ECED604
Leading and Managing Early Childhood Services
S1 Day 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
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Contact via marianne.fenech@mq.edu.au

Credit points
4

Prerequisites
ECED600 and ECED601

Corequisites

Co-badged status

Unit description
This unit explores micro and macro systems that impact on the effective leadership and management of early childhood settings. The unit provides students with an understanding of diverse management structures, regulatory and legislative frameworks, and the ethical and professional responsibilities of early childhood teachers as leaders and managers. The unit is divided into three content areas: - The social, political and legal context within which early childhood organisations operate. - An introduction to theorising leadership and management. - Leadership roles and responsibilities of early childhood teachers.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes
1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate
2. Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate
3. Demonstrate a strong understanding of leadership theories
4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings, require
5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership
6. Demonstrate a commitment to managing and leading ethically and professionally
7. Develop professional judgement and vision in relation to leading and managing early childhood settings
8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre’s provision of quality early childhood education for young children

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Guide</td>
<td>20%</td>
<td>Weekly submissions</td>
</tr>
<tr>
<td>Leadership and the NQF</td>
<td>30%</td>
<td>2pm March 25</td>
</tr>
<tr>
<td>Leadership in action</td>
<td>50%</td>
<td>May 24</td>
</tr>
</tbody>
</table>

Study Guide

Due: **Weekly submissions**

Weighting: **20%**

Weekly short answer questions designed to support understanding of course readings and weekly topics, as well as reflection of own knowledge and development as a future leader in early childhood.

This Assessment Task relates to the following Learning Outcomes:

- Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate
- Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate
- Demonstrate a strong understanding of leadership theories
- Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings, require
- Demonstrate a commitment to managing and leading ethically and professionally
- Develop professional judgement and vision in relation to leading and managing early childhood settings
• Reflect on their own knowledge and skill base and consider professional development
priorities that will enable them to, as a future leader of an early childhood setting, play a
critical role in that centre’s provision of quality early childhood education for young
children

Leadership and the NQF
Due: 2pm March 25
Weighting: 30%

This assignment requires students to critically reflect on one centre director’s working with the
National Quality Framework (NQF). You may interview a director of a preschool or long day care
centre and discuss how s/he has responded to the NQF, OR you may base your assignment on the
experience of Liz Kelly. Liz is the Director of Banksia Cottage here at Macquarie and will be sharing
her experiences with the NQF in the week 3 tutorial and first on campus day.

This Assessment Task relates to the following Learning Outcomes:
• Understand and critically engage with the ever changing socio-political and legal
contexts within which early childhood settings operate
• Identify key differences between the managing and leading of an early childhood setting,
and the range of management structures under which early childhood settings operate
• Demonstrate a strong understanding of leadership theories
• Demonstrate knowledge and foundational skills that they, as future managers and
leaders of early childhood settings, require
• Apply high order analytical and integrative thinking skills through critique of practice and
theory to understand the complexities of early childhood management and leadership
• Develop professional judgement and vision in relation to leading and managing early
childhood settings

Leadership in action
Due: May 24
Weighting: 50%

Assessment 2: Leadership in action case study (50%)
Length: 3500 word report
Due: 2pm Friday May 24
This assessment task requires you to analyse the leadership of one early childhood organisation of your choice. This may be an organisation you currently lead/manage, are employed in, will be undertaking practicum in, is where your child is currently enrolled, or is of interest to you.

Imagine that the management committee/board/owner of the centre has asked you to provide an evaluation report of how well the centre is managed and led. Your analysis is to focus on the six topics covered in weeks 5 – 11:

- Evaluation and strategic planning
- Business development and submission writing
- Policy development
- Communication and decision-making
- Building and leading staff
- Networking and working with other professionals
- Advocacy and activism

Your report should be completed on an ongoing basis, as you progress through the unit content. Your report is to include:

a) An introduction to your case study organisation
b) An overview of the key considerations each leadership role involve
c) An analysis of each leadership domain at work in your selected centre.
d) A conclusion that summarises leadership in action at your selected case study centre

This Assessment Task relates to the following Learning Outcomes:

- Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate
- Demonstrate a strong understanding of leadership theories
- Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings, require
- Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership
- Develop professional judgement and vision in relation to leading and managing early childhood settings

**Delivery and Resources**

**CLASSES**

http://unitguides.mq.edu.au/unit_offerings/31055/unit_guide/print
The timetable for all lectures and tutorials (times and classroom locations) can be found on the university website at [http://www.timetables.mq.edu.au/](http://www.timetables.mq.edu.au/).

All lectures (except for Week 1) will be pre-recorded and available via Echo, on the Unit’s iLearn page. Students are expected to listen to lectures prior to their weekly tutorial (internal students) or on campus days (external students).

### Weekly tutorials for internal students

Internal students are expected to attend all weekly tutorials held on **Mondays 9-11, in Room 312, Building W5C**, in weeks 1–5 and 7-11 inclusive. As Week 6 is a public holiday there will be no tutorial. Due to an IEC curriculum review on May 20, the Week 11 tutorial for internal students will be run 9–10am. There are no classes in Weeks 12 and 13 due to ECED825 prac.

Tutorials will explore the readings and lecture content in more detail, drawing on students’ experiences in early childhood settings.

*Attendance at the weekly seminars is compulsory for all internal students. To be eligible for an overall passing grade internal students must attend at least 80% of tutorials. External students must attend both on campus days.*

### On-campus days for external students

External students must attend **two compulsory on-campus days on Saturday March 16 and May 18**. Both sessions will be held in **X5B143**. Students must register at the Centre for Open Education upon arrival and then proceed to the allocated room. Failure to register will imply non-attendance. Sessions run at the on-campus days will provide external students with the opportunity to clarify unit content, undertake activities that will enhance learning of the lecture material, and clarify expectations regarding assessments.

### REQUIRED TEXTS


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**Unit Schedule**

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Lecturer</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0</td>
<td>Introduction to ECED604&lt;br&gt;Marianne Fenech</td>
<td>Unit Outline</td>
</tr>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;25/2</td>
<td>Social and political contexts of ECE settings&lt;br&gt;Marianne Fenech</td>
<td>Waniganayake et al (2012)&lt;br&gt;Chapter 2&lt;br&gt;Welch (2010)&lt;br&gt;(pp. 235-240 only)</td>
</tr>
</tbody>
</table>

*In this first topic you will explore the historical, social, political and economic forces that have shaped the provision of early childhood centres in Australia. By exploring the notion of “context” you will become aware of the powerful interplay between internal and external forces that impact on the leading and managing of early childhood organisations. You will also critique “social policy” and understand the values and agendas that have driven and continue to drive government investment in early childhood education. The assertion that leaders of early childhood organisations need to intentionally engage with early childhood policy will be introduced.*

| Week 2 | Theorising leadership & management in EC<br>Manjula Waniganayake | Waniganayake et al (2012)<br>Chapter 1<br>Rodd (2012)<br>Chapter 3 |
How do leaders lead? In this topic you will consider the relatively recent emergence of leadership theories relevant for early childhood. You will examine both local and international studies, including their methodologies and approaches, and identify gaps in the literature which require further research.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Leading for quality</th>
<th>Waniganayake et al (2012)</th>
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</thead>
<tbody>
<tr>
<td>11/3</td>
<td>Marianne Fenech</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>On-campus 16/3</td>
<td></td>
<td>Fenech, Giugni, &amp; Bown (2012)</td>
</tr>
</tbody>
</table>

This week you will critically examine early childhood teachers’ regulatory and professional accountabilities, paying particular attention to the National Quality Framework. You will also consider the discourses of ‘quality’ that frame the responsibilities of early childhood teachers in leadership and management roles.

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Leading and managing in different early childhood management structures</th>
<th>Waniganayake et al (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18/3</td>
<td>Marianne Fenech</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rodd (2012)</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>
This week you will explore key differences between leading and managing. Carrying out these roles, however, differs across the varying organisational structures commonly associated with early childhood settings, located within a mixed economy such as Australia. A source of confusion and frustration for both early childhood teachers and ‘outsiders’ is the diversity of service types and the related management structures that characterise early childhood organisations. Terms such as stand-alone centres, corporate chains, for-profit and not-for-profit, and integrated services will be clarified and examined in terms of implications for management and leadership.

** ASSESSMENT TASK 1: Due 2pm March 25 **

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Evaluation and strategic planning</th>
<th>Waniganayake et al (2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25/3</td>
<td>Wendy Shepherd</td>
<td>Chapter 5</td>
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<tr>
<td></td>
<td>Rodd (2006)</td>
<td>Chapter 7</td>
</tr>
</tbody>
</table>

Evaluation and planning are critical elements to all successful business enterprises and are essential accountability requirements for government funding of children’s services. Exploration of this topic will give consideration to various approaches to evaluation and reporting. You will explore approaches to strategic planning that can assist their organisations to not only survive but thrive into the future. You will also consider leadership roles in strategic planning, focusing on the complexity of balancing leadership vision with collaborative decision making.
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<tbody>
<tr>
<td>1/4 (Easter Monday)</td>
<td></td>
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<tr>
<td>Pre-recorded lecture – No classes</td>
<td>Wendy Shepherd</td>
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In a competitive market environment early childhood leaders need to be proactive in ensuring their centre is financially viable and sustainable. Funds need to be managed wisely and in accordance with the organisation’s strategic plan. This week’s topic will build your knowledge of money matters and enable you to play an active role developing and managing an early childhood setting’s budget.

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<tbody>
<tr>
<td>8/4</td>
<td>Marianne Fenech</td>
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This learning area will provide you with an overview of relevant legislation and accountabilities that require early childhood leaders to develop and adhere to policies pertaining to the education and care of young children. You will gain an understanding of the scope of policies that are relevant to early childhood education settings, and a working knowledge of policy development, implementation and review processes. Professional dilemmas that can arise for early childhood teachers when critically applying policy in practice will be explored.

<p>| | | |
|                                                                   |                                            |                                     |
|                                                                  | NO CLASSES - UNIVERSITY RECESS for two weeks |                                     |</p>
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Communication &amp; decision-making as EC leaders</th>
<th>Rodd (2006) Chapters 4, 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/4</td>
<td>Manjula Waniganayake</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hard (2006)</td>
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</tbody>
</table>

Strong communication skills are critical to the establishing of an effective organisation. Many early childhood education settings are small organisations and creating a culture of learning, with harmony in the workplace, can make a difference in terms of delivering a high quality service. Group dynamics and the impact of communication styles and strategies on decision-making are some of the issues you will discuss in this topic.

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Building and leading staff</th>
<th>Waniganayake et al (2012) Chapter 9</th>
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It is often said that staff are the cornerstone of high quality early childhood education services. Building and leading a team of staff is therefore critical to establishing a high quality service. In this topic you will explore a range of human resource issues pertaining to the recruitment and retention of staff in early childhood services. Consideration will be given to organisational incentives and strategies that take account of staff health and wellbeing.
The ability to work with others, such as health, welfare and legal professionals, is an essential skill of managers and leaders of early childhood services. In this learning area you will discuss the need for networking and collaboration, and develop knowledge of building networks and alliances with others while working with young children and families within local communities.

Leading quality early childhood programs necessitates advocacy and activism within early childhood settings and more broadly in the public sphere. In this final week you will examine the key differences between advocacy and activism, while understanding both as professional and ethical responsibilities of intentional early childhood leaders. How advocacy and activism can be practiced at a personal, centre, community, and systems level will be explored.

** ASSESSMENT TASKS 2&3: Due 2pm May 24 **
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html
Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.
Student Enquiry Service
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.