

4.06 EDUCATIONAL LEADER

Purpose Statement

The educational leader has an influential role in inspiring, motivating, affirming and also challenging or extending an educator's practice. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

The educational leader will play an integral role in mentoring, guiding and supporting educators in developing their educational program based on child development theory and relevant learning frameworks.

Scope

This policy applies to all salaried full time and part time staff (including casuals), educators, contractors, children and families.

Policy Statement

AN EDUCATIONAL LEADER WILL BE APPOINTED TO ASSIST WITH THE PROMOTION OF A POSITIVE ORGANISATIONAL CULTURE THAT IS COMMITTED TO BUILDING A PROFESSIONAL LEARNING COMMUNITY. THE EDUCATIONAL LEADER WILL LEAD THE DEVELOPMENT OF THE CURRICULUM AND ENSURE THE ESTABLISHMENT OF CLEAR GOALS AND EXPECTATIONS FOR EDUCATING CHILDREN IN A FAMILY DAY CARE SETTING.

Procedures

Role of the Educational Leader

The educational leader will focus on opportunities for the service to continually improve by:

1. Providing educators with relevant information on programming, child development theory and implementing the learning framework.
2. Observing children and educator interactions and making suggestions on how to improve interactions and intentional teaching.
3. Discussing routines with educators and how to make them more effective learning experiences.
4. Sharing information with parents about the educational program (see *Children's Educational Program* procedure).
5. Leading quality practice.
6. Contributing to the development of the Quality Improvement Plan – by identifying opportunities for improving educational programming and curriculum.
7. Establishing systems across the service to assist with key transitional periods (i.e. transition to school, change in educator etc.).
8. Working collaboratively with other early childhood professionals to meet the individual learning and development needs of children enrolled in care.



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9. Exploring opportunities to strengthen links with the community (i.e. by working collaboratively with local libraries, playgroups and/or community groups such as Aboriginal Elders).

NOTE: Field Visits will be utilised as an opportunity for the educational leader to inspire, educate and affirm an educator's practice. Information will be shared with coordinators in order for inquiry, reflection and professional development to take place when conducting field visits with educators (see *Field Visits* procedure for more information).

Relevant Standards/Legislation

- National Quality Framework for Early Childhood Education and Care Services including:
 - Education and Care Services National Law 2011
 - Education and Care Services National Regulations 2011

Related Policies & Links

- *Field Visits* procedure
- *Children's Educational Program* Procedure
- Quality Improvement Plan