



# ECH 453

## Leadership in Early Childhood: Social Policies and Social Systems

S2 External 2014

*Institute of Early Childhood*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

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Credit points

3

Prerequisites

ECH425 or ECH435 or admission to GDipAdvStEc

Corequisites

Co-badged status

Unit description

This unit is of interest to students seeking employment in both prior-to-school settings and the expanding child and family sector. The focus is on extending student's knowledge of the broader social policy arena including key issues in both national and international children's policy. Students undertake an analysis of one country's policies for early childhood education, highlighting strengths and weaknesses and reflecting on the situation for Australia's children. The unit aims to develop in students key skills in policy analysis, advocacy, marketing and the use of technology to enhance their ability to promote clear and relevant messages about the importance of early childhood education at the local, national and international level.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Extend their understanding of the development of national and state government policy for children and families.

Discuss significant developments in early childhood policy at national and international levels.

Analyse the impact of policy on the lives of children and their families.

Investigate the links between policy and decision making processes.

Examine the connection between policy and advocacy in early childhood.

Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## **General Assessment Information**

### **ASSIGNMENT SUBMISSION AND EXTENSION GUIDELINES**

*Whilst students are not required to pass each component of the assessment in order to pass the course, students are required to complete and submit each component.*

### **PRESENTATION GUIDELINES**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 3cm in all assignments.
- Please use 12 point font and 1.5 spacing.

#### **When preparing your assignments, it is essential that you note that:**

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the unit has been received;
- Assignment marks will be deducted if you submit your assignment late (refer to the disruption to study policy for further details);
- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.
- All failing assignments will be double marked when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be double-marked; No failed assignment may be re-submitted.
- Assignments will not necessarily be marked by your tutor.

#### **Submission of Assignments:**

Assignments must be submitted by midnight on the due date. The same due date applies to students enrolled both internally and externally in the unit.

All assignments submitted must be accompanied by a completed Faculty of Human Sciences or COE Coversheet.

### **Late Assignments:**

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

### **Extensions:**

In extenuating circumstances, students may apply to the University for Disruption to Study. Please see the policy section of this Unit Outline for further details.

Note that:

- Students are advised to speak with the unit coordinator **prior to submitting their request through [ask.mq.edu.au](http://ask.mq.edu.au)**
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension
- In the case of computer malfunctions, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

## **Assessment Tasks**

<b>Name</b>	<b>Weighting</b>	<b>Due</b>
<a href="#"><u>Study Tasks Module 1</u></a>	15%	Sunday 24th August
<a href="#"><u>Campaign Outline</u></a>	0%	Sunday 24th August
<a href="#"><u>Study Tasks Module 2</u></a>	15%	Sunday 14th September
<a href="#"><u>Annotated bibliography</u></a>	30%	Sunday 21st Septemeber

Name	Weighting	Due
<a href="#">Study Tasks Module 3</a>	10%	Sunday 26th October
<a href="#">Campaign Strategies Kit</a>	30%	Sunday 9th November

## Study Tasks Module 1

Due: **Sunday 24th August**

Weighting: **15%**

This assignment requires students to reflect on the lectures and required readings for module 1. The tasks will involve reflective responses to issues raised in both the readings and lectures and are designed to assist students to demonstrate their understanding of the unit content. The task for each module can be found on the ilearn page.

On successful completion you will be able to:

- Extend their understanding of the development of national and state government policy for children and families.
- Discuss significant developments in early childhood policy at national and international levels.
- Examine the connection between policy and advocacy in early childhood.

## Campaign Outline

Due: **Sunday 24th August**

Weighting: **0%**

Each group will submit a maximum one-page overview of their group membership and their proposed campaign. This will include;

- A list of student names and student numbers who make up the working group;
- the title of the campaign;
- a brief rationale statement demonstrating the need for such a campaign;
- identification of the target audience for the campaign i.e parents, professionals, government, children etc
- a list of proposed campaign strategies that might be appropriate for this campaign and this target audience

On successful completion you will be able to:

- Investigate the links between policy and decision making processes.
- Examine the connection between policy and advocacy in early childhood.

## Study Tasks Module 2

Due: **Sunday 14th September**

Weighting: **15%**

This assignment requires students to reflect on the lectures and required readings for Module 2. The tasks will involve reflective responses to issues raised in both the readings and lectures and are designed to assist students to demonstrate their understanding of the unit content. The task for each module can be found on the ilearn page.

On successful completion you will be able to:

- Extend their understanding of the development of national and state government policy for children and families.
- Discuss significant developments in early childhood policy at national and international levels.
- Analyse the impact of policy on the lives of children and their families.
- Investigate the links between policy and decision making processes.
- Examine the connection between policy and advocacy in early childhood.

## Annotated bibliography

Due: **Sunday 21st September**

Weighting: **30%**

This assignment is an opportunity for you to begin your research and will serve as an introduction to your advocacy campaign. Your bibliography should include relevant and current literature from a range of sources, including for example, refereed journals, newsletters and magazines, the general media, government reports and website information. Each entry should include brief notes ( see the suggestions in the Introductory lecture) to summarise the contents of the article and how the article contributes to your thinking about this issue. Students are required to submit ten (10) annotated items that demonstrate extensive research in and around your chosen area. Students within each working group are encouraged to share references and assist each other to build a comprehensive bibliography but notes and reflections must be presented as individual and unique responses.

On successful completion you will be able to:

- Investigate the links between policy and decision making processes.

## Study Tasks Module 3

Due: **Sunday 26th October**

Weighting: **10%**

This assignment requires students to reflect on the lectures and required readings for Module 3. The tasks will involve reflective responses to issues raised in both the readings and lectures and are designed to assist students to demonstrate their understanding of the unit content. The task for each module can be found on the ilearn page.

On successful completion you will be able to:

- Extend their understanding of the development of national and state government policy for children and families.
- Discuss significant developments in early childhood policy at national and international levels.
- Analyse the impact of policy on the lives of children and their families.
- Examine the connection between policy and advocacy in early childhood.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## Campaign Strategies Kit

Due: **Sunday 9th November**

Weighting: **30%**

This assignment requires the working group of students to present a range of strategies to support an advocacy campaign based on a topic of their choice, relevant to the ECH 453 unit content. The campaign kit must consist of at least 4 strategies. Two of these must include:

- a multi-media advertorial (30seconds to 1min) (mandatory)
- a rationale paper (1 -2 pages double spaced) (mandatory)

In addition, you may choose to do a minimum of two from the following list

- a catchy slogan and logo and ideas for its use.
- a poster or banner
- a flyer for mail out
- a newsletter article

On successful completion you will be able to:

- Analyse the impact of policy on the lives of children and their families.
- Examine the connection between policy and advocacy in early childhood.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## Delivery and Resources

To extend and broaden your knowledge and gather information for this unit you will need to read widely. Students are encouraged to engage with current issues through the media and use the unit web page discussion board to post relevant articles for discussion.

There is no set text book for this unit. Each module contains links to relevant readings that will be made available through the unit webpage. These readings will complement the lectures and are considered essential reading for the unit. More readings are provided in the first module with less emphasis on prescribed readings in modules two and three. This is designed so that students will develop their own reading list, focussing on the area or issues that they will be investigating in Assignment 2. Part A of Assignment 2 requires students to develop an annotated bibliography to demonstrate their wider reading in this unit. Students should make good use of the library databases and journals in order to access recent literature related to their area of interest. Web sites are also a useful point of contact for information relating to current social policy issues but as has been discussed in the past, care must be taken to critically analyse the information presented at it is usually not peer reviewed.

### Required Reading

As there are so many significant changes currently happening in the socio-political landscape of early childhood, students are urged to visit the following websites regularly to keep abreast of policy changes and up-coming consultations.

Department of Education

<http://education.gov.au/>

Australian Children's Education and Care Quality Authority (ACECQA)

<http://acecqa.gov.au>

My Child Website

<http://www.mychild.gov.au/>

NSW Department of Education and Communities

<http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care>

NSW Family and Community Services



[www.community.nsw.gov.au](http://www.community.nsw.gov.au)

## Unit Schedule

### UNIT OVERVIEW

ECH 453 is presented as a series of lectures, readings, study tasks and an on-campus sessions built around three modules. Each module builds on knowledge gained from previous management units and aims to integrate theory, research and practice focusing on the professional role of early childhood teachers in the local, national and international context.

#### **Module 1: An introduction to social policy in the context of early childhood education**

Throughout previous management studies, students have examined aspects of government policy in relation to children's services. This module begins by introducing students to the role of government in the broader social policy context and then goes on to examine the impact of such policy on the experiences of young children. Within this, students consider current issues and perspectives in early childhood education and discuss the impact of policy decisions at all levels of provision. Students are exposed to a range of contemporary social policy issues and are required to identify an area of interest for deeper examination throughout the semester.

#### **Module 2: Policy Issues: National and International**

This module introduces students to some of the major policy initiatives both within Australia and Internationally. It considers influences on social policy that affect early childhood settings and schools, focusing particularly on research, ideology and social and economic trends. The module will introduce students to critical reading of government policy and explore ways of influencing policy decisions. This module will equip students with a broader understanding of trends in early childhood policy.

#### **Module 3: Advocacy leadership in early childhood**

This module builds on the previous two. Using knowledge of the social policy arena and the skills of critical examination and communication, this module extends to the functional roles of early childhood teachers as advocates and leaders. It considers the many constructions of leadership in early childhood and the multiplicity of ways that early childhood teachers can act as advocates for children and their families. A broad range of leadership skills are considered including coaching, mentoring, community engagement and career progression with a focus on effective advocacy.

The knowledge gained from these three modules culminates in a major piece of work where students design and deliver an advocacy campaign based around an issue of particular interest to them.

<b>Week / Date</b>	<b>Content</b>	<b>Tasks</b>
Week 1. Aug 4	Introduction to the Unit	Read the unit outline and the Background Reading. Watch Gruen Transfer. Post an introductory note on the discussion page of the unit web page.
Weeks 2 -4. 11/8 – 29/8	<b>Module 1</b>  1. Examination of social policy 2. Current issues in early childhood social policy. 3. Early childhood education as part of a broader policy agenda	Readings for Module 1  Study tasks for Module 1  Identify an area of interest for deeper examination for Annotated Bibliography  Submit Module 1 study tasks to via turnitin on the Unit webpage by midnight 24/8  Identify a study group & shared topic for Ass 2. Your group must post the group membership and a brief outline of the topic by midnight 24/8
Weeks 5 -7 1/9 – 19/9	<b>Module 2</b>  1. Introduction to advocacy 2. Critical reading of social policy 3. Advocacy skills and strategies	Readings for Module 2  Study tasks for Module 2  Begin work on Annotated bibliography  Identify group tasks & individual responsibilities for Ass 2  Post your Module 2 study tasks through turnitin on the Unit webpage by 14/9
22 /9 – 3/10	<b>University Recess</b>  <b>On Campus Day 1– 25th September</b>	Submit Annotated Bibliography via turnitin on the Unit webpage by midnight 21/9
Weeks 8 -10 6/10 -24/10	<b>Module 3:</b>  1. Leadership in Early Childhood: approaches to advocacy 2. Community engagement; the role of the ECT in building community capacity 3. National and International models of early childhood leadership	Readings for Module 3  Study tasks for Module 3  Communicate effectively with your study group for Ass 2  Post your Module 3 study tasks through turnitin on the Unit webpage by 26/10
Weeks 11-13  27 /10 – 14/11	Study weeks and preparation for major assignment  <b>On Campus Day 2 - 1st November</b>	Collaborate with your study team to complete your campaign strategy kit.  Submit Ass 2 Campaign strategy kit by Fri 9 Nov

## **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://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

## **Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## **Student Support**

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## **Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## **Student Services and 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.

## **Student Enquiries**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## **IT Help**

For help with University computer systems and technology, visit <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.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Discuss significant developments in early childhood policy at national and international levels.
- Analyse the impact of policy on the lives of children and their families.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

#### Assessment tasks

- Study Tasks Module 1
- Study Tasks Module 2
- Study Tasks Module 3
- Campaign Strategies Kit

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcomes

- Examine the connection between policy and advocacy in early childhood.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

#### Assessment tasks

- Study Tasks Module 1

- Campaign Outline
- Study Tasks Module 2
- Study Tasks Module 3
- Campaign Strategies Kit

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Extend their understanding of the development of national and state government policy for children and families.
- Discuss significant developments in early childhood policy at national and international levels.
- Analyse the impact of policy on the lives of children and their families.
- Examine the connection between policy and advocacy in early childhood.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

### Assessment tasks

- Study Tasks Module 1
- Campaign Outline
- Study Tasks Module 2
- Study Tasks Module 3
- Campaign Strategies Kit

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Extend their understanding of the development of national and state government policy for children and families.
- Discuss significant developments in early childhood policy at national and international levels.
- Analyse the impact of policy on the lives of children and their families.
- Investigate the links between policy and decision making processes.
- Examine the connection between policy and advocacy in early childhood.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## **Assessment tasks**

- Study Tasks Module 1
- Campaign Outline
- Study Tasks Module 2
- Annotated bibliography
- Study Tasks Module 3
- Campaign Strategies Kit

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse the impact of policy on the lives of children and their families.
- Investigate the links between policy and decision making processes.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## **Assessment tasks**

- Campaign Outline
- Study Tasks Module 2
- Annotated bibliography
- Study Tasks Module 3

- Campaign Strategies Kit

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Investigate the links between policy and decision making processes.
- Examine the connection between policy and advocacy in early childhood.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

### Assessment tasks

- Study Tasks Module 1
- Campaign Outline
- Study Tasks Module 2
- Annotated bibliography
- Study Tasks Module 3
- Campaign Strategies Kit

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Discuss significant developments in early childhood policy at national and international levels.
- Investigate the links between policy and decision making processes.
- Examine the connection between policy and advocacy in early childhood.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## Assessment tasks

- Study Tasks Module 1
- Campaign Outline
- Study Tasks Module 2
- Annotated bibliography
- Study Tasks Module 3
- Campaign Strategies Kit

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Extend their understanding of the development of national and state government policy for children and families.
- Discuss significant developments in early childhood policy at national and international levels.
- Analyse the impact of policy on the lives of children and their families.
- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## Assessment tasks

- Study Tasks Module 1
- Study Tasks Module 2
- Study Tasks Module 3
- Campaign Strategies Kit

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:



## Learning outcome

- Consider the ways in which early childhood leadership shapes approaches to policy and practice.

## Assessment tasks

- Study Tasks Module 3
- Campaign Strategies Kit

## Changes since First Published

Date	Description
01/08/2014	Change to due date of assignment on page 10 of the Unit Schedule. Change from 21/9 to 14/9