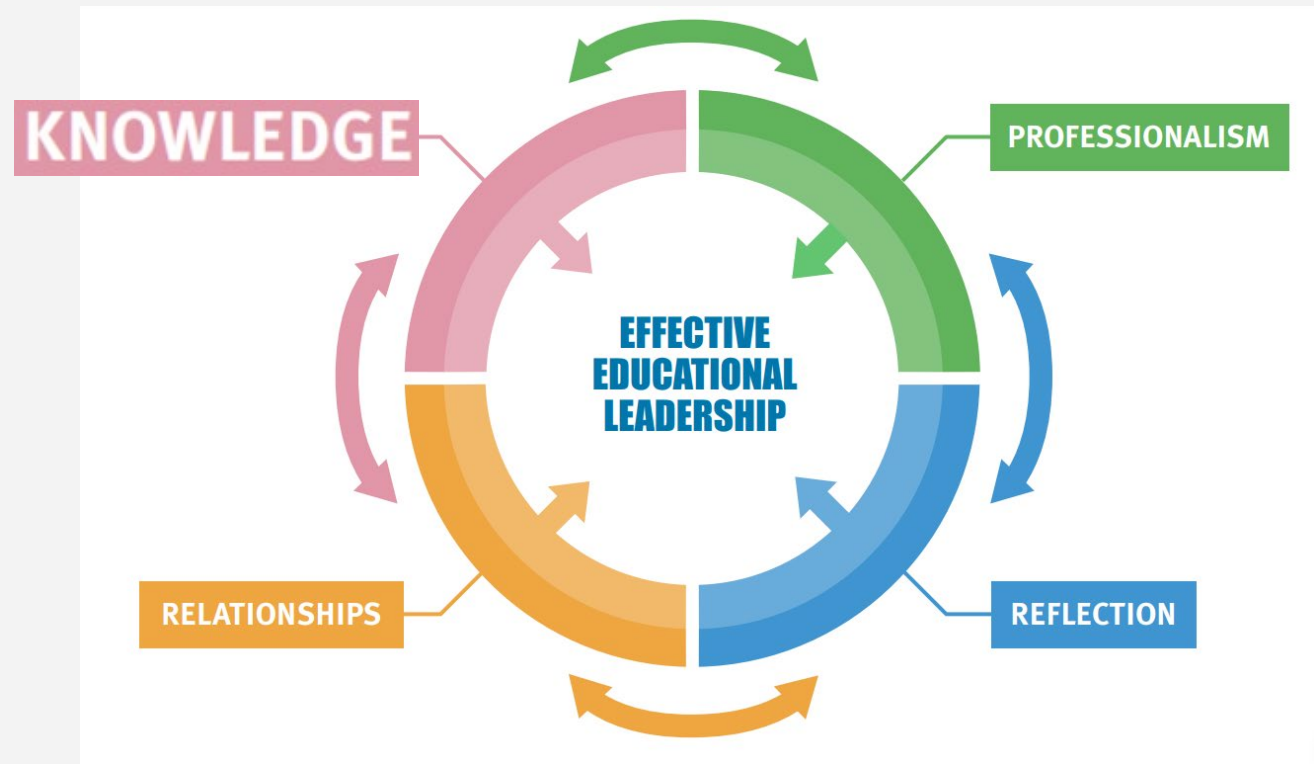
Model for educational leadership



The Educational Leader Resource, 2019, pg. 79

Model for effective educational leadership

- What is knowledge?
- Being uncomfortable with uncertainty
- Collaborative knowledge building
- Culture of reflective practice
- Build and access resources



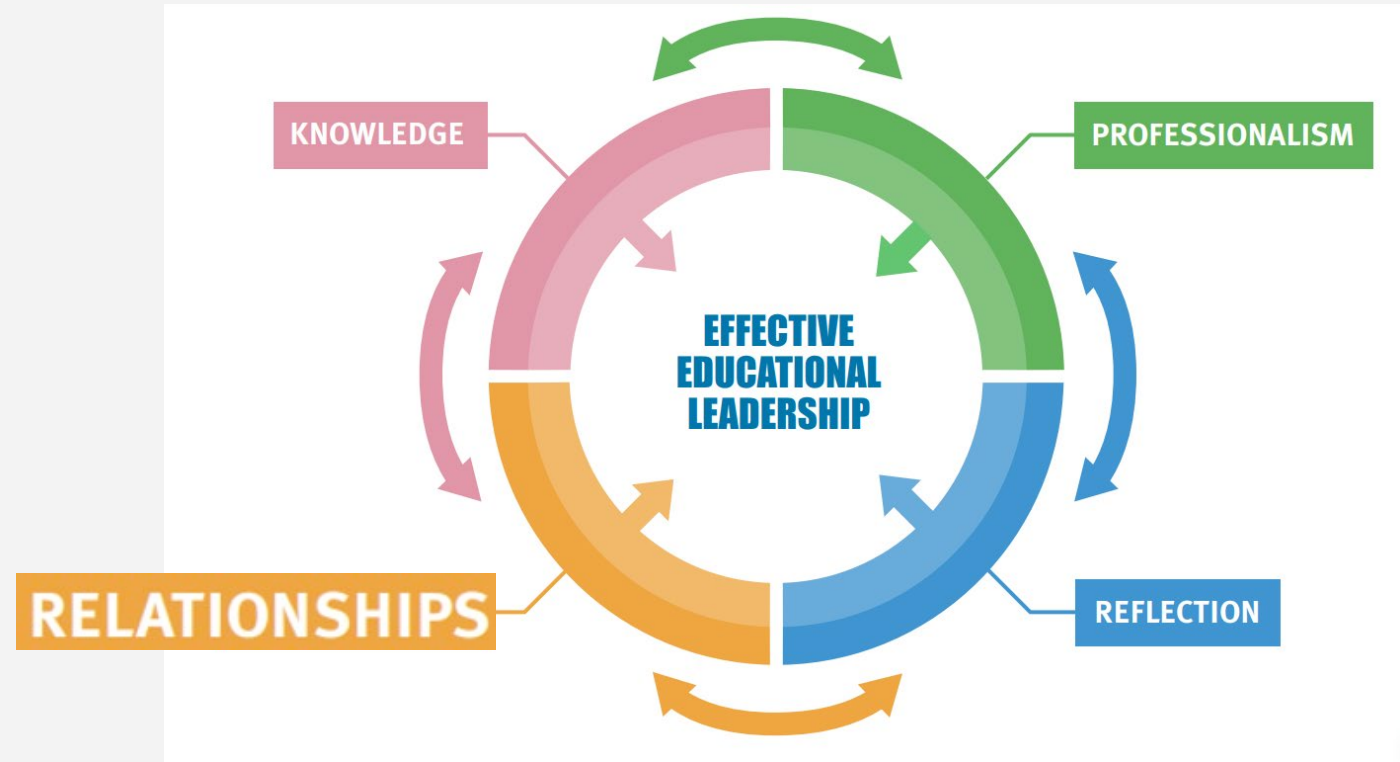
Model for effective educational leadership

- Professional identity
- Respectful relationships
- Leading practice
- Ethical practice



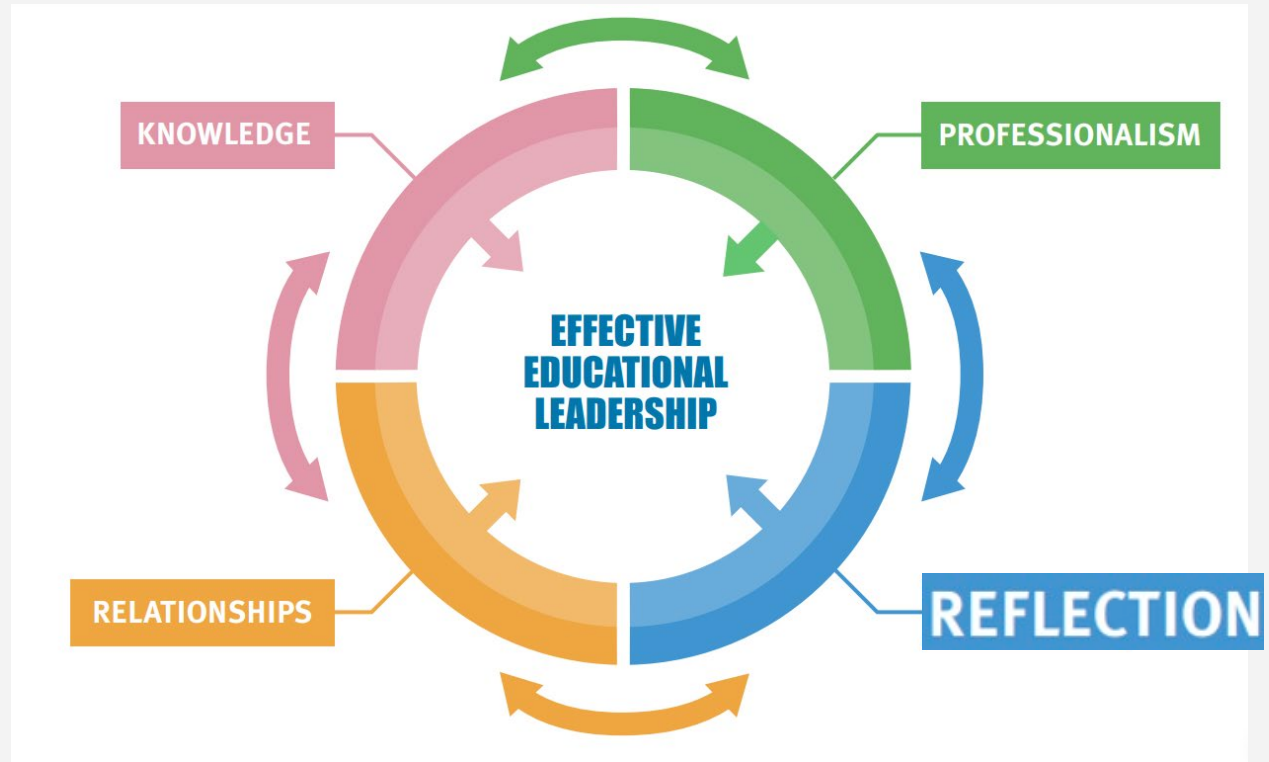
Model for effective educational leadership

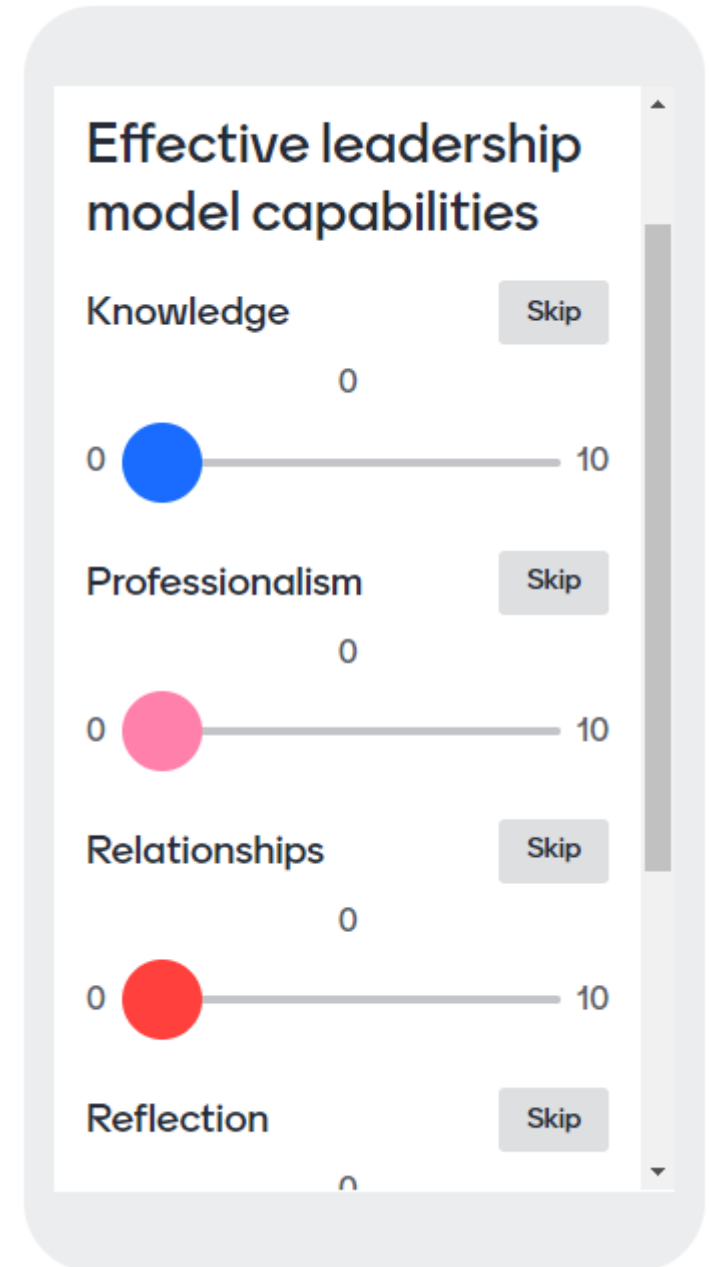
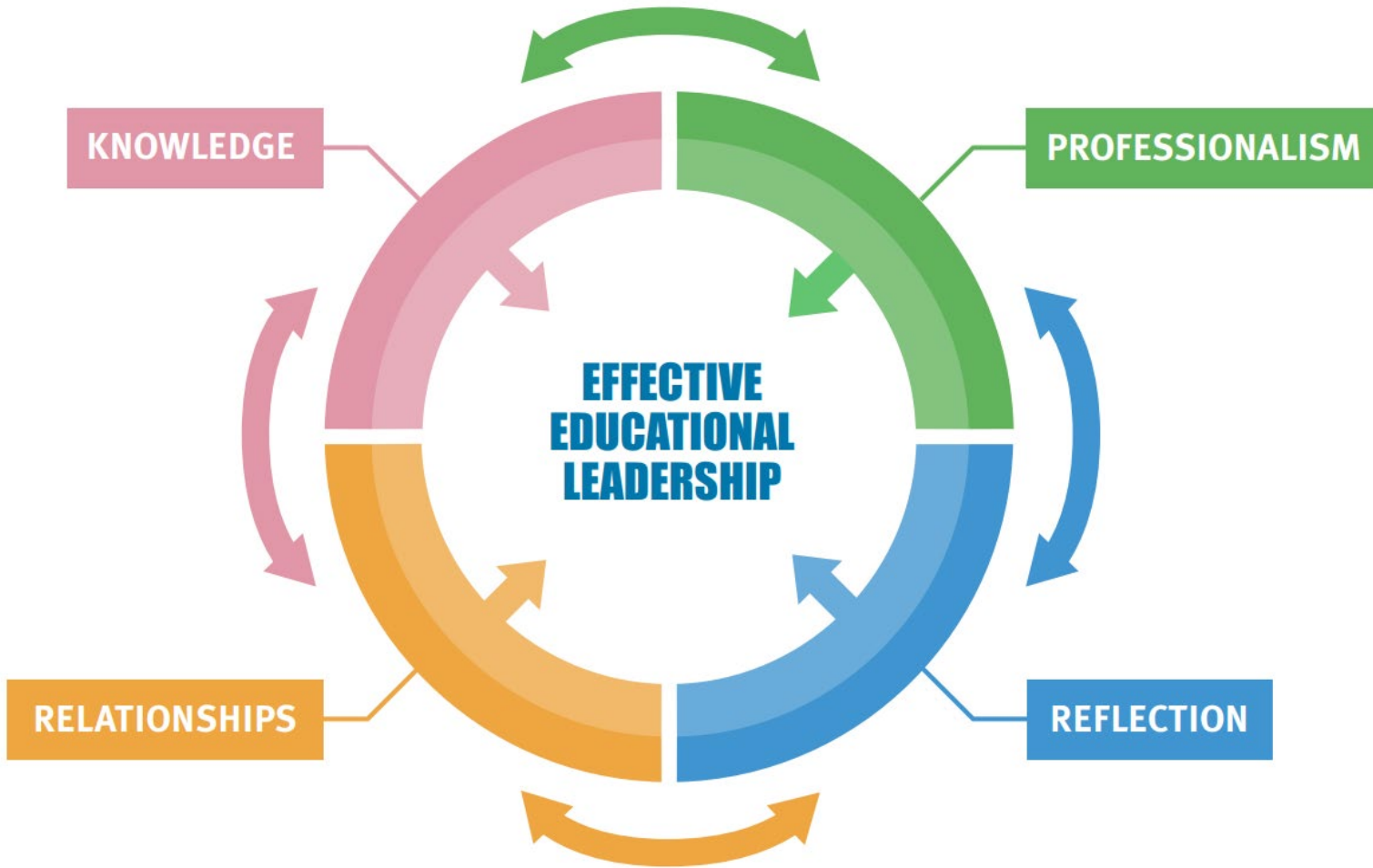
- Relational trust
- Mentoring
- Collaborative inquiry
- Relationships with others
- Partnerships



Model for effective educational leadership

- Meaningful reflection
- Reflection and change
- Generative Listening
- Powerful questions
- Build and access resources



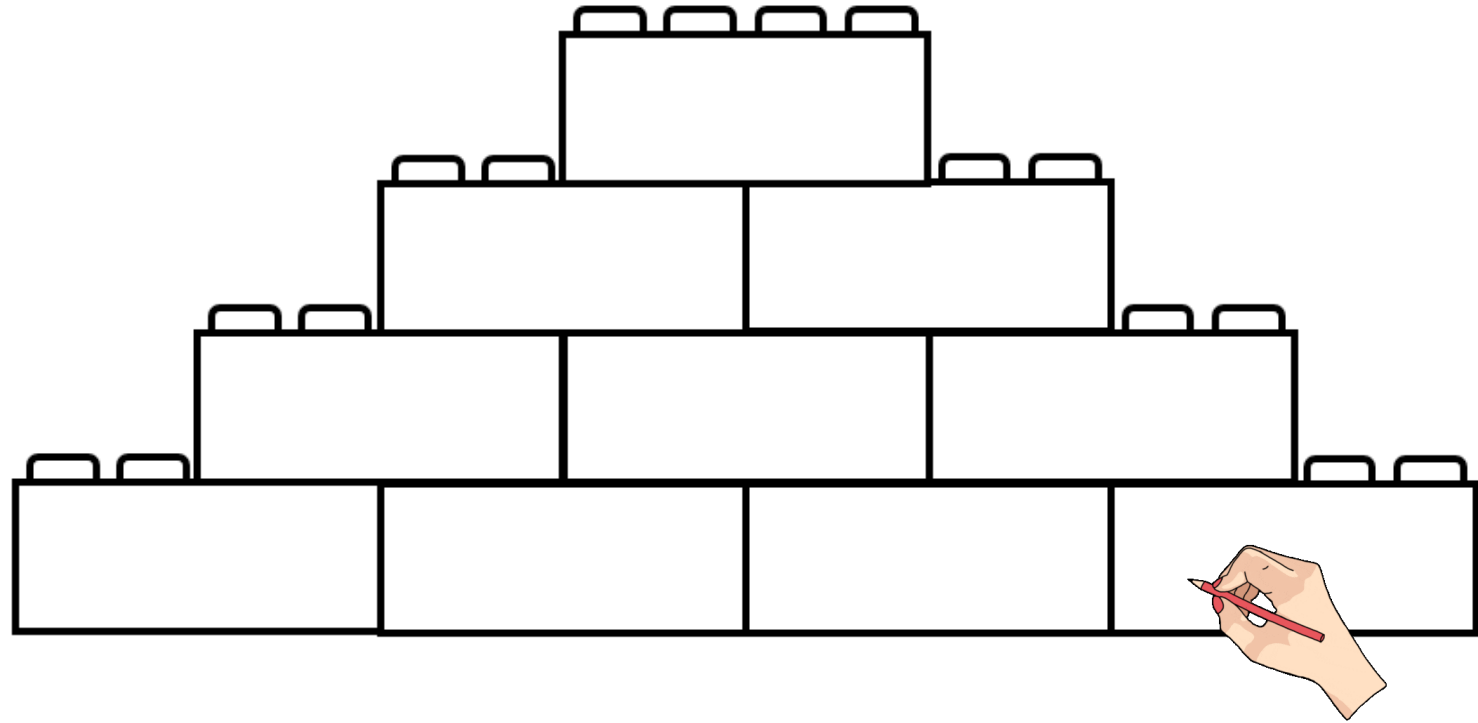


Educational Leadership in Family Day Care

Workshop workbook



The foundations of my educational leadership



Top tips for educational leaders

 Australian Children's Education & Care Quality Authority

TOP 10 TIPS FOR EDUCATIONAL LEADERS



A key strength of the NQF is that it recognises the importance of context, including the articulation of leadership. Each setting, educational leader, educator and community is different and requires specifically local responses. While the legislation and NQS are not prescriptive about the role, the guidance in this Resource and others is meant to suggest a range of strategies that educational leaders might find helpful.

1. UNDERSTAND THE EXPECTATIONS OF THE ROLE



- Educational leaders should be aware of the expectations and responsibilities of the role as outlined in the National Regulations and the NQS.
- The Guide to the NQF provides a helpful starting point when considering the expectations and possibilities of the role in leading the development and implementation of the educational program and assessment and planning cycle.
- A clear role description – which links to the expectations of the NQS – and clarifies the scope of the role, is essential. This should be clearly identified to all educators.
- Ongoing reflective discussions with the approved provider will also help to build a shared understanding of and support for the educational leader responsibilities.
- Embracing the position and finding out more about how to lead others, how to lead their learning and transforming pedagogy and practice is important.

1 Top Ten Tips for Educational Leaders March 2022

ORGANISE THE ROLE INTO KEY ACTIONS

Each educational leader will organise time differently, depending on the context. Just implementing a combination of actions may help meet the intended outcomes.

6. SUPPORT PR

- Well planned and consistent support is essential.
- To support...
 - Development
 - Using local opportunities
 - Learning and development
 - Providing support
- It is also important to have a plan for joining the...

7. USE THE APP

- The approved provider should have a plan for supporting the educational leader's role.
- You might...
 - Have a plan for supporting the educational leader's role.
 - Have a plan for supporting the educational leader's role.

8. FOSTER OPPORTUNITIES FOR CRITICAL REFLECTION

- Another key responsibility of the educational leader is to nurture a culture of critical reflection. Educational leaders can offer tangible and practical support to assist the team in developing the habit of critical reflection.
- Strategies include:
 - Embedding opportunities in which educators can raise questions about practice
 - Setting up a regular time to hold reflective practice meetings or discussions
 - Sourcing materials for reflective discussion from observations, family feedback, interactions with educators
 - Using a range of tools to assist in the thinking and reflecting process.

9. SUPPORT SHARED UNDERSTANDING OF THE ASSESSMENT AND PLANNING CYCLE

- A central responsibility of the educational leader is to help educators understand, implement and share the assessment and planning cycle.
- A useful strategy to promote shared understanding of expectations and the planning process is to lead a regular planning meeting or professional learning conversation about this area of practice.

10. ESTABLISH EFFECTIVE SYSTEMS

- It is essential to establish service-wide systems that will allow the educational leader to know how the education program is being delivered and what strategies are being used to support improvements.
- Suggestions for effective record keeping systems include:
 - establishing a shared electronic folder where colleagues can access information and resources collected by the educational leader and educators, such as journal articles or newsletters
 - creating a specific educational leader email address and encouraging educators to email concerns, questions or achievements
 - keeping a journal/notebook to record observations or discussions
 - making a meeting template to keep track of designated and set action items.

March 2022

Top 10 Tips

Understand the expectations of the role

-10

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+10

80 points left

Organise the role into key actions

-10

0

+10

80 points left

Build relationships with colleagues

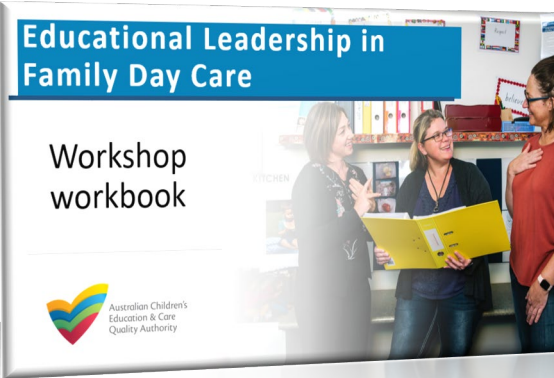
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Develop effective communication strategies



Your vision

- Refer back to the visions you listed in your workbook activity and pick one from the list that would take some courage for you to try and turn into reality. Write that vision in **Column B**.

My vision for educational leadership

My visions	Column B	Column C

- In **Column C** write down one action you can take back at your service that can be a first step in achieving your vision.

The Educational Leader Resource

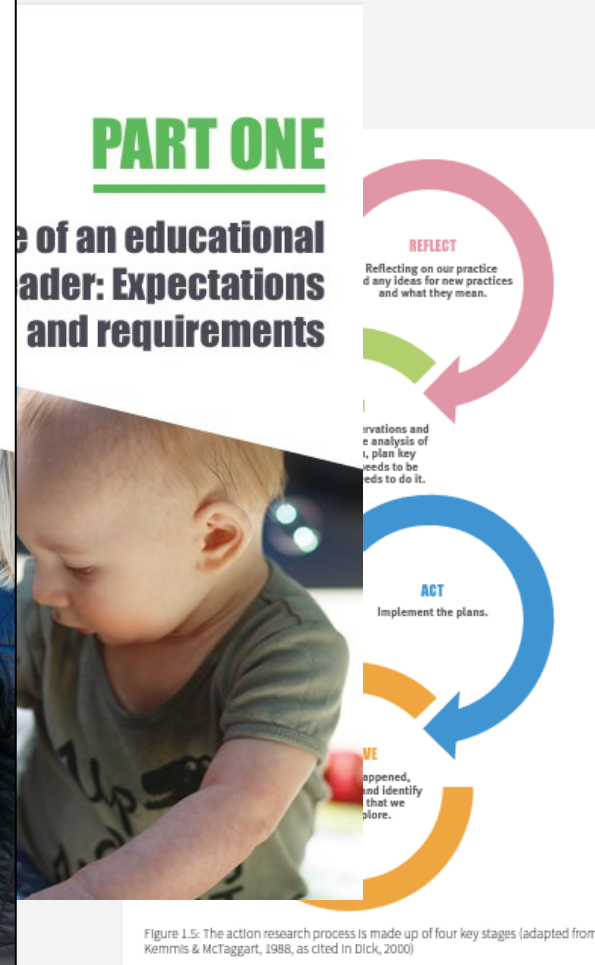
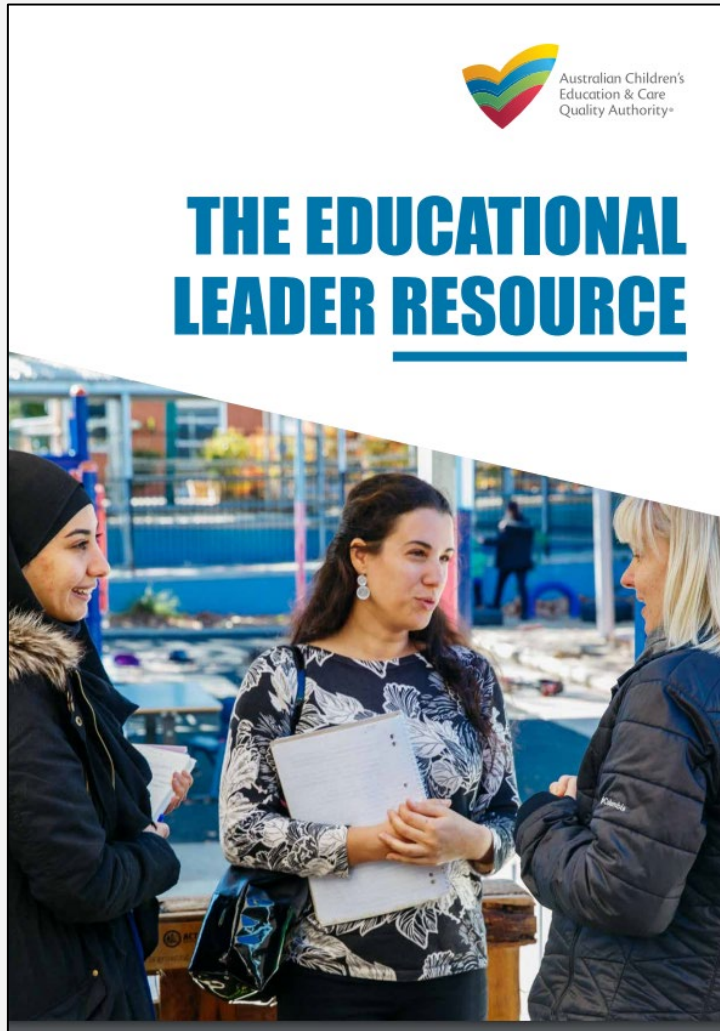
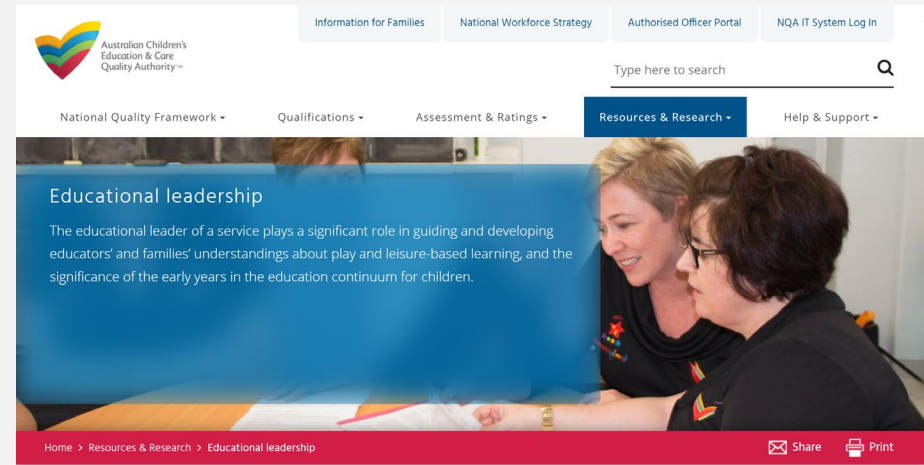
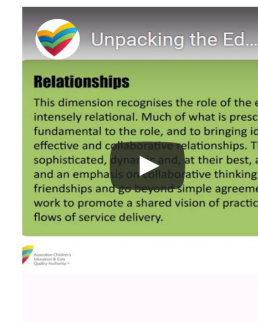


Figure 1.5: The action research process is made up of four key stages (adapted from Kemmis & McTaggart, 1988, as cited in Dick, 2000)



The Educational Leader Resource videos

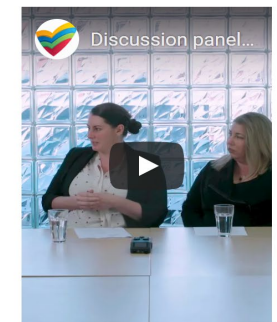
To support the Educational Leader Resource we have a series of videos to accompany the Resource. Like the Resource, these videos are designed to be dipped in and out of as needed.



Unpacking the Educational Leader Resource



Perspectives of educational leadership



Discussion panel on educational leadership

The Educational Leader Resource Addendum for FDC



Educational Leadership in Family Day Care **STORIES FROM THE FIELD**

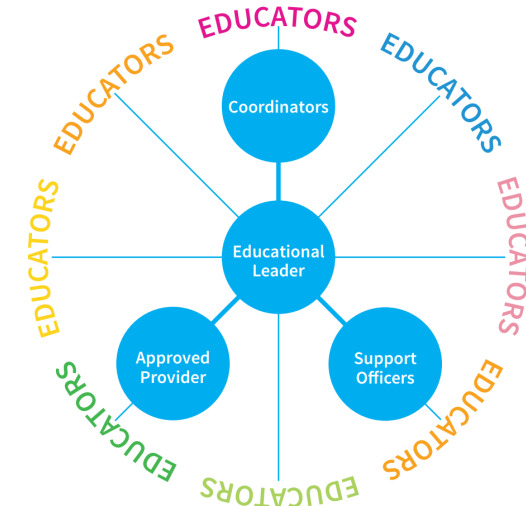
The Educational Leader Resource Addendum for Family Day Care



Practice Story – Enhance Family Day Care

This educational leadership journey starts with a new role focused on mentoring, guiding and supporting our 14 family day care services located in mostly rural and remote areas. I was appointed as the Program and Practice Manager, and quickly identified the need to support our educational leaders to engage their full intellectual and emotional intentions as pedagogical leaders. At the time, I asked myself a series of important questions: What does educational leadership look like in family day care? How do we ensure the role and work of educational leaders is innovative and creates transformational change while fostering consistency and security for those we lead? How can we identify, recognise and celebrate the pedagogical capacities of our team while challenging long-held beliefs? How do we actively support new thinking and understanding about our role as leaders?

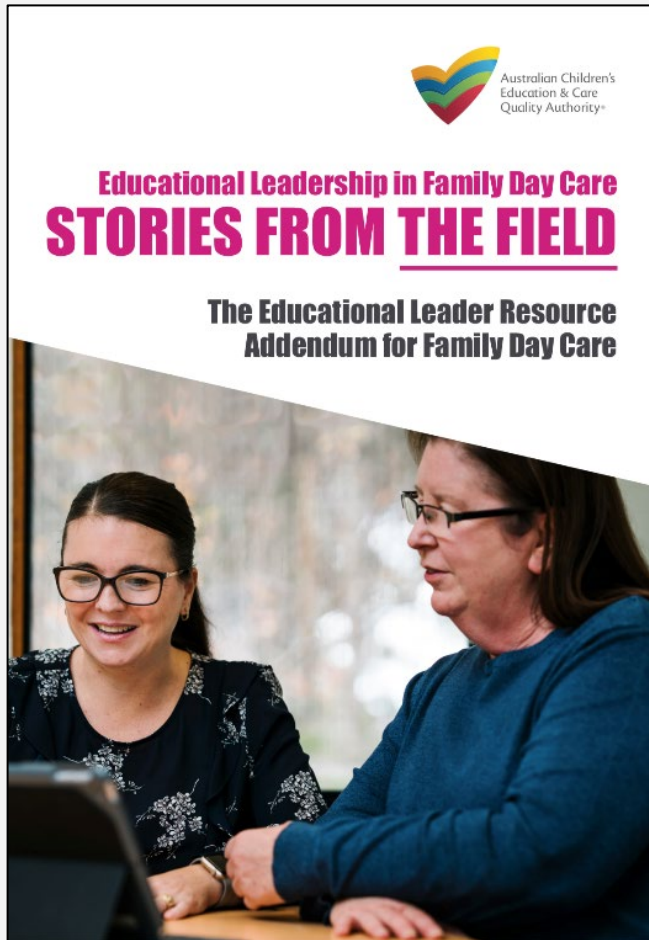
My first thought was to create an organisational Educational Leadership Framework. It would provide an opportunity to engage educational leaders in robust conversation and reflection on the intent of educational leadership, to develop a clear plan outlining our commitment to build and competencies of our educational leaders. This connects to our Quality Improvement Plan (QIP). In the development, it was identified the best way to start the forum for discussion and reflection.



Reflective questions

- What elements of the practice story interest you? Why? How could these ideas be used in your service?
- What are the systems and processes that are used in your family day care services? What are their purposes? Do they work effectively? How do you know? What would you change?
- How well do systems and processes support the educational program and practice for each educator?
- Do these systems take into account and respond to the diverse learning capacity and style of the educators?

The Educational Leader Resource Addendum for FDC



Family Day Care educational leaders:

- Develop effective systems and processes
- Are proactive advocates
- Commit to continuous professional learning
- Lead and participate in reflective discussions
- Foster respectful relationships
- Maintain a solid connection to everyday practice

They:

- Benefit from a strong investment in the role
- Champion the service philosophy
- Utilise multiple approaches to expand thinking and learning
- Support and mentor the leadership team
- Champion the importance of curriculum decision making

Educational Leadership in Family Day Care. Stories from the Field. The Educational Leader Resource Addendum for Family Day Care, 2020, pgs. 6-7.

Useful resources for educational leaders

ACECQA

Website: www.acecqa.gov.au

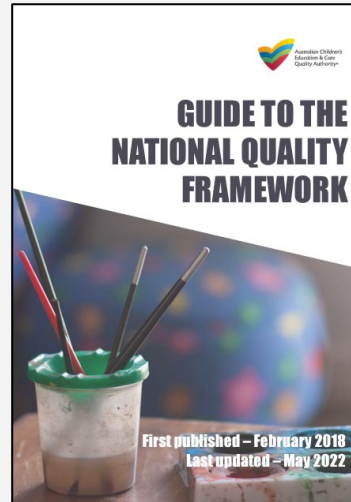
Email: info@acecqa.gov.au

Facebook: www.facebook.com/ACECQA

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Quality Area 1 – Educational program and practice

Introduction

The aim of Quality Area 1 of the National Quality Standard is to ensure that the educational program and practice is stimulating and engaging, and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

[Quality Area 1](#) [Resources](#)

Educational program and practice		
Standard 1.1	Program	The educational program enhances each child's learning and development.
Element 1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in

National Quality Framework

- [What is the NQF?](#)
- [National Law and Regulations](#)
- [National Quality Standard](#)
 - [Quality Area 1 - Educational program and practice](#)
 - [Quality Area 2 - Children's health and safety](#)
 - [Quality Area 3 - Physical environment](#)
 - [Quality Area 4 - Staffing arrangements](#)
 - [Quality Area 5 - Relationships with children](#)
 - [Quality Area 6 - Collaborative partnerships with families and communities](#)
 - [Quality Area 7 - Governance and leadership](#)
- [Approved learning frameworks](#)
- [Guide to the NQF](#)
- [Educator to child ratios](#)
- [NQF Snapshots](#)

- Guide to the National Quality Framework
- Resources and information sheets
- Videos
- We Hear You blogs
- Quality Area resources
- Educational games

Educational Leadership in Family Day Care

Workshop workbook



Reflections and action planning

- Included in your workshop workbook are some reflective questions to help capture some of your thoughts from the workshop to take back to your service.

Workshop reflections

What have I learnt about myself?

What do I need or want to learn more about?

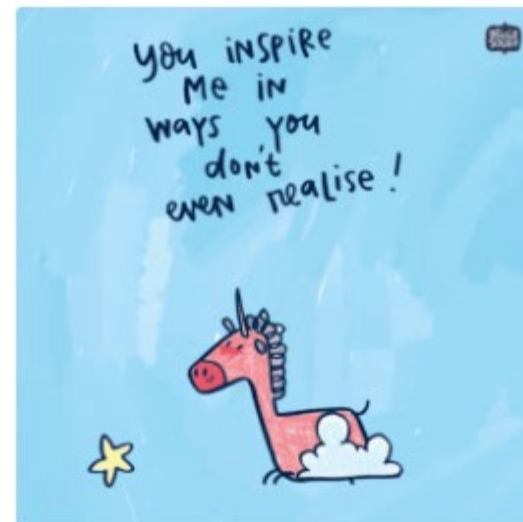
What am I doing well?

How might I strengthen my practice?

What challenged me?

If your
actions
inspire
others to
dream more,
learn more,
do more &
become more,
**YOU ARE A
LEADER.**

- John Quincy Adams



What is one way
that you have you
inspired someone at
your FDC service?

Short answers are recommended.
You have 250 characters left.

250

You can submit multiple answers