

Pedagogical Leadership

An organisational approach to strengthening theoretical perspectives in everyday early childhood education and care

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Early Childhood Australia
A voice for young children

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2019
FROM VISION TO ACTION

Acknowledgement of Country

I would like to acknowledge the traditional custodians of the land in which we are meeting today. I would like to pay my respects to Elders past, present and emerging and acknowledge Aboriginal and Torres Strait Island people present here today.



Overview of presentation

- *A brief organisational overview*
- *Leadership initiative: Pedagogical Thinker in Residence*
- *Educational ethos: What does this look like?*
- *Building capacities: Organisational educational framework*
- *Community of Practice: strengthening educators*
- *Future Aspirations*



Our story - Organisational Background

Not for profit, community owned, provider of child education, care, recreation, cultural and inclusion services in NSW and ACT



26 Community preschools/Early Learning services

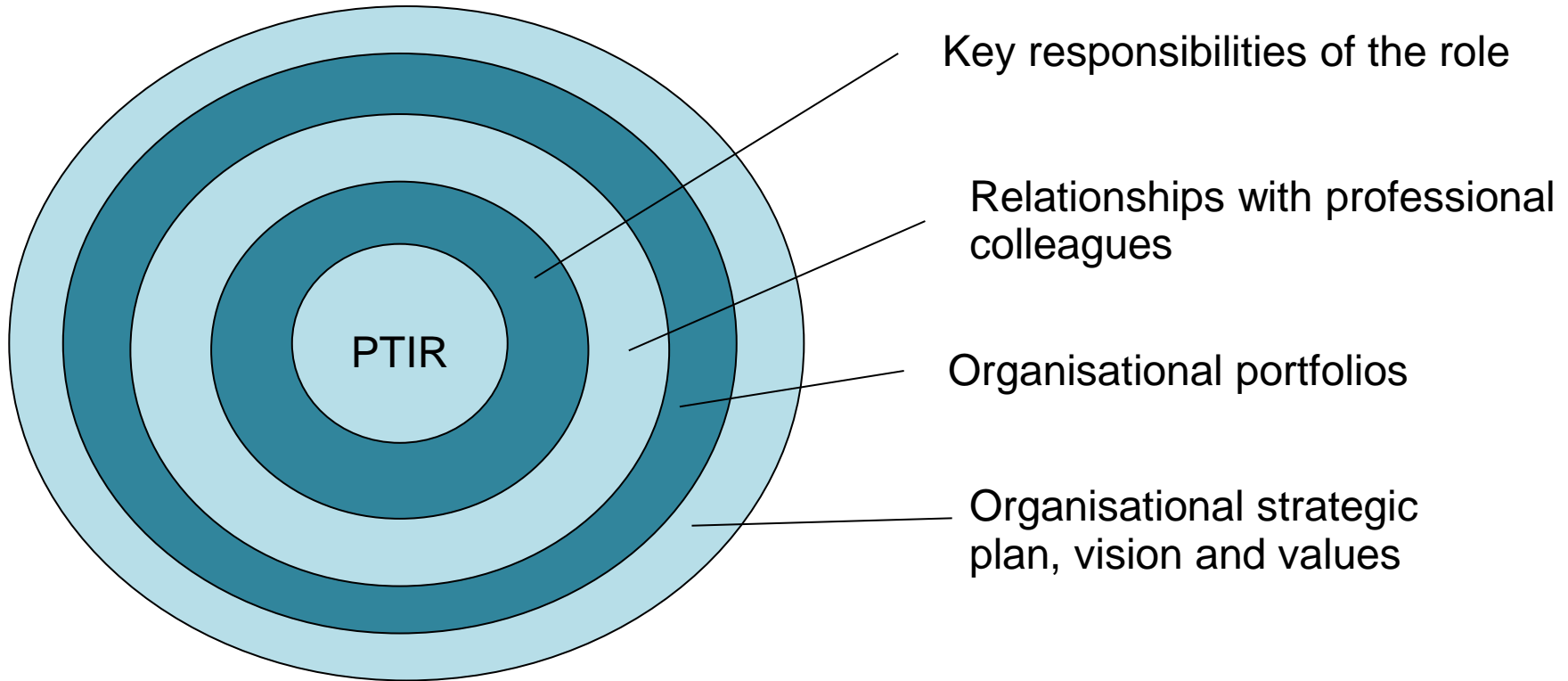
16 OSHC

1 mobile Community preschools

Funded programs



Pedagogical Thinker in Residence



Pedagogical leadership- organisational lens



STRATEGIC PLAN 2018-2020

Our Vision: We enrich the lives and minds of our children and families in their communities

Our Values: Inclusion. Integrity. Safety. Child-centric. Collaboration. Leadership

1. Client Experience & Innovation	2. Education Ethos & Practice	3. Staffing Excellence	4. Strategic Partnerships	5. Organisational Sustainability	6. Advocacy and Leadership
<p>Big Fat Smile is the number one choice for families for the provision of quality education and care</p>	<p>Our organisation has a deep foundation and a clear education ethos that is visible in our daily education practices</p>	<p>Big Fat Smile is recognised in our industry as an Employer of Choice and widely regarded as having high-quality staff leading to the delivery of quality education</p>	<p>We value all of our partners and work together to achieve mutually positive outcomes</p>	<p>We achieve long term viability of the organisation</p>	<p>We are thought leaders, advocates and experts in our field</p>
<p>Intended Outcome 1.1 We are partners with our clients and communities</p> <p>We will do this by: 1.1.1 Being a child safe organisation (YR1) 1.1.2 Closely partnering with our families through the education and care journey of their children (YR1) 1.1.3 Engaging our communities in experiences and activities aligned with our values (YR2)</p> <p>Intended Outcome 1.2 We have an organisational framework for innovation and product development</p> <p>We will do this by: 1.2.1 Building a process to engage ideas (YR1) 1.2.2 Developing a framework for assessing and progressing innovative ideas (YR1) 1.2.3 Establishing effective systems for innovation to succeed (YR2) 1.2.4 Building innovative products for our families and communities (YR2-3)</p> <p>Intended Outcome 1.3 We are innovative in our response</p> <p>We will do this by: 1.3.1 Actively identifying and responding to parent and community needs (YR1) 1.3.2 Harnessing the child's view (YR2)</p>	<p>Intended Outcome 2.1 Our children flourish and thrive through our education and care practices</p> <p>We will do this by: 2.1.1 Identifying our education ethos (YR1) 2.1.2 Providing quality care experiences (YR1) 2.1.3 Developing an evidence informed educational framework (YR1-3) 2.1.4 Defining our education framework to our families and communities (YR2)</p> <p>Intended Outcome 2.2 Our research activities inform practice</p> <p>We will do this by: 2.2.1 Understanding and identifying our research focus areas (YR1) 2.2.2 Developing partnerships with leading edge research academics (YR2) 2.2.3 Promoting BFS as research partner in the sector (YR2)</p>	<p>Intended Outcome 3.1 We have a strong, talented and engaged workforce</p> <p>We will do this by: 3.1.1 Retaining and acquiring high quality/top performing staff (YR1-3) 3.1.2 Building leadership capability (YR2)</p> <p>Intended Outcome 3.2 We are a learning organisation</p> <p>We will do this by: 3.2.1 Fostering a life-long learning culture (YR1-3) 3.2.2 Maximising our staff potential (YR2)</p> <p>Intended Outcome 3.3 Our organisational culture reflects our values</p> <p>We will do this by: 3.3.1 Reviewing and re-developing our vision and values (YR1) 3.3.2 Being a safe organisation (YR1-3)</p>	<p>Intended Outcome 4.1 We have strong strategic partnerships</p> <p>We will do this by: 4.1.1 Identifying value criteria for strategic partnerships (YR1) 4.1.2 Reviewing current partnerships and identifying gaps (YR1) 4.1.3 Establishing a governance framework (YR2) 4.1.4 Partnering with values-aligned and complementary organisations (YR2)</p> <p>Intended Outcome 4.2 Our partners think have impact and deliver outcomes for children, families and communities</p> <p>We will do this by: 4.2.1 Defining partnerships by type and purpose (YR1) 4.2.2 Collaborating with partners to identify areas of community need (YR2) 4.2.3 Developing innovative solutions (YR2-3) 4.2.4 Engaging in active, meaningful partnerships (YR2-3)</p>	<p>Intended Outcome 5.1 We have a fully articulated business model</p> <p>We will do this by: 5.1.1 Establishing a full understanding of our brand positioning (YR1) 5.1.2 Developing an optimal service offering (YR1) 5.1.3 Identifying existing and potential product and geographic areas for growth (YR1-2)</p> <p>Intended Outcome 5.2 We have strong financial foundations</p> <p>We will do this by: 5.2.1 Performing an analysis of the financial position of BFS (YR1) 5.2.2 Developing an organisation-wide action plan for financial viability (YR1)</p> <p>Intended Outcome 5.3 We have developed an approach for long-term sustainable growth</p> <p>We will do this by: 5.3.1 Analysing all current service offerings for viability (YR1) 5.3.2 Developing responsive systems and clear criteria for organisational sustainability (YR2-3) 5.3.3 Strategically analysing scale and scope opportunities (YR2-3)</p>	<p>Intended Outcome 6.1 We are advocates in our sector</p> <p>We will do this by: 6.1.1 Identifying our advocacy principles (YR1) 6.1.2 Being proactive in adding our voice to the sector (YR1) 6.1.3 Being responsive to issues that align with our vision and values (YR1)</p> <p>Intended Outcome 6.2 We are thought leaders and experts in our field</p> <p>We will do this by: 6.2.1 Articulating our unique 'for purpose' voice for children and families (YR2-3)</p>



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FROM VISION TO ACTION

Education Ethos Questionnaire (EEQ)

- Collective perspective on how children learn
- Current underlying theoretical foundations of pedagogical practices
- Perspectives on changing teaching practices
- Collective understanding what constitutes quality



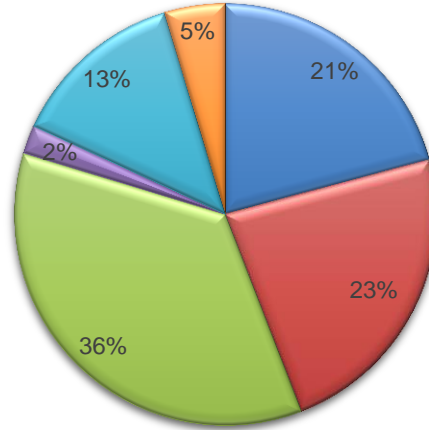
EEQ Objectives

- Individuals identify and understand their beliefs, attitudes and their underpinning theoretical perspectives
- Overview of educators awareness and understanding about the various theories and educational methods pertaining to pedagogical practices
- Foundation for educational framework
- Inform learning and development framework



Brief summary of findings

Formal Qualifications



■ Bachelor Early Childhood Teacher

■ Diploma Early Childhood Education and Care

■ Other (please specify)

■ Certificate III Early Childhood Education and Care

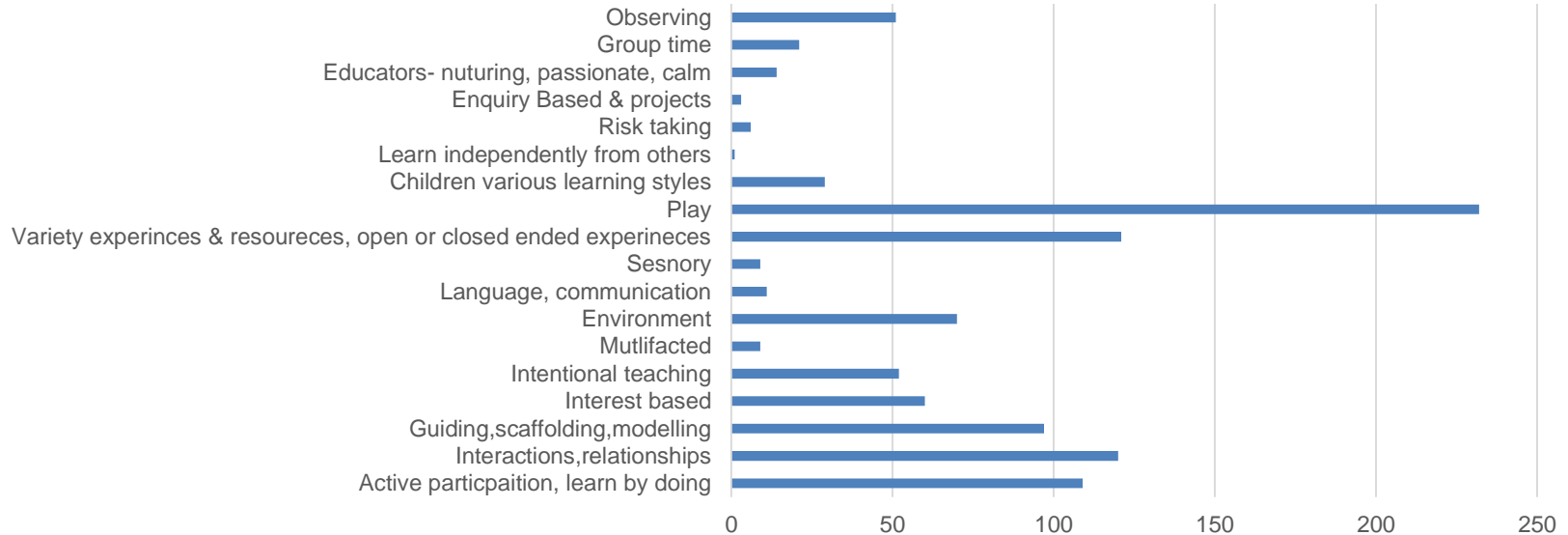
■ no response

■ Trainee



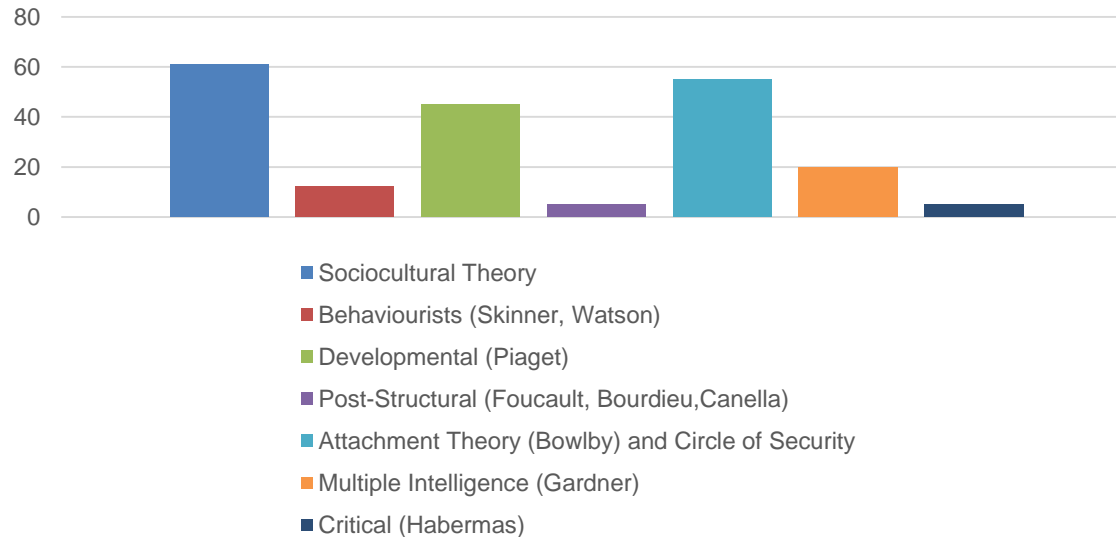
Brief summary of EEQ findings

How do you think children learn?



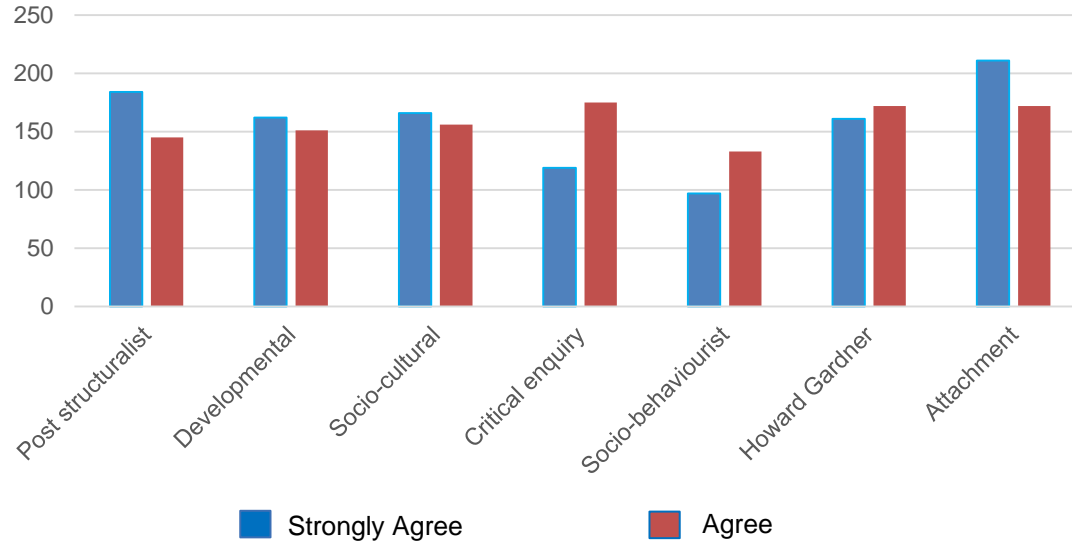
Brief summary of findings

Preferred educational theorist by name



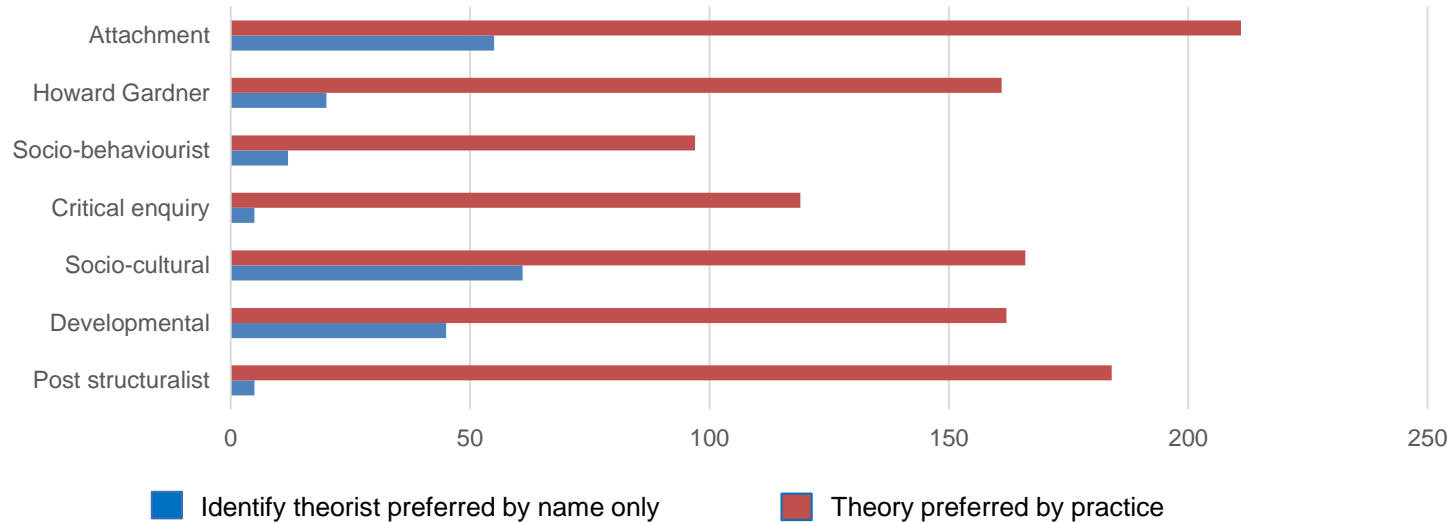
Brief summary of findings

Theorists- unpacking educators understanding and beliefs



Brief summary of findings

Theory- Comparing educators preference of theorist by name or practice



Brief summary of findings

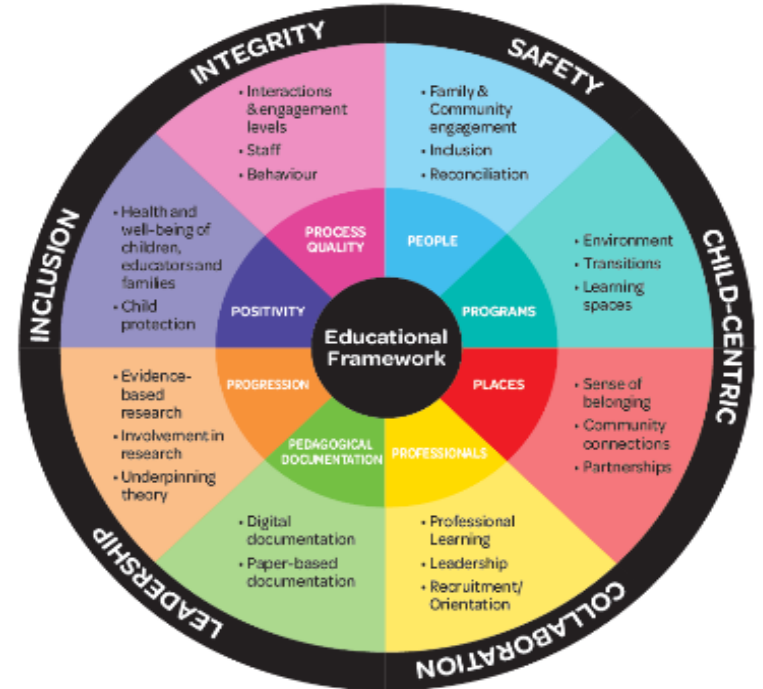
Define what 'quality' ECEC (Birth-12 years) practice looks like?



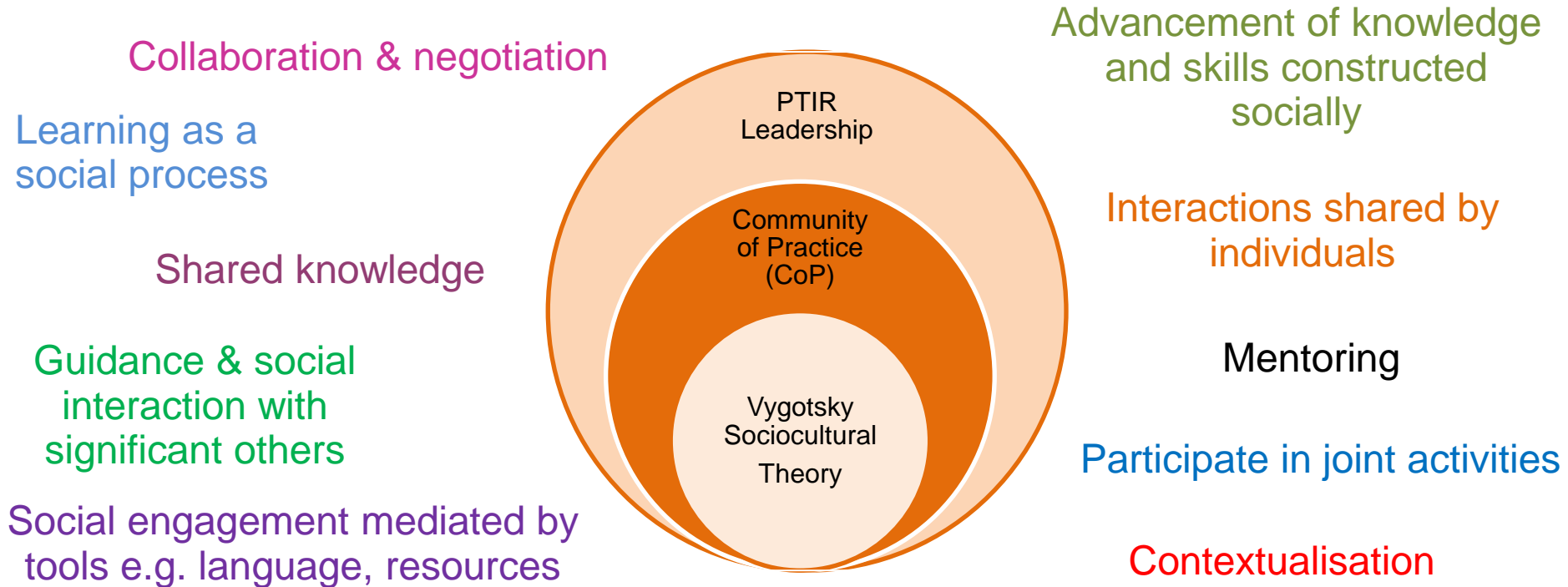
Educational Framework

Purpose

- Increase the visibility of our deep commitment to a clear educational ethos
- Guide and support our educators in providing quality pedagogical practices



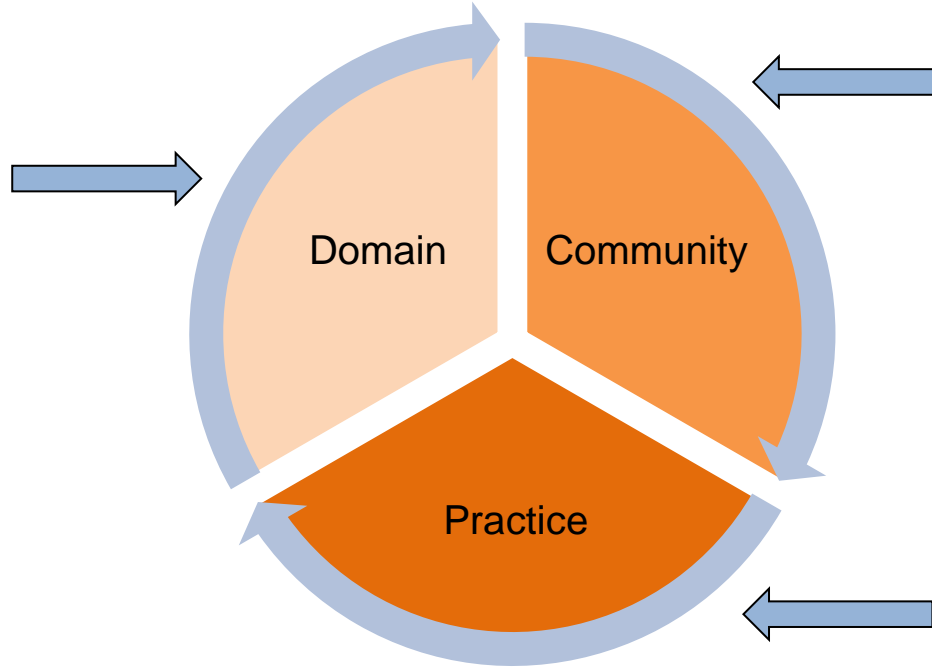
Interrelationship between theory, CoP, leadership



Theoretical Framework

Community of Practice (CoP)

Knowledge that inspires members to contribute, share ideas, formulate purpose to actions

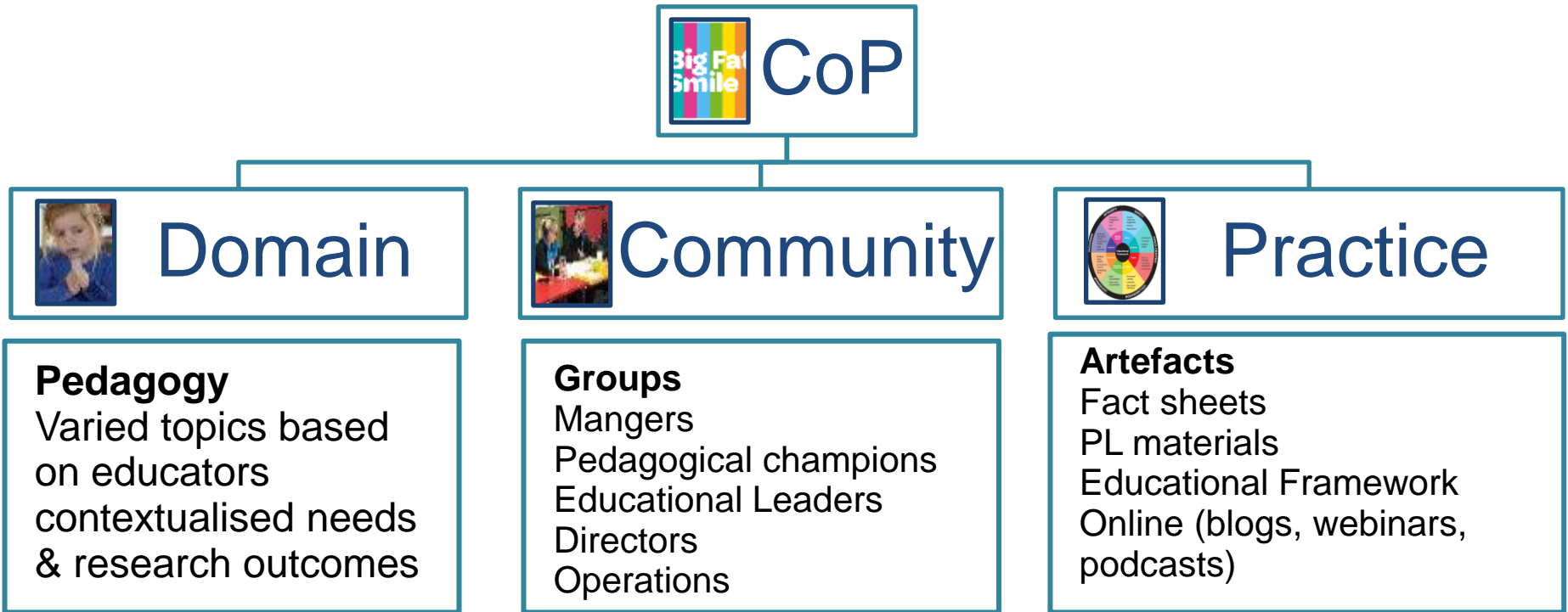


Social structure, build Interpersonal relationships, collaborate, discuss ideas

Development of resources by members – stories, rules, frameworks, best practice



How are educators benefiting from (CoP)?



Journey of a champions under CoP

PTIR

Expression of interest

Pedagogical
champions

Educational
leaders

Collective visions,
values, forum charter



Leadership

Programs

Respectful
environments

Professional
identity

Code of ethics and
rights of child



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Future Aspirations

- Continue to strengthen professional collaboration, connections, sense of belonging
- Introduce roving monthly forums/staff swaps
- Complete educational framework
- Create e-learning learning management system (asynchronous and synchronous)
- Create additional specialist forums
- Use validated, reliable quality measures



Questions



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References

- Lave, J & Wenger, E (1991). Situated learning. Legitimate peripheral participation. New York: Cambridge University Press.
- Wenger, E (1998). Communities of practice: Learning, meaning, and identity. Cambridge, MA: Cambridge University Press.

