ECED834

Organisation of Early Childhood Education

S1 External 2015

Institute of Early Childhood

Contents

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General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
Admission to MEChild or PGDipEChild or PGCertEChild or MEdLead in Early Childhood or PGDipEdLead in Early Childhood or PGCertEdLead in Early Childhood

Corequisites

Co-badged status

Unit description
This unit is designed for those who are interested in specialising as early childhood leaders and managers. This unit enables the critical appraisal of the structural features of early childhood organisations in Australia. It involves the analysis of the socio-political contexts and structural forces influencing the management and leadership of early childhood organisations. As well as enabling students to deepen their understanding of governance, legislative and accountability requirements, this unit provides opportunities to research and explore in depth the challenges encountered by contemporary early childhood managers and leaders.

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:

1. Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.

2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.

3. Research, evaluate, and synthesize learning derived from multiple sources to enhance

interactions with staff and families in Early Childhood organisations.

4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment Tasks

Name	Weighting	Due
Assessment Task 1	20%	23/03/2015
Assessment Task 2	20%	27/04/2015
Assessment Task 3	10%	08/05/2015
Assessment Task 4	50%	02/06/2015

Assessment Task 1

Due: **23/03/2015**
Weighting: **20%**

This Assessment Task relates to Learning Outcomes:

1. Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.

On successful completion you will be able to:
- 1. Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- 2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.

Assessment Task 2

Due: **27/04/2015**
Weighting: **20%**

This Assessment Task relates to Learning Outcomes:

2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.

3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

On successful completion you will be able to:
- 2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- 3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- 4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment Task 3

Due: **08/05/2015**
Weighting: **10%**

This Assessment Task relates to Learning Outcomes:

3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

On successful completion you will be able to:
- 3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- 4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment Task 4

Due: **02/06/2015**
Weighting: **50%**

This Assessment Task relates to Learning Outcomes:

2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.

3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

On successful completion you will be able to:
- 2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- 3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- 4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Delivery and Resources

This is an external unit with 10 study modules.

There is an non compulsory on campus session.

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

- 2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- 4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment task

- Assessment Task 3

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

- 1. Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- 2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- 3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3
- Assessment Task 4

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

- 1. Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- 2. Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- 3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3
- Assessment Task 4

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 outcome

- 3. Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 4

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:

Assessment tasks

- Assessment Task 2
- Assessment Task 4

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 outcome

- 4. Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- Assessment Task 3
- Assessment Task 4