Notes to accompany learning resource:

**Pedagogical Leadership in Early Learning and Childcare**

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| Slide | Notes |
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| 1 | Welcome to this professional learning resource about pedagogical leadership in the context of Early Learning and Childcare (ELC). |
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| 2 | This resource is to support your understanding of pedagogical leadership as well as to help you reflect on your role as a pedagogical leader and how this might be developed further or improved through professional reflection and dialogue. |
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| 3 | The key to making effective use of this resource is having a clear understanding of what pedagogy means for ELC and how this is expressed  Read the definitions of pedagogy given in the slide. Are these clear and straightforward to you and would your team similarly understand them?  Can you give a definition of ‘pedagogy’ in your own words that would help colleagues in ELC understand its meaning? |
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| 4 | If you use Twitter you may wish to tweet your definition. If not, join twitter today and start to engage with other ELC colleagues. |
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| 5 | June O’Sullivan is CEO of the London Early Years Foundation (LEYF). She is an adviser to the UK Government and policy makers about early years’ services. She is also a regular commentator on social enterprise and poverty and social mobility issues. Lesley Curran is head of centre at Springvale Early Years Centre in North Ayrshire  This clip shows June O’Sullivan talking to Lesley about pedagogy. Listen to the video clip. |

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| 6 | What represents pedagogical leadership? Take each statement in turn, discussing if these are features or not of pedagogical leadership. Some statements may be relatively easy to categorise as ‘yes’ and ‘no’ . Are all statements equally easy to categorise?  Think about how you spend your time in your setting? Are you more inclined to spend time on the features in the ‘yes’ list or the ‘no’ list?  Do you have the right balance between management and leadership? If not, what do you need to do to improve this? |
| 7 | Yvonne Gallagher is the head of centre at Dalry Early Years Centre, North Ayrshire in this clip she shares her view on pedagogical leadership.  After listening, consider:   * in what ways do you encourage practitioners to share practice and ideas? * how do you support staff to try out new approaches and ideas in your setting? How do you support them to reflect on the impact on learners? * how do you ensure that all staff take an active part in the development of the setting? Can they talk about the impact of improvements made with confidence? |
| 8 | The features in bold are those of a pedagogical leader.  Does this match your own categorising? Think about the reasons for any differences between your list and the listing on the slide.  Look again at the statements in light text. Why are these not features of pedagogical leadership?  Look again at the statements in bold. Think about your own leadership. Are there any other statements that you would add to describe features of effective pedagogical leadership? |
| 9 | Listen to the video clip of Lesley Curran. Here Lesley talks about key aspects of leadership that are important within her setting and how they influence practice within Springvale Early Years centre.  Consider, what is important to you as a leader? |

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| 10 | Now we ask you to consider what is needed to instil a culture that supports effective pedagogical leadership?  Think about the prompts in each box.  Linking research and practice is the key driver to providing high quality early learning and childcare.  How often does your team discuss and review research and consider how it affects, changes or refines their approach to pedagogy?  Can you think of a piece of research that has helped you improve or review your approach to supporting how children learn?  Having a shared vision is key to achieving your aims and goals and shaping the future direction of your setting.  Consider these challenge questions from How Good is our Early Learning and Childcare?   * How effectively do you engage others in developing a shared vision and purpose for your setting and work? * To what extent is your vision ambitious and challenging? How do you know? * How well does your vision, values and aims inform your daily practice? What impact do they have on improving the quality of the early learning and childcare we provide? * How effectively do you communicate your vision with children, families and partners? |
| 11 | Listen to the clip with Yvonne Gallacher talking about the importance of supporting staff to make links with research and practice. |
| 12 | It is important to use research to inform practice. Research helps practitioners have a shared understanding and to adopt a common language to support developments in pedagogical practice.  With this slide consider your responsibilities as a pedagogical leader in developing knowledge and informing the practice of others |

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| 13 | Listen to both clips.  In the first clip, Yvonne Gallacher is talking about using the  knowledge and ideas of others to influence and drive improvement.  Click to start the second clip. June O’Sullivan is asked to share  how at the LEYF nurseries she ensures positive outcomes for  children.     * Do you look outwards and encourage your practitioners to consider * local, national and international developments to help them improve their approach?   Do you share with staff findings from research and innovative practice ideas to promote continuous improvement. Is this something you could do more of?  June describes how her approach values the importance of placing  the child within the context of his or her family and the community.   * How do you take account of the child’s family and community when planning learning? * How do you support home learning and make connections within the local community so families grow and learn together and find their place in a changing world? |
| 14 | Now let’s consider pedagogical leadership in practice. |
| 15 | Listen to June O’Sullivan talk about how she supports staff to reflect on, and improve, their practice.  How often do you build time into your day to discuss with staff the learning taking place in the playroom?  How well do you know how effective each member of staff is at engaging children in the learning process.  Do you get side-tracked too often towards non-pedagogical tasks?  What strategies could you employ to secure time for pedagogical leadership tasks? |

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| 16 | Can you see how the actions of an effective pedagogical leader are interconnected? A theme running through this presentation is the importance of relationships and mutual respect. Without these values it is difficult to create and maintain an innovative, reflective, continually improving culture. It’s also crucial to remember that leaders don’t always have the answers and that they need to reflect on their own practice and beliefs to ensure they continually support high quality learning and childcare.  At this point it might be a good idea to have a look at the quality indicators (QIs) from HGIOELC? identified in the blue circles on the slide. How will the QIs, features of practice and challenge questions help you to be more confident in your leadership? |
| 17 | Here Yvonne Gallagher gives a personal reflection on the importance of professional dialogue.   * Can you think of a time when you led staff to develop an aspect of the curriculum that resulted in an improvement to practice? * What was it about your leadership that helped to secure the impact? What skills did you use? |
| 18 | In this video clip, June O’Sullivan gives some practical examples about balancing adult-led and child-initiated learning. Think now about your own setting.   * How have you and your staff developed approaches to organising the play session for children? * Is there an appropriate balance between adult led and child-initiated learning? * Does the routine of your day meet the developmental needs of children? How often is this reviewed? |
| 19 | Using what you have learned or thought about, can you sum up your pedagogical leadership?  What next steps do you need to take? |