Pedagogical Leadership

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

Dr Michele Peden

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

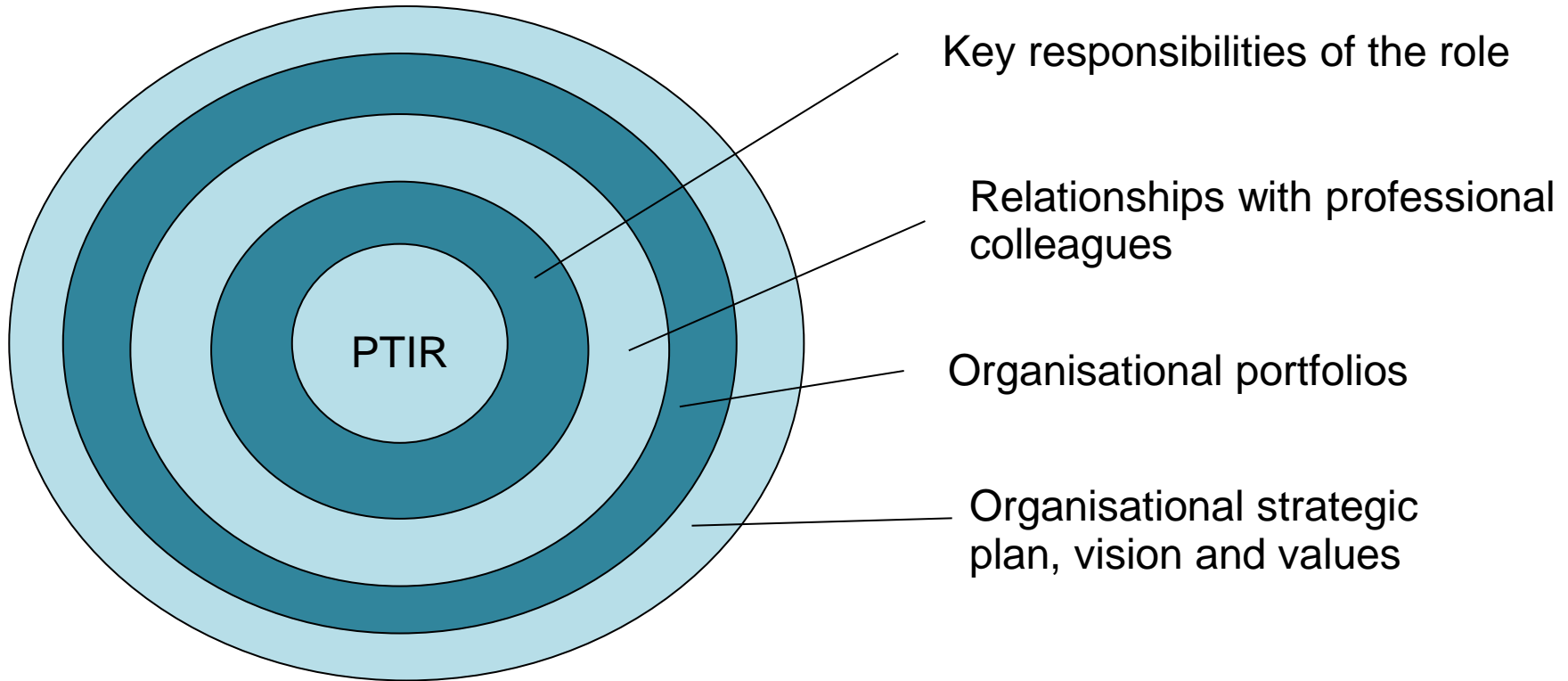26 Community preschools/Early Learning services

16 OSHC

1 mobile Community preschools

Funded programs

Pedagogical Thinker in Residence

PTIR

Key responsibilities of the role

Relationships with professional colleagues

Organisational portfolios

Organisational strategic plan, vision and values

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Pedagogical leadership- organisational lens

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
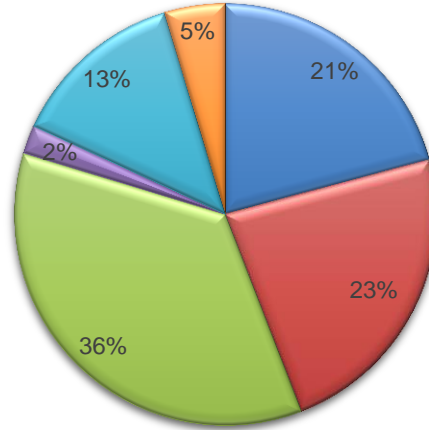
■ Bachelor Early Childhood Teacher
■ Certificate III Early Childhood Education and Care
■ Diploma Early Childhood Education and Care
■ no response
■ Other (please specify)
■ Trainee

Brief summary of EEQ findings

How do you think children learn?
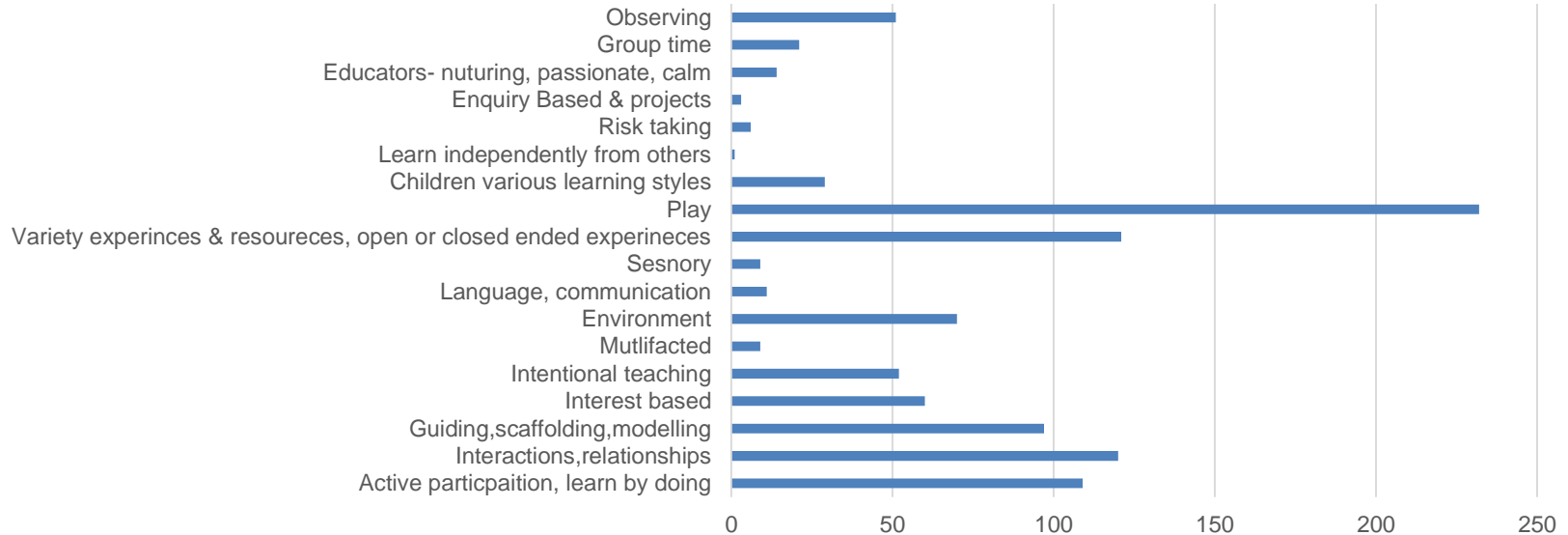
Brief summary of findings

Preferred educational theorist by name

- Sociocultural Theory
- Behaviourists (Skinner, Watson)
- Developmental (Piaget)
- Post-Structural (Foucault, Bourdieu,Canella)
- Attachment Theory (Bowlby) and Circle of Security
- Multiple Intelligence (Gardner)
- Critical (Habermas)

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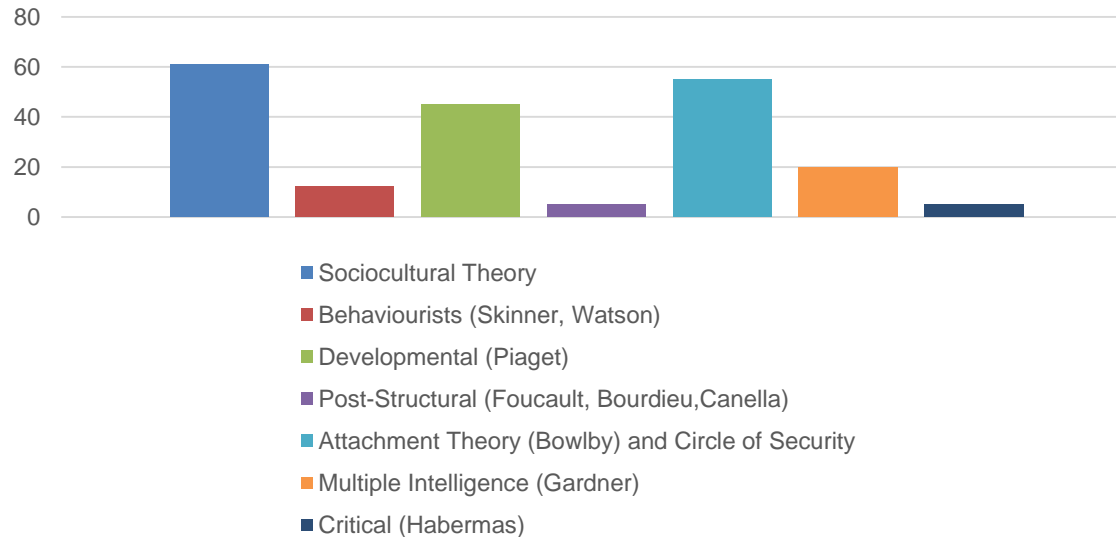
Brief summary of findings

Theorists- unpacking educators understanding and beliefs
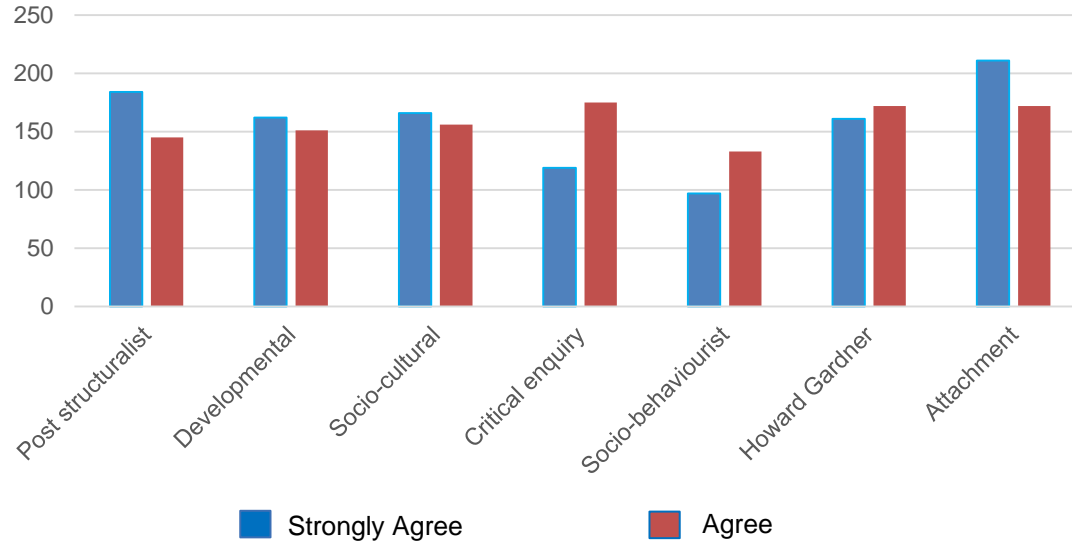
Brief summary of findings

Theory- Comparing educators preference of theorist by name or practice

Legend:
- Identify theorist preferred by name only (blue)
- Theory preferred by practice (red)

Categories: Attachment, Howard Gardner, Socio-behaviourist, Critical enquiry, Socio-cultural, Developmental, Post structuralist
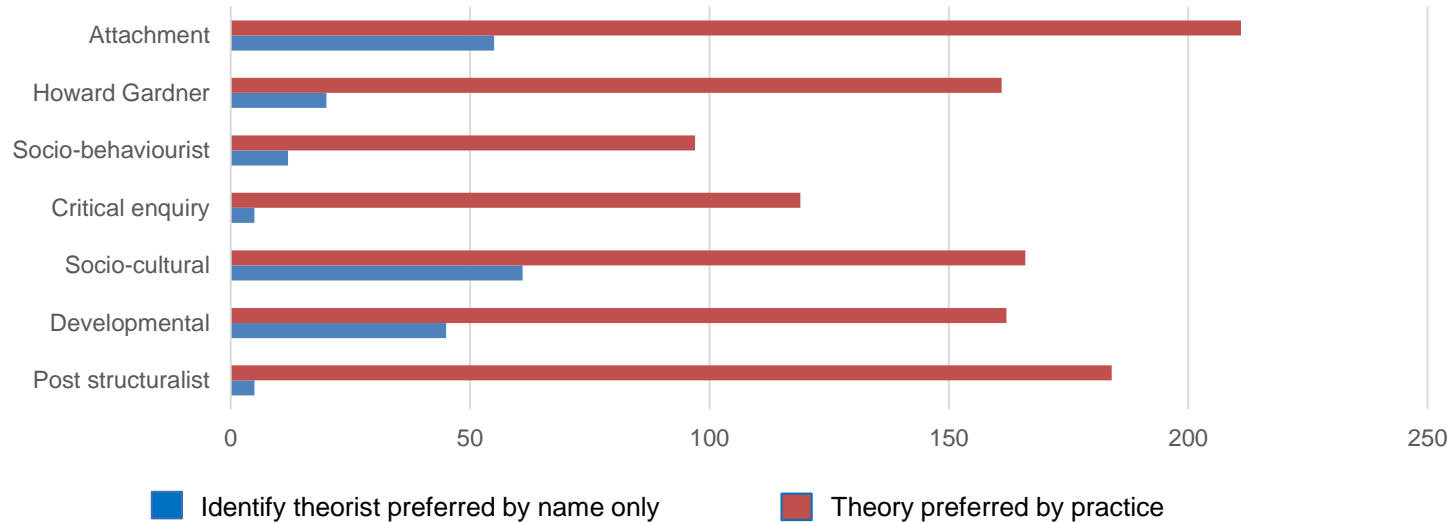
Brief summary of findings

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
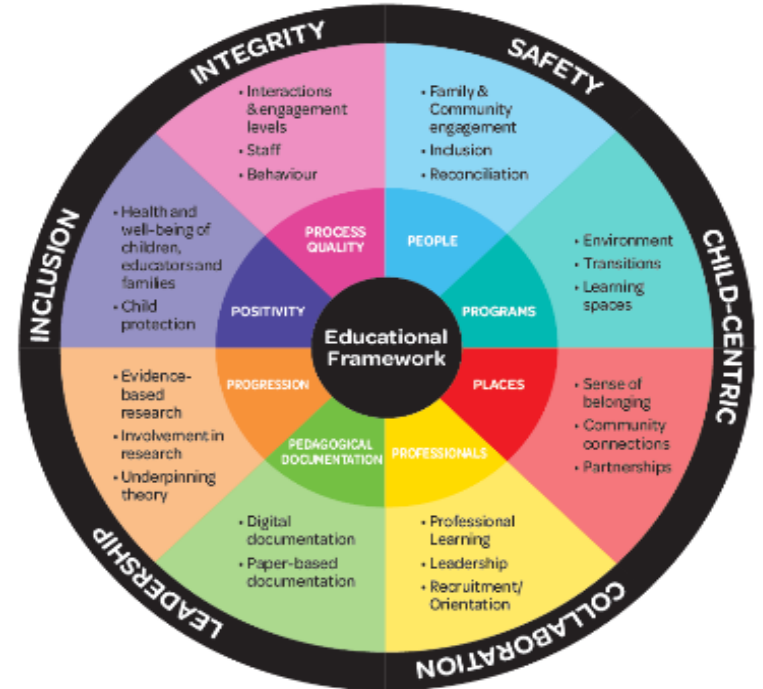
Interrelationship between theory, CoP, leadership

Collaboration & negotiation

Learning as a
social process

Shared knowledge

Guidance & social
interaction with
significant others

Social engagement mediated by
tools e.g. language, resources

Advancement of knowledge
and skills constructed
socially

Interactions shared by
individuals

Mentoring

Participate in joint activities

Contextualisation

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Leadership

Community
of Practice
(CoP)

Vygotsky
Sociocultural
Theory

Theoretical Framework
Community of Practice (CoP)

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

Domain

Community
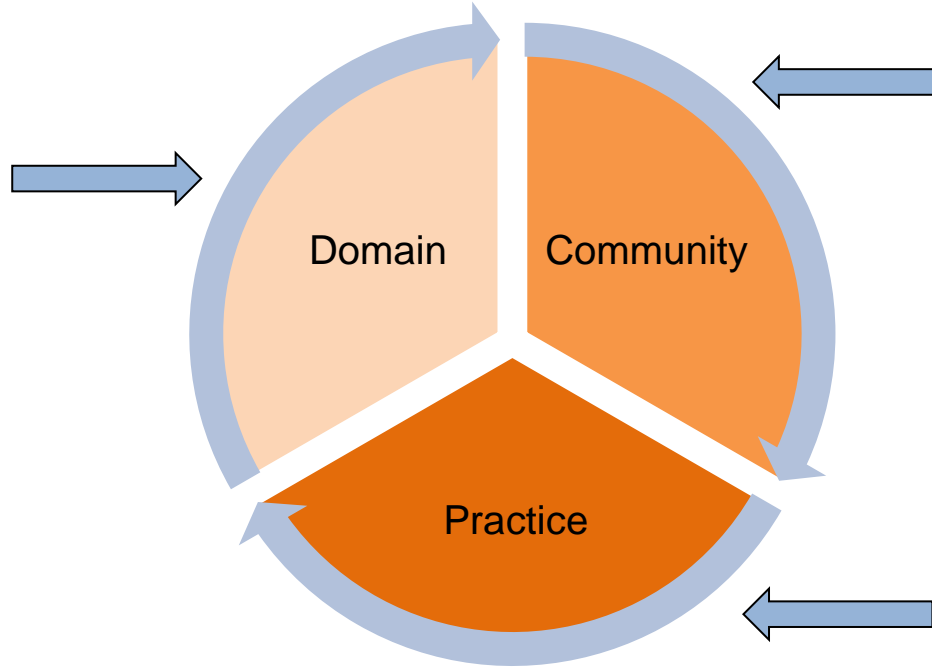
Practice

Social structure, build Interpersonal relationships, collaborate, discuss ideas

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

How are educators benefiting from (CoP)?

CoP

Domain

Community

Practice

Pedagogy
Varied topics based
on educators
contextualised needs
& research outcomes

Groups
Mangers
Pedagogical champions
Educational Leaders
Directors
Operations

Artefacts
Fact sheets
PL materials
Educational Framework
Online (blogs, webinars,
podcasts)
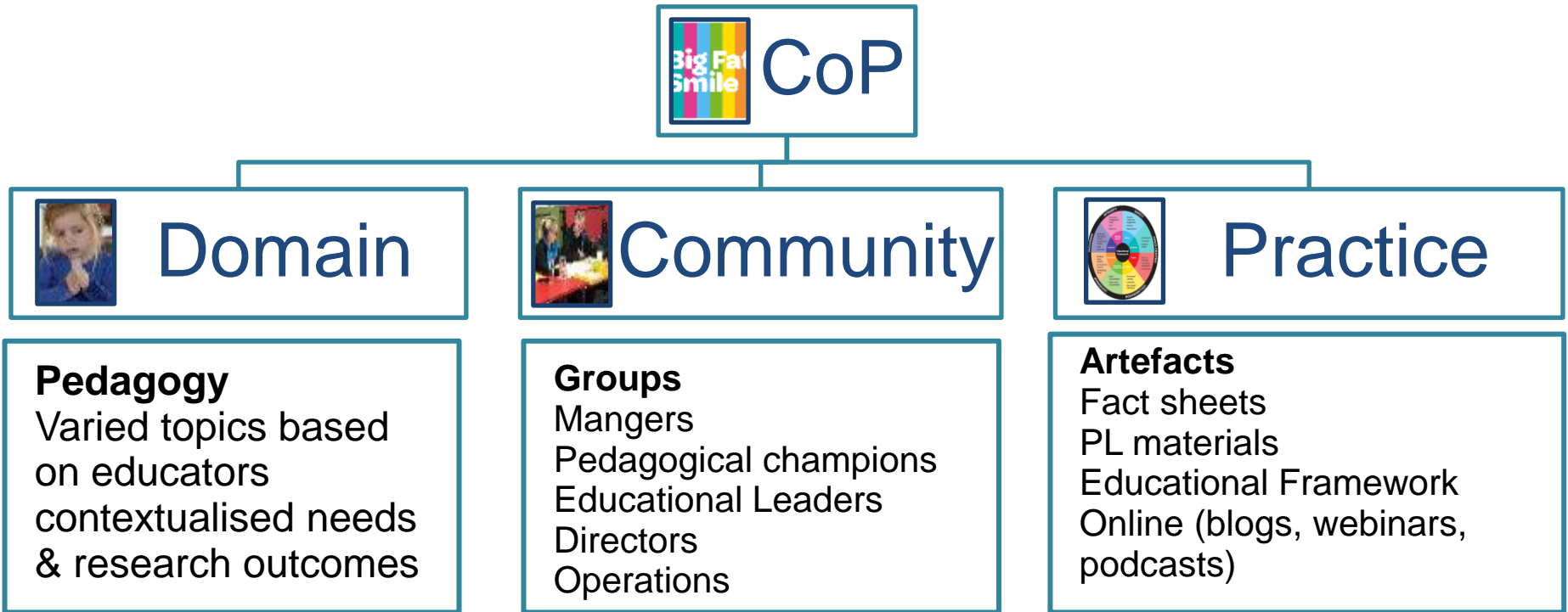
Journey of a champions under CoP

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Expression of interest

Pedagogical champions

Educational leaders

Collective visons, values, forum charter

Leadership

Programs

Respectful environments

Professional identity

Code of ethics and rights of child

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

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- Wenger, E (1998). Communities of practice: Learning, meaning, and identity. Cambridge,
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