

LEADING THE EARLY YEARS

Supporting school leaders in high quality
teaching and learning in the early years

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Department of Education, Western Australia



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Acknowledgement of Country

We respectfully acknowledge the past and present traditional custodians of this land on which we are meeting. It is a privilege to be standing on their country.

We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education and care of all children and people in this country we all live in and share together.



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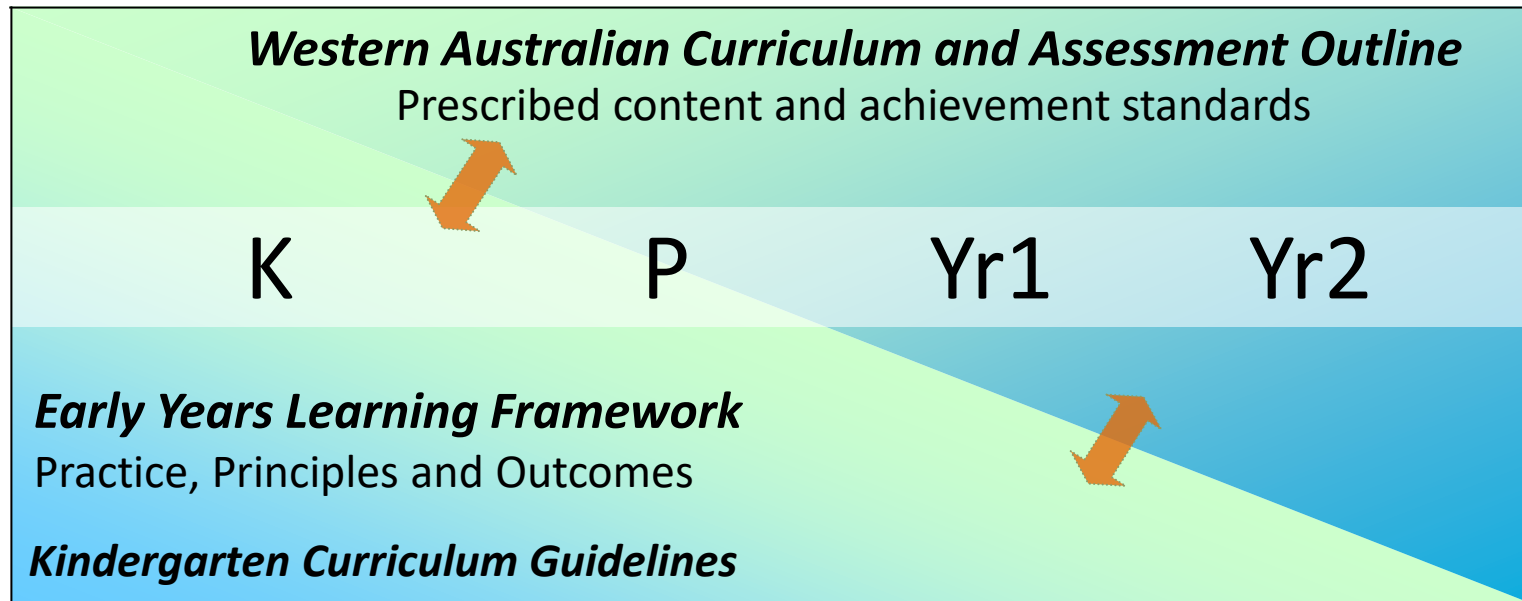
The Western Australian context

Western Australia

- Preschool = Kindergarten
- Kindergarten on school sites
- Early Childhood = Kindergarten to Year 2



The Western Australian context



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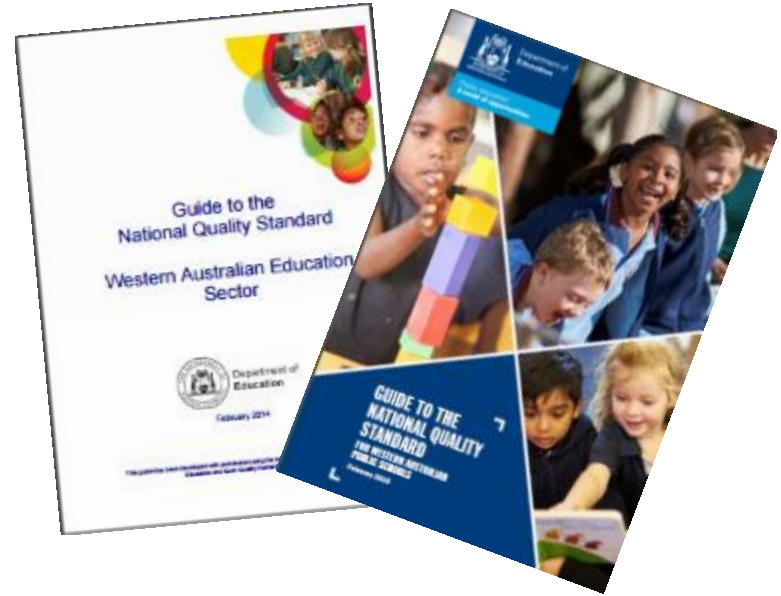
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The National Quality Standard in schools

- Implemented in 2014
- Kindergarten to Year 2
- All K-2 staff review and reflect
- Principal completes internal audit
- Department of Education offers verification process



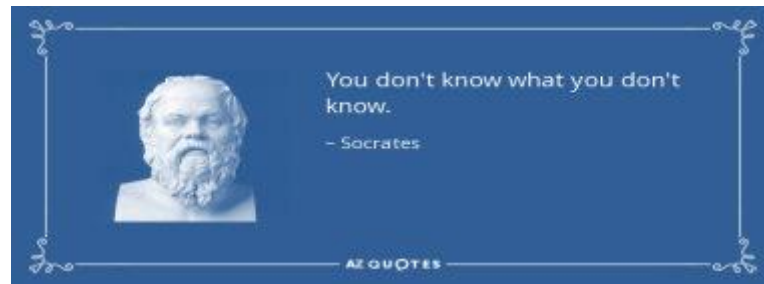
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The leaders



How are pedagogical decisions made?

Leading the early years



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The intention

- Leading implementation of effective early childhood principles and pedagogy
- Early years guidelines, policy and curriculum (development and delivery)
- Leadership approaches that support NQS in schools
- Best use of school and system data to inform strategic, operational and classroom practice



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The program

- Situation analysis
- Curriculum in the early years
- The importance of *'belonging, being, becoming'*
- Child development
- Theoretical underpinnings
- Contemporary research



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The program

- Pedagogy – and the role of the teacher
- Kindergarten (pre-school)
- Literacy ❄ Numeracy ❄ STEM
- NQS
- Creating conditions for change
- Setting goals and targets



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The presenters



Department of Education Consultant

School-based personnel:

- principals
- pedagogical leaders
- curriculum leaders
 - literacy
 - numeracy
 - STEM



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The teacher

- Pedagogical leader
- Coordinator Teacher Development School



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The focus

2017 Presentation key messages

- Developing high quality teaching and learning
- NQS and EYLF in the school context
- Planning, monitoring and differentiating play-based learning



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The focus

2018 Presentation key messages

- Kindergarten pedagogy and practice
- Effective transitions to school
- Early Years Learning Framework- developing a holistic learning program
- Kindergarten as a pre (or prior) to school year
- What to look for
- Questions to ask
- How to make it happen



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The impact

Leading the Early Years enabled school leaders to genuinely

- initiate informed discussions with Kindergarten to Year 2 teachers
- use common language of the NQS and EYLF
- ensure consistent and shared understandings
- set direction for continuous improvement



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The impact

Requests for support

- increased significantly
- initiated by leaders (not teachers)
- collaborative team-based (not individuals)



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The impact

Hi Racquel,

I thoroughly enjoyed listening to your presentation at Leading the Early Years. We spoke very briefly at lunch about play in the junior primary, as we were hoping to come to your school to visit the Year One and Two area. At Aubin Grove PS this year we have started to bring early childhood best practice into our 1 & now 2 context. If you are keen to collaborate or work together, bounce ideas etc at any stage we would love to discuss this and work together. We were very inspired by your practice in the K & PP area. Congratulations on your success too.

Kind regards, Jaylene Fritchley Deputy Principal
AUBIN GROVE PRIMARY SCHOOL



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The impact

Good Afternoon Racquel,

I was recently at your presentation at the Leading in the Early Years and it was very impressive to see what you are implementing.

I was hoping to conduct a visit to your school to see the approach in action. I would like to bring my newly appointed Deputy Principal along also as we are looking at implementing an intentional play based approach to learning in our new school that opens in 2018. I hope you will be able to accommodate a visit from us, we are keen to learn from your experience and examples of best practice.

Kind Regards, Will Davis Principal Meadow Springs North Primary School



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The impact

Hi Racquel,

We are really interested in the wonderful work you and the EC team are doing at Jolimont. As a Language Development School we'd love the opportunity to watch how the teachers implement intentional play. My colleague and I listened to your presentation at the Institute's Leading the Early Years, and you really inspired us to change our practice at Peel LDS. We would love to bring our principal, 4 teachers including myself and 1 EA. We'd greatly appreciate the opportunity to watch what's happening in your classrooms or have a discussion about how you set up the learning intentions within the environment.

Kind Regards, Kelly Taylor PEEL LANGUAGE DEVELOPMENT SCHOOL



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Just want to thank you for the PL, Leading the Early Years. It not only confirmed a lot of my theories and current practice, but provided me with significant thought provoking concepts and DoE Frameworks and initiatives that I can adapt and apply in my current school.

The presenters were exceptional! I thought Sheri provided thought provoking insights and has certainly challenged the practice and programs in my current school. She has incredible knowledge and passion.

Raquel is such a dedicated and engaging educator who also provided an amazing insight into her teaching philosophy and practice at Jolimont. Frank Pansini and his team were also brilliant. He runs an exceptional school and is widely acknowledged as being a very good educational leader. Hearing about his planning, programs and practice was really insightful and beneficial for me in the leadership of my school.

Anne, your passion, knowledge and presentation is first class. I really liked the way you coordinated philosophy, best practice, school planning, DoE initiatives and excellent ECE programs/initiatives into this PL and I certainly have a clearer picture about school planning and where I need to lead my school into the future.

Thanks again! Daryl Mansfield Principal South Hedland PS



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The learning continues

TDS professional learning opportunities include

- Presentations
- Workshops
- Classroom walk-throughs
- Classroom observations
- Mentoring - teachers and leaders
- Facilitation of NQS reflection meetings
- Online support
- Supporting the development of documentation



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The learning continues



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