ECED826

Leading and Managing Early Childhood Settings

S1 Day 2015

Institute of Early Childhood

Contents

General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
(ECED600 or ECED817) and (ECED601 or ECED818)

Corequisites

Co-badged status

Unit description
This unit aims to build students' capacity to lead and manage quality early childhood education settings. The unit critically examines the social, political and legal contexts within which early childhood education settings in Australia operate, and explores early childhood leadership theory. Students will investigate diverse management structures, regulatory and legislative frameworks, and the ethical and professional roles and responsibilities of early childhood teachers as leaders and managers.

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 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.

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.

Assessment Tasks

Name	Weighting	Due
Essay	30%	06/04/15
Study Guide Blogs	20%	Weekly - as specified
Report	50%	11/06/2015

Essay

Due: **06/04/15**
Weighting: **30%**

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 knowledge and foundational skills that they, as future managers and leaders of early childhood settings, required
- Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership;
- Demonstrate a commitment to managing and leading ethically and professionally;

On successful completion you will be able to:
- 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 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.
- Demonstrate a commitment to managing and leading ethically and professionally.

Study Guide Blogs

Due: **Weekly - as specified**
Weighting: **20%**

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 knowledge and foundational skills that they, as future managers and leaders of early childhood settings, require;
- 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.

On successful completion you will be able to:
- 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 knowledge and foundational skills that they, as future managers and leaders of early childhood settings, require.

Report

Due: **11/06/2015**
Weighting: **50%**

This Assessment Tasks relates to the following 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; and

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.

On successful completion you will be able to:
- Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
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- 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.

Delivery and Resources

- Weekly 1 hour lectures
- Weekly 2 hour tutorials
- External students are required to attend two compulsory on campus sessions

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 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.

Assessment tasks

- Essay
- Report

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

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.

Assessment tasks

- Essay
- Study Guide Blogs
- Report

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

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.
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- Develop professional judgement and vision in relation to leading and managing early childhood settings.

Assessment tasks

- Essay
- Study Guide Blogs
- Report

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Essay
- Report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Essay

- Study Guide Blogs

- Report

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

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

- 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.

Assessment tasks

- Essay

- Report

Changes since First Published

Date	Description
18/ 02/ 2015	The major changes in this edition include revision of the assignment submission dates and mapping of unit outcomes and graduate capabilities.

Changes since First Published