

This guide is intended to support services as they develop a role statement which suits the specific needs of their service.

ELA acknowledges that each service is different in their ability to meet the requirement to appoint an Educational Leader to lead curriculum and practice within the service.

Regardless of the differences, the core of the role rests on the same regulatory requirements and professional practice standards from the National Quality Framework.

To that end we offer a guide to support your decision on what Key Performance Indicators to include in a role statement for your Educational Leader.

As a starting point for your role statement, reflect upon the following fundamental questions:

How much time will be allocated to this position each week?

When thinking about this new position, have you made a list of all the things you see as being needed?

Does this list reflect what your staff group or current Educational Leader are saying is needed?

What is the minimum qualification we require for this position?

What kind of people skills are you looking for?

What experience do we seek in a potential Educational Leader?

Do we expect the Educational Leader to work in partnership with families?

NQF - Requirements

QA 7 - Governance and Leadership

S 7.2 - Leadership - Effective leadership builds and promotes a positive organisational culture and professional learning community.
E 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.

Reg 118 - 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 & implementation of educational programs in the service. r145, r148

Do we expect our Educational Leader to collaborate externally with schools and other agencies?

What Key Performance Indicators (KPI's) are core for your service and need to be included?

What additional KPI's are needed?

Some organisations have developed vision, mission and values statements and included these in essential documents such as the contract and performance reviews.

Does your organisation have these and should they be included in a role statement for

From the new Guide to the NQF

Leadership in education and care is complex, multi-faceted and diverse. Emerging research on the role of educational leader in Australian context demonstrates that this type of pedagogical leadership may present a range of challenges and require a different set of skills than other types of leaders within the service. It also recognised that for the educational leader to be successful in generating quality outcomes, they need to be supported in their role. An AP might consider the following:

- communication and interpersonal skills
- comprehensive knowledge of theory that relates to early childhood education and care, (for example, child development, attachment, learning), professional standards and

your Educational Leader?

Some organisations have a written delegation of authority document - sometimes in a chat or diagram.

Is there a delegation of authority that relates to this position? if so, it should be in the reporting structure.

Along with qualifications you may wish to include other certifications such as:

- **Membership to a professional organisation (such as ELA)**
- **Teacher registration if applicable**
- **Working with Children Check**
- **National Police Clearance**

approved learning frameworks, and contemporary understanding of evidence-based best practice approaches to teaching and learning

- knowledge of leadership theory and the use of a range of leadership styles
- thinking skills, including the ability to critically analyse and challenge conversational practice and ideas
- a sense of purpose and direction, and the ability to influence
- a willingness to mentor and support educators from diverse backgrounds and with varying levels of knowledge and experience
- commitment to learning and participating in professional learning opportunities.

(Ref: Page 303 & 304 of the Guide to the National Quality Framework; Australian Children's Education & Care Quality Authority (ACECQA)

CONCLUSION - When the role statement is well developed and implemented, services will increase commitment from the Educational Leader, the Educators and the wider team.

By getting it right in the first instance your Educational Leader is able to be involved in developing goals and expectations for teaching and learning and provide direction for the service that will create a professional learning work environment.

A well developed and well understood role statement provides clarity, promotes increased job satisfaction, supports mentoring and is a major contributor to efficient and effective practice within the service.