



Position Description

Role Title: Educational Leader

Work Type: In accordance with additional employment position, eg. Teaching role

Reports To: Director / Management Committee (Approved Provider)

Staff Responsibility: The Educational Leader has direct line management responsibility for kindergarten staff relevant to the delivery of the educational and care program. Works collaboratively with the Director.

Norman Park Community Kindergarten is a community-based not for-profit organisation that operates an early childhood education and care (ECEC) service. A committee of parents, elected annually from the current parent cohort, manages the service. Norman Park Community Kindergarten is committed to provide:

- high quality early childhood education and care services for families with young children
- advocacy for young children and their families

Purpose of Role

The Educational Leader, Norman Park Community Kindergarten is a senior and respected position, with a key responsibility to lead the development and implementation of the educational and care program. The Kindergarten currently operates as a 25-place service, catering for children from 3 ½ years to school age. An approved kindergarten program is provided for two groups per week.

The National Quality Framework requires one person to be formally appointed to the position of Educational Leader, and whilst the Nominated Supervisor may be one consideration for the role, Approved Providers are able to make decisions about the positions based upon:

- The setting context; the size of the setting and the type of service;
- The relative strengths and needs of educators; and
- The qualifications, experience, personal qualities of teachers who might take on this role.

Key duties include promoting and ensuring:

- The understanding of high quality early childhood education and Kindergarten programs based on the Early Years Learning Framework (EYLF) and Queensland Kindergarten Learning Guideline (QKLG);
- The interest in reading widely and sharing information with other educators in a manner which reflects their level of understanding;

- The knowledge of curriculum approaches and the ability to support discussion of how these may be implemented in particular settings or with particular children;
- Access to current research about curriculum and a desire to guide others in reflecting on their practice;
- The knowledge of children's individual learning styles so that approaches can be differentiated to meet complex needs of children from a range of backgrounds and abilities; and
- Personal qualities and a willingness to listen as well as coach, mentor and reflect alongside their team.

A key aspect of the role of Educational Leader is to create an inspirational vision for children's learning and curriculum collaboratively. A clearly articulated vision for learning can motivate and connect educators to work toward shared goals for children and their learning. This should incorporate an understanding of how each of the Early Years Learning Framework Principles and Practices contributes to a high-quality learning experience and builds a collective set of values and agreed approaches.

The Educational Leader reports to and works closely with the Director and maintains a collaborative and productive working relationship with the staff team.

The Educational Leader is responsible for ensuring that all services and activities provided are consistent with the purpose, vision, and values of Norman Park Community Kindergarten and comply with relevant legislation, quality standards, contemporary research and practice wisdom. Norman Park Community Kindergarten aspires to reflective practice in all aspects of work, continuous quality improvement and the highest possible standards of service provision.

Role Duties

Leadership and Management

Under the National Quality Framework accept the role of Educational Leader as discussed in the Education and Care Services National Regulations:

- Promote, support and monitor the development, implementation and evaluation of relevant and responsive child-centred curricula/ programs;
- Support and supervise staff in their work at the service, promoting informed and reflective professional practice;
- Work collaboratively alongside the Director to lead the provision of high quality early childhood education and care promoting the organisation philosophy; and
- Promote and support professional development for staff, including attending and leading professional development sessions, and mentoring early childhood practicum students.

Continuous Quality Improvement

- Leading and being part of reflective practice discussions about teaching approaches, practice, and implementing the Early Years Learning Framework;
- In collaboration with the staff and committee undertake self assessment and ongoing implementation of the kindergarten service Quality Improvement Plan;

- Mentoring other educators by leading quality practice;
- Mentoring and coaching of other educators based upon ongoing reflections, staff appraisals and goals set by individuals;
- Supporting parents as children's first teachers;
- Networking and collaboration with other Educational Leaders;
- Discussing routines and how to make them more effective learning experiences;
- Observing children and educator interactions, and making suggestions on how to improve interactions and intentional teaching;
- Collaborate with staff in regards to informing families about the educational program, particularly from a whole-service level (eg, through newsletters, displays, information evenings, etc);
- Working with other early childhood professionals such as maternal and child health nurses and early childhood intervention specialists;
- Considering how the program can be linked to the community by working with other community services such as Aboriginal elders;
- Discussing approaches to transition statements and how these will be developed collaboratively with families to effectively provide positive and practical information to schools;
- Assisting with documenting children's learning and how these assessments can inform curriculum decision making (eg, through learning stories, photographs, daily write-ups, posters, displays, individual journals/portfolios, flowcharts, transition statements, etc); and
- Ensure that documentation on children and their learning is maintained and is diverse in observational techniques and holistic in approach.