ECED834

Organisation of Early Childhood Education

S1 External 2016

Institute of Early Childhood

Contents

General Information

Unit convenor and teaching staff Unit Convener Manjula Waniganayake manjula.waniganayake@mq.edu.au Contact via iLearn dialogue Building X5B, Level 2, Room 278
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:

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

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

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

interactions with staff and families in Early Childhood organisations.

Demonstrate a capacity for effective communication as competent early childhood

leaders and managers.

General Assessment Information

Students' engagement in this unit is assessed formally through three assignments. Students are required to complete all three assessment tasks to be eligible to achieve a pass grade in the unit.

<u>**IEC Assessment Presentation & Submission Guidelines**</u>

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another academic staff member will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment 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 unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the Disruption to Studies form accessible through ask.mq.edu.au under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness). Note that:

- Students MUST speak with the unit coordinator **prior to submitting their request through https://ask.mq.edu.au**
- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
- Emails are not appropriate means of extension requests.
- 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 malfunction, 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.

IEC Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Academic Honesty Handbook**.

The following guide can be purchased from the Co-op Bookshop. This is a required text:

Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning.

Submissions of Documents from Early Childhood Centres

Some assessment tasks require students to submit documents from early childhood centres. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the Early Childhood Australia Code of Ethics (2006) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the IEC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentially and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Grades

Marking rubrics being used with the assignments in this Unit are located on iLearn.

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

Assessment Tasks

Name	Weighting	Due
Assignment 1	20%	See iLearn
Assignment 2	20%	See iLearn
Assignment 3	10%	See iLearn
Assignment 4	50%	See iLearn

Assignment 1

Due: **See iLearn**
Weighting: **20%**

For specific information about each assignment, please refer to the *Assessments, Readings and Study Guide* available in the Unit iLearn site.

On successful completion you will be able to:
- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

Assignment 2

Due: **See iLearn**
Weighting: **20%**

For specific information about each assignment, please refer to the *Assessments, Readings and Study Guide* available in the Unit iLearn site.

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

Assignment 3

Due: **See iLearn**
Weighting: **10%**

For specific information about each assignment, please refer to the *Assessments, Readings and Study Guide* available in the Unit iLearn site.

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

Assignment 4

Due: **See iLearn**
Weighting: **50%**

For specific information about each assignment, please refer to the *Assessments, Readings and Study Guide* available in the Unit iLearn site.

On successful completion you will be able to:

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Delivery and Resources

IMPORTANT ACADEMIC ADVICE

- This Unit is a compulsory Unit for students enrolled in the Master of Educational Leadership (Early Childhood). The policy content covered in this Unit is subject to change each year depending on government priorities.
- If you are considering withdrawing from this unit, please seek academic advice before doing so as this may result in extending the duration of your studies. Please write to pg.educ_iec@mq.edu.au to seek an appointment with an early childhood academic adviser.

IEC ELECTRONIC COMMUNICATION

Specific *individual* questions or concerns relating to this unit can be directed to the unit convener either through email or via the iLearn dialogue function. *General* questions that other students may also be interested in can be posted on the general or weekly discussion forums on the unit's iLearn page (http://ilearn.mq.edu.au).

DELIVERY

Schedule of classes

This Unit is delivered completely online and taken as an external studies Unit. There is a voluntary on-campus date reserved for this Unit to facilitate face-to-face networking and typically those who have attended in previous years have found this session valuable.

RESOURCES

Required texts:

Waniganayake, M., Cheeseman, S., Fenech, M. Hadley, F., & Shepherd, W. (2012). *Leadership: Contexts and complexities in early childhood.* Melbourne: Oxford University Press.

This text can be purchased from the Co-op Bookshop on campus through http://www.coop.com.au

Required readings:

Some weeks require readings beyond the Unit texts. You will find these readings in their respective topic on iLearn.

You are expected to read these publications and systematically take notes while reflecting on the content presented. These readings will inform weekly lectures and tutorials, and the on-campus sessions. Students will need to demonstrate learning from these readings in each of their assignments. It is therefore essential that students develop regular study habits in setting aside time each week to familiarise themselves with lecture content and the set readings.

Additional resources:

Students are expected to read widely and to draw on additional readings and materials to complete assessment tasks. A list of recommended readings and useful websites are also provided through iLearn.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

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

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

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

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 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

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- Assignment 1
- Assignment 3
- Assignment 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 outcomes

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- Assignment 2
- Assignment 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:

Learning outcomes

- Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- Assignment 2
- Assignment 3
- Assignment 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 outcomes

- Research, evaluate, and synthesize learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- Assignment 3
- Assignment 4