

# Leading Learning in the Early Years

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EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2019  
**FROM VISION TO ACTION**

All children should be afforded opportunities to engage in learning, exercise agency, and experience success.





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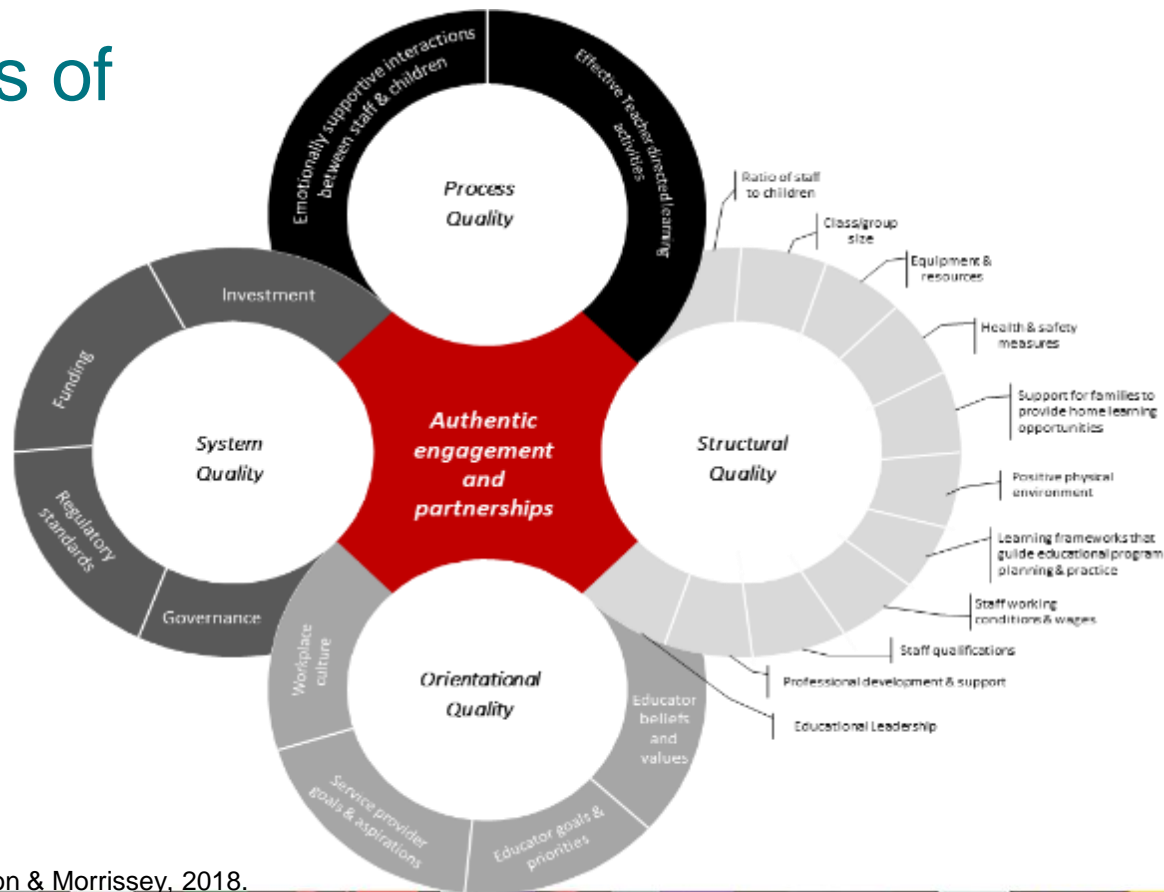


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# Components of quality



Flückiger, Drennan, Tiernan, Johnson & Morrissey, 2018.



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# System quality

- Pre-service educator training
- Educators' ongoing support & professional development
- Quality of ECEC service providers

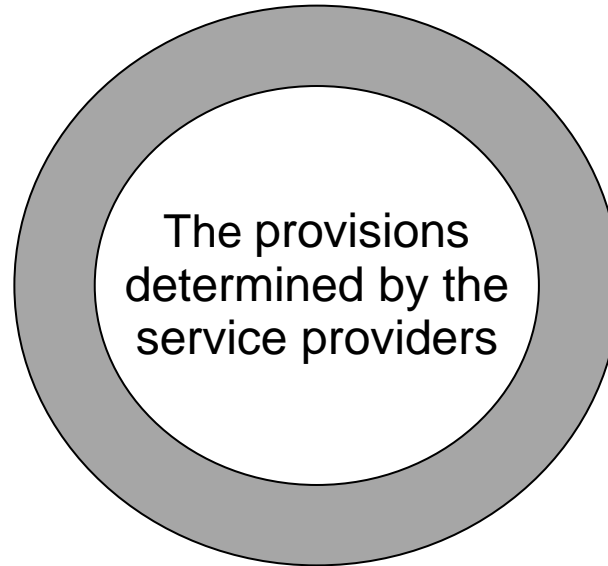


- Funding
- Investment
- Maintaining quality using benchmarks



# Structural quality

- The compilation of groups or classes
- Staff qualifications
- Staff working conditions and wages
- Support for families
- Educational leadership



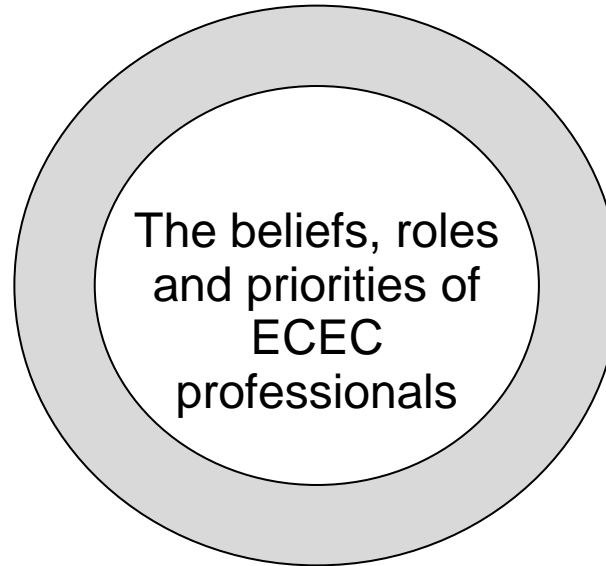
- The program of planned developmental and educational learning experiences
- The quality and availability of physical resources
- Health & safety measures
- Physical environment





# Orientational quality

- Educator beliefs and values
- Educator goals and priorities

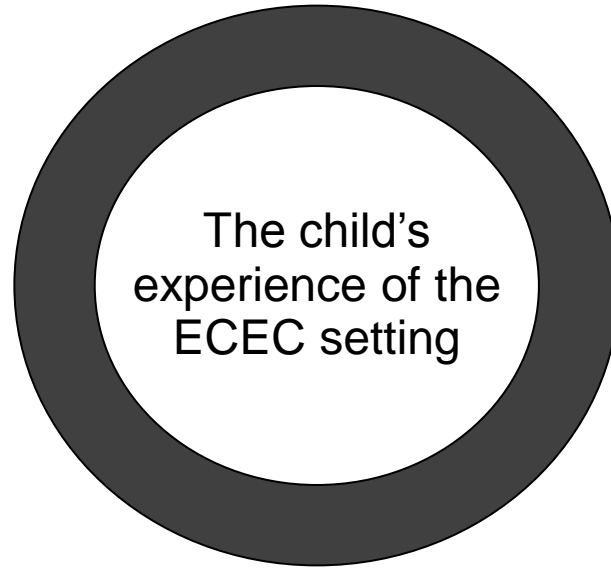


- Service provider goals and aspirations
- Workplace culture



# Process quality

The emotional and educational quality of educator-child interactions



The program of co-constructed learning experiences – both teacher and child initiated, planned and spontaneous.





“You have to work as a team and you have to plan what you are going to make in your head and it takes lots of hard work.”



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“At school we are not really allowed to have fun because we just have to learn...”



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“If you are interested in something, you really want to do it and you’re really focused and you’re really happy about what you are doing...”

“... [teachers] should take in some of the children’s ideas about what to do and how to do it.”



# Relational & Creative Pedagogies

- responsive and inclusive
- learner as knower
- meaning-making rather than knowledge-making
- co-construction
- control/agency/ownership
- motivating and engaging
- playful and challenging
- spontaneous and important
- challenge and support
- high expectations

Bielaczyc, Kapur, & Collins, 2013; Bishop, Ladwig, & Berryman (2014); Craft, Cremin, Hay & Clack, 2014; Harris, 2015; Shernoff, 2014.



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# Characteristics of pedagogies appropriate for the early years

Age-appropriate pedagogies

Active

Agentic

Collaborative

Creative

Explicit

Language rich and dialogic

Learner focused

Narrative

Playful

Responsive

Scaffolded



Strengths-based approaches that acknowledge the funds of knowledge within families, centres, schools and communities



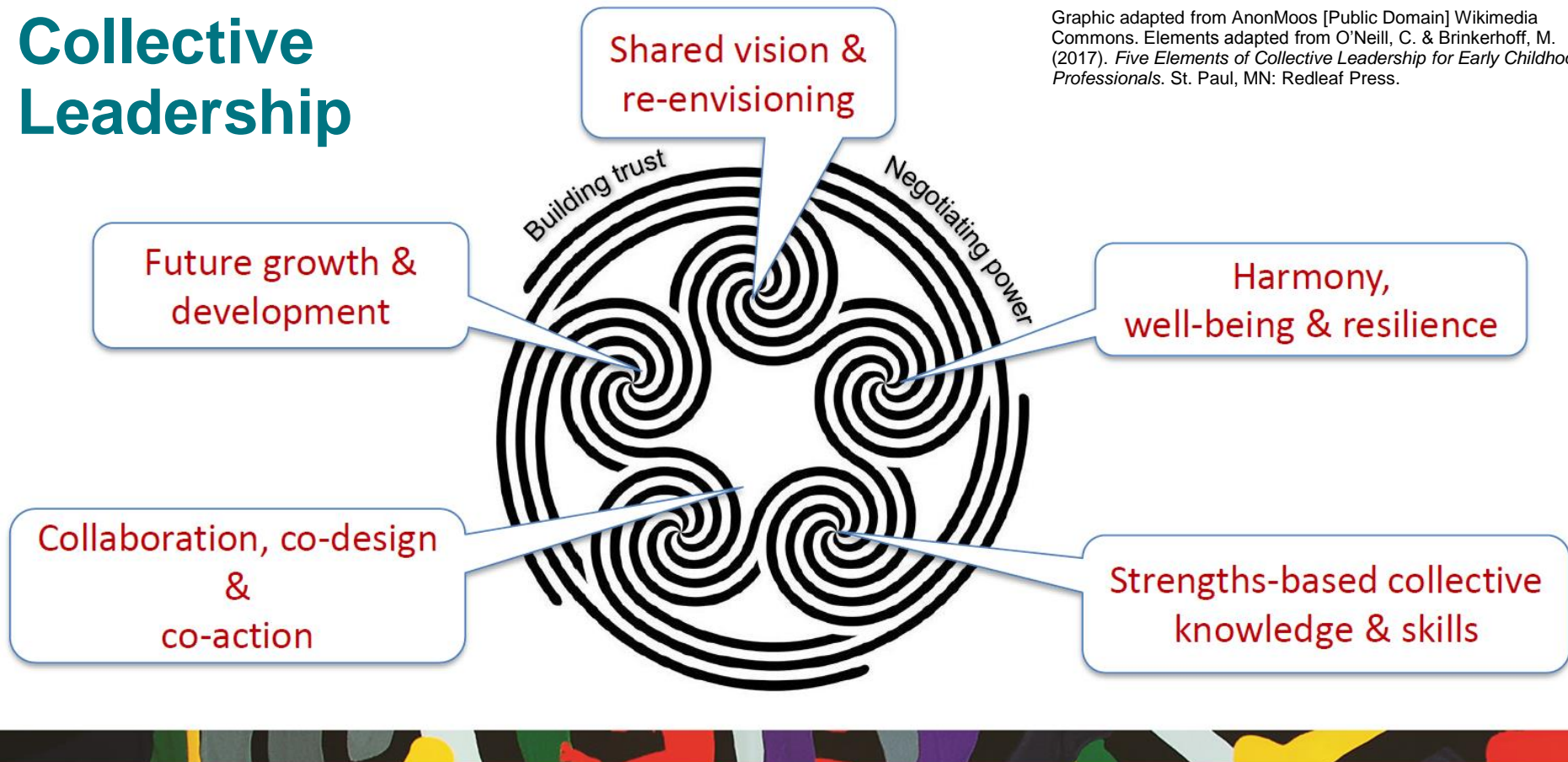
*Authentic  
engagement  
and  
partnerships*





# Collective Leadership

Graphic adapted from AnonMoos [Public Domain] Wikimedia Commons. Elements adapted from O'Neill, C. & Brinkerhoff, M. (2017). *Five Elements of Collective Leadership for Early Childhood Professionals*. St. Paul, MN: Redleaf Press.



Collaborating to build sustainable family-school-community relationships and shared leadership that supports children's learning and well being.



Flückiger, B., Dunn, J., & Stinson, M. (2016-2017). *200 children's voices*.  
<https://www.youtube.com/watch?v=r6WtMDU41Pg&list=PLgfv5epyrnQDkotysJW0AuSeNH-NHhjn4&index=2>

Flückiger, B., Dunn, J., Stinson, M., & Wheeley, E. (2015-17). *Age-appropriate pedagogies*.  
<https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies/from-research-to-practice>

