

## Leadership in early childhood education for '5 out of 5' children



"Learning to be educational leaders who are equipped to support high quality and equitable education in New Zealand is a multi-faceted and complex process."

(Jan Robertson, *Leading Lights*, Issue 4, 2013, p.6)

## Raising achievement: continuity of early learning

The purpose of this resource is to stimulate **leadership conversations** and **actions** to ensure '5 out of 5' children benefit fully from early childhood education; that is, to ensure *all* children and their families experience learning success in their chosen service and continuity of learning into school.

This resource outlines the work of educational leaders as:

- knowing what matters here;
- engaging parents and whānau;
- putting the 'spotlight' on every child;
- negotiating successful transitions; and
- growing others.

Effective leaders design, thoughtfully enact and connect these practices in order to make a difference for all children.

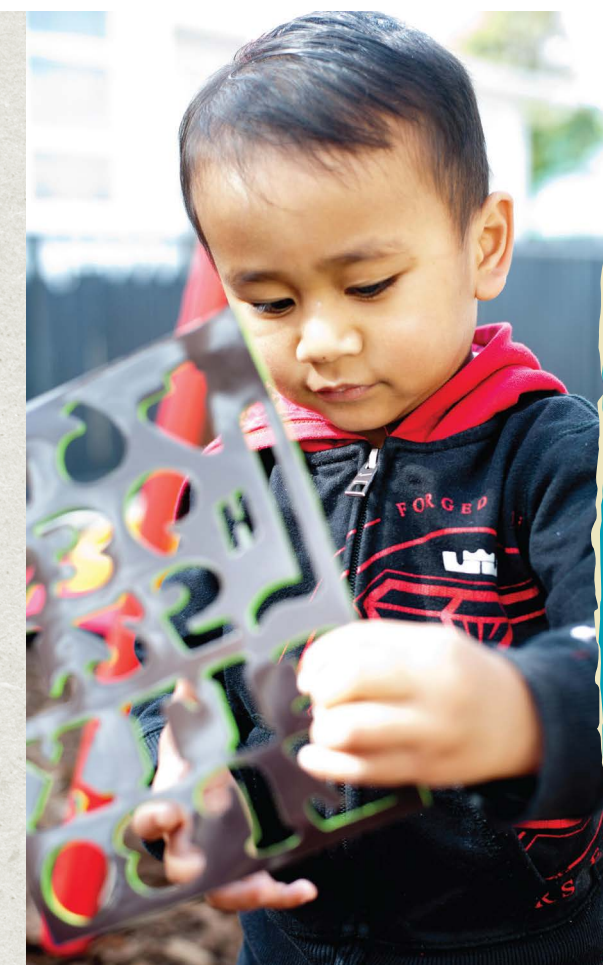
## Use of this material

This resource provides a range of provocations for leadership conversations that link to the DVD you will see during this workshop. We envisage leadership conversations between people who are in lead positions in ECE, between ECE leaders and team members, and ECE and school leaders.

We encourage you to co-construct new knowledge about what leaders can and should do to make a difference for '5 out of 5' learners.

## Acknowledgements

In 2012, the Minister of Education set up a cross-sector forum to raise educational achievement for all children - '5 out of 5'. Within the forum, the Continuity of Early Learning (CoEL) sub-group commissioned a literature review on early years assessment, and a DVD and workshop resource for leaders - *Leadership in early childhood education for '5 out of 5'*.



# 5

OUT OF

## Additional tools to guide '5 out of 5' leadership

Some additional tools to assist self-reviews, and to deepen understanding of effective leadership can be found at [www.education.govt.nz/early-childhood/teaching-and-learning/educational-leadership](http://www.education.govt.nz/early-childhood/teaching-and-learning/educational-leadership)





What is important for Māori children and families?

What is important for Pasifika children and families?

New Zealand Government



What is important for children with additional needs?

What is important for new migrant children and families?

Knowing what matters here

*As a leader:*

- how do new parents learn what matters (vision and values)?
- how do you find out what aspirations parents and whānau have for their child?
- how do you negotiate different aspirations?
- describe how you know every child is attaining their own and their parent's aspirations.

Engaging parents and whānau

*As a leader:*

- evaluate the range of approaches you use to develop responsive and reciprocal relationships with parents and whānau. How do you draw in parents who seem hard to reach?
- how do you strengthen each parent's engagement in their child's learning?
- how do you provide opportunities for parents to have input to planning for their child's educational experience?

Putting the spotlight on every child

*As a leader:*

- how do you support and assess learning for 5 out of 5 children in your service?
- how do you ensure that every child's learning is noticed, recognised and extended?
- "Inclusion is not all that hard". Discuss leadership for inclusion.

Negotiating successful transitions

*As a leader:*

- define effective ECE - school transition: what does that look like for children in your community?
- how do you create dialogue with parents and schools so there is continuity of learning for each child between early childhood education and school?
- how do you know there has been continuity of learning that has set up every child for success?

Growing others

*As a leader:*

- describe how you grow thoughtful leadership within your team.
- how do you work with team members to strengthen their professional competencies?
- how do you know your leadership is successful for children's learning?

