# 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.

The role of the educational leader is to collaborate with/coach/mentor educators in implementing:

* a high-quality educational program based on EYLF/MTOP
* an effective planning and assessment cycle.

|  |  |
| --- | --- |
| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of the coaching or mentoring you’ve received from the educational leader to improve your practice and effectively implement the planning and assessment cycle. | Please discuss how the educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning. |
| The educational leader has provided coaching in critical reflection, focusing on assessing children’s learning through EYLF/MTOP indicators. They’ve mentored me in effectively documenting learning by capturing not only visible actions but also children’s thoughts and feelings. This guidance has improved how I plan experiences to extend learning and analyse children’s knowledge meaningfully. | The educational leader fosters ongoing inquiry by sourcing and providing professional development focused on critical reflection. They mentor educators to refine their practice, ensuring that high expectations are set for every child. Regular reviews of critical reflection practices ensure multiple perspectives are considered and help educators avoid reverting to simple evaluations. |
| Please give an example of the strategies and processes the educational leader uses to help you build relationships with families. | Please explain how the educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations they lead.  |
| The educational leader encourages activities like learning parents’ names and occupations to personalise connections. They share insights about families’ strengths and interests, pairing educators with similar traits to foster rapport. By incorporating families’ cultures into the curriculum, educators build deeper relationships while reflecting on diverse community values. | The educational leader creates an inclusive environment by encouraging all educators to voice suggestions and questions during meetings and training. They provide additional support to trainees or new educators with identified skills gaps, offering one-on-one coaching to build confidence and ensure everyone actively participates in the service’s reflective practices. |
| Please discuss how the educational leader works with managers to support educators, including through periods of change.  | Please give an example of the way you and your team support families and the community to understand the role of the educational leader and how this relates to their own child’s participation in the program. |
| The educational leader collaborates with managers by addressing skill gaps through targeted coaching and supporting cultural shifts towards teamwork. They assist educators in adapting to new policies and procedures, including updated room leadership and staffing arrangements. The educational leader also mentors staff in implementing administrative changes, ensuring smooth transitions during organisational adjustments. | Families are introduced to the educational leader during orientation sessions, where their role in overseeing the curriculum is explained. The EL’s contributions are highlighted during parent-teacher reviews and via newsletters, social media posts, and room displays, ensuring families understand how the EL supports their child’s learning and development. |
| Please discuss how managers support the educational leader to lead the development and implementation of a quality program based on the EYLF/MTOP.  | Discuss how current recognised guidance informs the educational leader to provide leadership that supports high-quality teaching practices.  |
| Managers support the educational leader by providing resources and facilitating professional development opportunities to align practices with the EYLF/MTOP. They collaborate on strategic planning, ensure educators have adequate time for reflection, and oversee the implementation of quality improvement processes to embed EYLF/MTOP principles into daily routines and curriculum planning. | The educational leader utilises recognised guidance, such as ACECQA resources and professional development opportunities like weekly sessions from Centre Support. This ensures the EL remains informed on best practices, using this knowledge to mentor educators and align teaching practices with national quality standards and frameworks. |
| Please discuss how the educational leader leads critical reflection at the service. What does this process look like?  | Give an example showing the educational leader using the voices, priorities, and strengths of the children or families to implement a high-quality curriculum.  |
| The educational leader leads critical reflection through structured discussions during regular team meetings, encouraging educators to evaluate their practices against EYLF/MTOP outcomes. They guide reflective journaling and facilitate workshops to explore children’s experiences deeply. By fostering a culture of inquiry, the leader ensures continuous improvement and alignment with the service philosophy. | The educational leader integrates family input by tailoring the curriculum to reflect children’s cultural backgrounds and interests. For example, after families shared a tradition during orientation, the EL worked with educators to design activities celebrating that tradition, incorporating storytelling and arts to engage children while respecting their cultural identity. |