



ECH 315

Management and Leadership 1 - The Socio-Political Context of Teaching

S2 External 2015

Institute of Early Childhood

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Learning and Teaching Activities</u>	9
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10

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General Information

Unit convenor and teaching staff

Unit Convenor

Luke Touhill

[email via ilearn](#)

X5B 358

by appointment

Lecturer/Tutor

Wendy Shepherd

[email via ilearn](#)

Mia Mia

by appointment

Tutor

Susan Reade

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X5B 272

by appointment

Tutor

Elizabeth Washington

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by appointment

Credit points

3

Prerequisites

(39cp including ECH120 or ECHE120) or (39cp and admission to BTeach(ECS)) or (admission to GDipECTeach or GDipEarlyChildhood)

Corequisites

Co-badged status

Unit description

This unit challenges and supports students to critically engage with the macro context in which they teach. The unit provides students with essential information pertaining to the political framework of education and the legal and professional accountabilities teachers are required to uphold. Students will develop foundational understandings of the roles and responsibilities teachers and effective managers and leaders in schools and early childhood settings have. More broadly, students will consider the potential for teachers to practice as advocates for a socio-political context that supports quality early childhood education and promotes the professional status of teachers.

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:

Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate

Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities

Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards

Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities

Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children's rights

Appreciate the impact of effective management and leadership on the provision of quality education for young children

Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context

Consider systems or political advocacy as a professional responsibility

Assessment Tasks

Name	Weighting	Due
<u>Study Guide</u>	30%	Friday October 9
<u>Leading a learning community</u>	30%	Wed & Thurs 16 & 17 September
<u>Exam</u>	40%	Exam period

Study Guide

Due: **Friday October 9**

Weighting: **30%**

This assessment task requires students to complete a weekly study guide based on the unit's set readings. While all of the study guide responses will be submitted students will nominate which three weeks they want to have marked.

On successful completion you will be able to:

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- Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or political advocacy as a professional responsibility

Leading a learning community

Due: **Wed & Thurs 16 & 17 September**

Weighting: **30%**

Co-chair one on campus session (externals)

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or political advocacy as a professional responsibility

Exam

Due: **Exam period**

Weighting: **40%**

8 short answer questions

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
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- Appreciate the impact of effective management and leadership on the provision of quality

education for young children

- Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context

Delivery and Resources

Weekly lectures: available from 11am each Wednesday via ECHO on the unit iLearn site

On Campus Session: Wednesday and Thursday 16 & 17th September

Please not that due to the nature of assessment in this unit attendance at both on-campus days is compulsory. If you are not able to attend the on-campus session you will not be able to complete the unit.

Unit Schedule

Week	Topic/ Lecturer	Readings	Overview
Week 1 Wed 29/8	Introduction to Management & Leadership Luke Touhill	Unit Outline Bryant & Gibbs (2013) Chapters 1, 10 & 11 Duignan, P. (2012). <i>Educational leadership</i> (Chapter 7) available on iLearn	This week's content will highlight the importance of effective management and leadership for quality teaching and outcomes for children, and outline the key differences between management and leadership. You will be provided with an overview of management and leadership units at the IEC, and of ECH315 content, learning outcomes, expectations and assessments.
Week2 Wed 5/8	Socio-political context of EC settings and schools Luke Touhill	Bryant & Gibbs (2013) Chapter 2 Sections C, D & E; Chapter 4 Section C DEEWR. (2008). <i>Quality education: The case for an Education Revolution in our Schools</i> . (available on iLearn)	This week we will explore macro contexts (social, political, economic, and historical) that have shaped the provision of early childhood education in Australia today. We will critique 'social policy' and understand the values and agendas that have driven and continue to drive government investment in early childhood education. An overview of key government departments and provisions will be provided.

<p>Week 3</p> <p>Wed 12/8</p>	<p>Management structures</p> <p>Luke Touhill</p>	<p>Bryant & Gibbs (2013) Chapter 2 Sections A & B; Chapter 3 Section D</p> <p>Gonski, D., Boston, K., Greiner, K., Lawrence, C., Scales, B. & Tannock, P. (2011). <i>Review of Funding for Schooling: Final Report</i>. Chapter 1 only</p> <p>(available on iLearn)</p>	<p>This week we will look at the management structures of early childhood and school settings in Australia. The diversity of service types and management structures that characterise early childhood organisations and schools can be confusing. Terms such as independent schools, stand-alone centres, corporate chains, for-profit and not-for-profit centres, and integrated services will be clarified, and their implications for teachers as managers and leaders explored.</p>	
<p>Week 4</p> <p>Wed 19/8</p>	<p>Regulatory Environments for Schools</p> <p>Guest Lecturer: TBA</p>	<p>Duignan, P. (2012). <i>Educational leadership</i> (pp. 17-25).</p> <p>Polesel, J., Rice, S. & Dulfer, N. (2013). The impact of high stakes testing on curriculum and pedagogy: A teacher perspective from Australia.</p> <p>(both available on iLearn)</p>	<p>This week we will examine legal requirements and policy initiatives designed to enhance quality education for children in primary schools (NAPLAN, AEDI, Best Start, BOS and national curriculum; teacher accreditation (AITSL national professional teaching standards); professional portfolios; MySchool). We will critically consider their impact on teaching practice and quality early childhood education.</p>	
<p>Week 5</p> <p>Wed 26/8</p>	<p>Regulatory Environment for Prior-to-school Settings</p> <p>Luke Touhill</p>	<p>Bryant & Gibbs (2013) Chapter 2 Section G; Chapter 3 intro & Sections A & C; Chapter 6 Section B</p> <p>Fenech, M., Giugni, M., & Bown, K. (2012). A critical analysis of the National Quality Framework: Mobilising for a vision for children beyond minimum standards.</p> <p>(available on iLearn)</p>	<p>The prior-to-school sector is in a period of significant reform, with the Australian Government introducing key initiatives that are intended to lift quality standards and practices in ECE services. This week we will examine a key component of this reform: the National Quality Framework (NQF). You will develop an understanding of your regulatory accountabilities under the NQF, including the management responsibilities of nominated supervisors, and critically examine the potential impact of the NQF on quality and professional practice.</p>	

Week 6 Wed 2/9	Policy Development Luke Touhill	Bryant & Gibbs (2013) Chapter 7 Sections A & B Harris, P. (2010). 'At a school like this' (available on iLearn)	This week we will look at the relevant legislation and accountabilities that require early childhood teachers to develop and/or adhere to policies pertaining to the education and care of young children. We will consider the scope of policies that pertain to schools and prior-to-school settings, as well as the process of policy development, implementation and review processes.	
Week 7 Wed 9/9	Law 1: Industrial Legislation Guest Lecturer: TBA	Bryant & Gibbs (2013) Chapter 5 Section C Heron, V. (2010). Modern awards. (available on iLearn)	As employees and employers, early childhood teachers need to understand their rights and responsibilities under state and federal industrial legislation. This week, we will critically examine employment awards and agreements pertaining to teachers in prior-to-school settings and schools.	
12/9 - 27/9 Mid-Semester Break NO INTERNAL CLASSES On-Campus Sessions for External Students: Wed/Thurs September 16 & 17				
Week 8 Wed 30/9	Law II: Duty of Care, Negligence and Child Protection Wendy Shepherd	Bryant & Gibbs (2013) Chapter 6 Section E & Section F (Duty of care only) Briggs, F. (2014). Child sexual abuse in early-childhood care and education settings (available on iLearn)	This week explores teachers' duty of care and provides an overview of NSW legislation pertaining to child protection. We will examine Head of Agency responsibilities as well as your own responsibilities as mandatory reporters and as per the Ombudsman's legislation.	
Week 9 Wed 7/10	Children's Rights Wendy Shepherd	McDonald, M (2010). Are disadvantaged families "hard to reach"? Smith, A. (2007). Children's rights and early childhood education. (both available on iLearn)	The notion of 'children's rights' is espoused in the United Nations Convention on the Rights of the Child, in early childhood teachers' professional codes, in legislation that pertains to young children, and in government early childhood education policy. This week we will critique what 'children's rights' mean, and consider implications for teaching practice. Specific attention will be given to: images of children in Australian society, and the rights that are afforded by these images	
Weeks 10, 11 & 12	No classes - ECHP324 Professional Experience			

Week 13 Wed 4/11	Rethinking quality early childhood education as leaders and managers Luke Touhill	Bryant & Gibbs (2013) Chapter 3 Section B Mac Naughton, G. (2003). <i>Shaping Early Childhood: Learners, Curriculum and Contexts</i> . Chapter 9 (available on iLearn)	In our final week we will explore the managing and leading of early childhood classrooms, settings and schools through the lens of 'quality'. An overview of quality early childhood education as conceptualised in research and government policy will be presented. These dominant conceptualisations will be critiqued and extended to incorporate responsible citizenship and social justice, both of which necessitate advocacy as a professional responsibility of early childhood teachers.	

Learning and Teaching Activities

Weekly tutorials

Active discussion of lecture and readings - please bring your completed study guide to class each week

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

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

Disruption to Studies Policy 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

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) 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

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

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 outcome

- Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context

Assessment task

- Leading a learning community

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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or political advocacy as a professional responsibility

Assessment tasks

- Study Guide
- Leading a learning community
- Exam

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

- Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or political advocacy as a professional responsibility

Assessment tasks

- Study Guide
- Leading a learning community

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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
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- Demonstrate a commitment to managing and leading ethically and professionally, with

due regard for children's rights

- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Critically reflect on the importance a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
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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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
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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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
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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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
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- Exam

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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate

- Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children's rights
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Assessment tasks

- Study Guide
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- Exam

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

- Appreciate the impact of effective management and leadership on the provision of quality education for young children