

Document 1

PEDAGOGICAL LEADERSHIP

As pedagogical leaders¹, qualified educators have a professional responsibility to mentor colleagues in using the Framework and the Guide. It is important that they emphasise that both documents need to be interpreted in ways that are relevant to local contexts. They may also want to remind colleagues that:

- there is no one right way to use the Framework or the Guide
- making constructive, sustainable changes in professional practice requires ongoing commitment
- decisions about where to start are best made by educators themselves.

Pedagogical leadership establishes a culture of professionalism in the setting. It involves communicating to families, other educators and the broader community the importance of high quality learning experiences for all children and contributing to a greater understanding of the complexity and value of early childhood education. The Framework and Guide can support this communication.

The contributions of pedagogical leaders are detailed in the table that follows.

| <i>Contributions of Pedagogical Leaders</i> | |
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| Model professional and ethical practice | <ul style="list-style-type: none"> ▪ Promote the use of the Early Childhood Australia's <i>Code of Ethics</i> as a guide for pedagogical decisions ▪ Invite critical reflection and conversations that allow consideration of different perspectives and approaches ▪ Use their knowledge of current research and practice to inform discussions and decision-making ▪ Clearly articulate their learning and teaching intentions through documenting plans and evaluations of learning experiences ▪ Justify their decisions about the theoretical perspectives and philosophical approaches they adopt |
| Mentor others | <ul style="list-style-type: none"> ▪ Facilitate others' learning through professional conversations, sharing resources, and coaching ▪ Actively contribute to the ongoing development of early childhood settings as learning communities ▪ Establish networks with other professionals, including internet-based networks to connect professionals working in isolated settings |

¹ Pedagogical leaders take an active role in promoting early childhood professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning. More details can be found in Table.

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| Commit to ongoing professional learning and enquiry | <ul style="list-style-type: none"> ▪ Actively seek out a range of professional learning experiences ▪ Participate in practitioner inquiry |
| Build partnerships with colleagues, families, schools, community workers and allied health professionals to promote the best learning opportunities for all children | <ul style="list-style-type: none"> ▪ Create opportunities for exchanging ideas and sharing curriculum knowledge and for clarifying intentions and expectations ▪ Communicate the importance of relationships, listening and play in children’s learning |
| Act as advocates | <ul style="list-style-type: none"> ▪ Advocate for children in their community contexts and in their transitions to other settings to ensure that their learning needs are well represented ▪ Advocate for high quality early childhood settings by promoting greater understanding of the lifelong benefits to all children ▪ Advocate for the early childhood profession |

(For references and resources, see Document 17 in ‘Linked resources - CSU 2009’ folder.)