

Flying Start for kids

Leading for Change



Government of
South Australia

Acknowledgement of Country

From the heart:

We acknowledge the Aboriginal peoples as the First peoples of South Australia and as custodians of the lands, waters, skies and communities where we live, learn and raise children.

We recognise Aboriginal peoples as having the longest living culture, raising children safe and strong in their Identity, Community, Culture, and connection to Country.

We pay our deep respects to Elders past and present, and their role as the first knowledge sharers for children. We follow in their footsteps.

Aboriginal peoples, working with and for children, are central in shaping our work. Their wisdom, advice, and guidance enriches our practices, creating a more inclusive and culturally safe environment for children and families.

We respect Aboriginal peoples' ways of being, doing and wise practices guiding our continual learning.

Together we walk and build stronger, more supportive communities for all children.



By the end of today's session



You should understand:

1. How to **reinforce, sustain** and **extend learning** by reflecting on progress, challenges, and strategies for team motivation.
2. How to **articulate leadership capabilities** required to lead through **system-wide reform**, including the introduction of universal 3-year-old preschool.
3. **Tools and strategies** such as Pedagogical Self-Assessment and how these can be used to sustain motivation and lead change.
4. Strategies that **align leadership practices** with systems and structures that support **high-quality early childhood education**.



**“How we change matters as
much as the change”**



Considerations:



- Think big – act small. i.e. keep the big picture or the vision in mind at all times, but make sure that all stakeholders and all individuals have their say and are allowed to contribute.
- Go where the energy is (try to work with the most energetic and enthusiastic staff at the early stages to make sure that things happen).
- Help and support is required after initiation as well as before
- Don't think you can build ownership at the beginning of a change – involve people throughout the development process

Change framework recap:



Change Framework recap:



1. Vision - Clear direction

Being able to explain where we're heading and why it matters.

"I can show my team what the future could look like and make it feel real and possible"

2. Integrity – Trust and Honesty

Being the person that others rely on to tell the truth and stick to what's important.

"People know I'll be upfront and that I'll stand by our values"

3. Curiosity → Asking & Learning

Staying open to new ideas, asking questions, and learning with others.

"I don't need to have all the answers but I'm willing to explore and try new things."

Change Framework recap:



4. Temporal Wisdom (Kairos) → Right Timing

Knowing when to move fast and when to slow down.

“I can sense when it’s time to pause, reflect, or push forward.”

5. Micro-Discernment → Small Smart Moves

Noticing the little things that make a big difference.

“I act on the small steps that keep momentum going and show progress.”

6. Navigation → Guiding Through the Tough Stuff

Helping people work through differences and stay steady when things get messy.

“I support my team to face challenges and keep moving together.”

Change Framework recap:



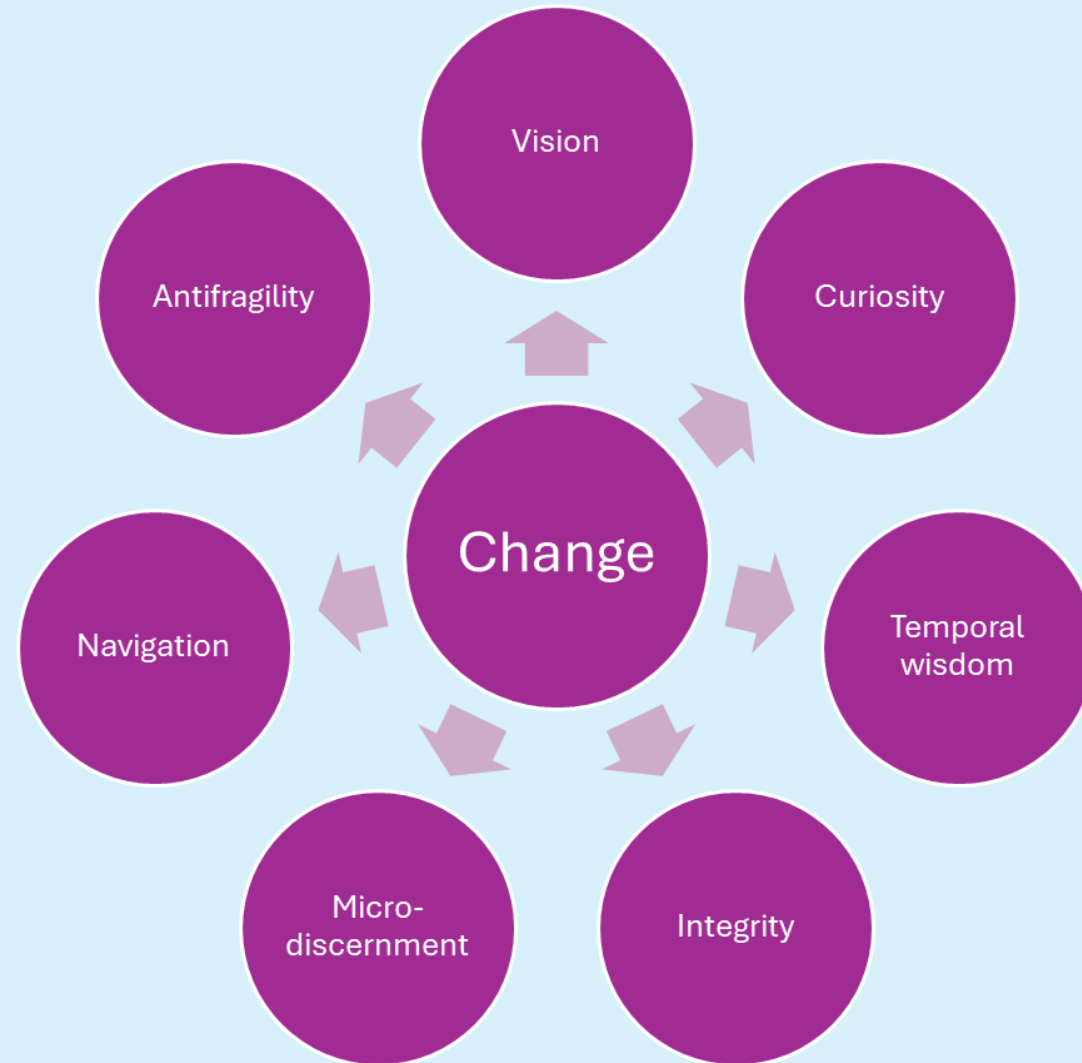
7. Antifragility → Growing Stronger Through Change

Getting better, not just surviving, when things are uncertain or tough.

“I use challenges as a chance to grow for me and for my team.”



Change framework recap:



The Pedagogical Change Self Audit Tool



This self-assessment tool :

- Identifies **strengths and focus areas** when leading through change.
- Connects directly to the change leadership framework
- Once completed, 1 – 2 practical goals can be set to guide next steps





Pedagogical Leadership & Change Self-Audit Questionnaire

Instructions: For each statement, tick the number that best describes your current practice.

(1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

Capability 1: Vision (Clear direction)

Statement	1	2	3	4	5
I communicate a clear and inspiring picture of the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I connect everyday actions with the bigger vision for change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help others see change as an opportunity rather than a disruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use stories or examples to make the vision meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflection & Goal Setting



My Strengths (highest scores): _____

My Focus Areas (lowest scores): _____

My Leadership Goals (next 3–6 months):

1. _____

2. _____

Case Study – Mina from Riverbend Early Learning

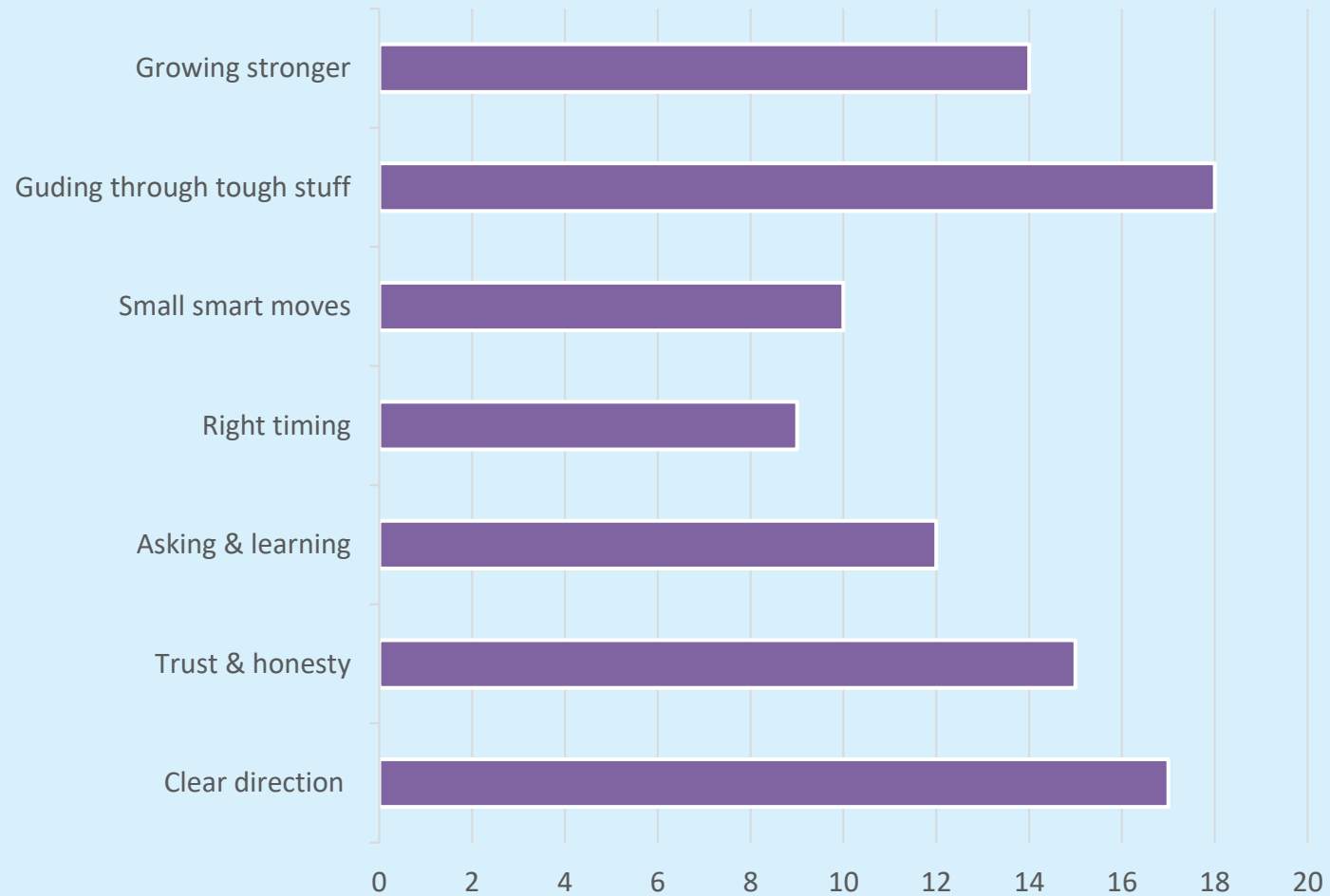


Mina is the Educational Leader at Riverbend Early Learning. Her service has partnered with OECD to deliver funded three-year-old preschool next year. Mina sees this as a vital opportunity to support more children and families, particularly in the local community.

Whilst some educators are curious and hopeful, others are hesitant. A senior team member worries that “we’re being asked to do more with less.” Families have questions about staffing, routines, and learning expectations — and Mina doesn’t yet have all the answers.

Despite her confidence in the big picture, Mina feels unsure about how to pace the change and keep momentum steady. She completes the Pedagogical Leadership Change Self-Audit, using the 7 capabilities as a guide.

Score Profile



Mina's Goal



“I will create time during monthly meetings for the team to reflect on one small success or learning they have had to date. I'll also check in fortnightly to adjust the pace based on staff feedback.”

SMART goal(s)

1. At each team meeting, 20 minutes is spent reflecting on one small success from the implementation of three-year-old preschool.
2. A fortnightly check in is conducted with the team in relation to the pace of change and adjustments made based on feedback

Managing Change



5 quick lessons:

1. Keep children at the centre of conversations and decision making
2. Lead with strengths, not deficits
3. Create collective ownership
4. Balance vision and practicality
5. Celebrate, reflect, adapt



What's next?

- Complete the self audit tool in the next few weeks
- Set one or two goals for focus
- Celebrate the strengths



Connect with us

For more information, please email the Quality Systems and Support team at: OECD.ECWorkforceSupport@sa.gov.au or visit the website: www.earlychildhood.sa.edu.au

Sign up to the OECD newsletter:



Questions



Flying Start

Grant opportunities

Two OECD grant programs are now open for applications:

- **Flying Start Workforce Grants**
- **Flying Start Aboriginal Workforce Grants**

Don't miss your chance to access funding.

