



# ECH 315

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

S2 Day 2016

*Institute of Early Childhood*

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#### Disclaimer

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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

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Tutor

Susan Reade

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by appointment

Sandra Cheeseman

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Credit points

3

Prerequisites

(39cp including ECH120 or ECHE120 or ACSH100) or (39cp and admission to BTeach(ECS)) or (admission to GDipECTeach or GDipEarlyChildhood)

Corequisites

Co-badged status

Unit description

This unit introduces students to the macro context in which they teach. Students will critically consider the socio-political context of early childhood education; management and governance structures of schools and prior-to-school settings; and the legal and professional accountabilities of early childhood teachers. From studying this unit students will develop foundational understandings of effective management and leadership, an awareness of their professional and legal responsibilities, skills in policy development, and critical understandings of children's rights and quality early childhood education.

## 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

## General Assessment Information

More detail on each of the assessment tasks can be found in the separate "Assessment Guide" on the unit iLearn site

### IEC Assessment Presentation & Submission Guidelines

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 staff member on the unit 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 may 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](https://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](https://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.

### **Online Quiz Assessments:**

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the IEC Academic Honesty Handbook for more information.

## **Assessment Tasks**

Name	Weighting	Due
<u><a href="#">Study Guide Quizzes</a></u>	30%	Week 4 and Week 9
<u><a href="#">Leading a learning community</a></u>	30%	Weeks 2 - 9

Name	Weighting	Due
Exam	40%	Exam period

## Study Guide Quizzes

Due: **Week 4 and Week 9**

Weighting: **30%**

This assessment task requires students to complete a weekly study guide based on the unit readings. An on-line quizz in week 4 and another in week 9 of semester will be used to assess this task. Each quizz is worth 15 marks.

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
- 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: **Weeks 2 - 9**

Weighting: **30%**

This assessment task is made up of two parts. Students, as part of a group, will conduct a presentation on one of the weekly topics for either their tutorial or on-campus group. One week after their presenation students will individually submit a separate written report on the same

topic. Each part of the task is worth 15 marks.

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
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- 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

**Lectures:** weeks 1- 9 and week 13. ***Mondays 12-1pm W5A T1***

**Weekly tutorials:** weeks 1-9 and week 13.

**On campus dates:** Thursday and Friday September 29 and September 30

### Unit Text Book

The following text book is required for this unit:

Bryant, L. & Gibbs, L. (2013). *A director's manual: Managing and early childhood education and care service in NSW*. Marrickville, NSW: Community Child Care Cooperative Ltd (NSW)

It is also expected that you will use the following referencing guide in preparing written assignments:

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

### Required Readings:

In addition to readings from the textbook there are also other required readings each week. These are listed in the unit schedule and are available on iLearn.

### IEC Relevant Documents

The information in this Unit Guide must be read in conjunction with the following documents available for download from iLearn:

- IEC Academic Honesty Handbook
- ECH 315 Assessment Guide
- ECH 315 Study Guide

### IEC Electronic Communication

During semester time, staff may contact students using the following ways:

- \* Dialogue function on iLearn
- \* Official MQ Student Email Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

### IEC Unit Expectations



In order to be eligible for a passing grade, students must meet the following attendance requirements:

- Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
- External Students: Participate in all on-campus sessions – punctuality is expected.
- Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- All assessment tasks must be submitted

### Withdrawing from this UG Unit:

If you are considering withdrawing from this unit, please seek academic advice by writing to [iec@mq.edu.au](mailto:iec@mq.edu.au) before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

## Unit Schedule

Week	Topic/ Lecturer	Readings	Overview	
<b>Week 1</b> Monday 1/8	<b>Introduction to Management &amp; Leadership</b>  Luke Touhill	Unit Outline  Bryant & Gibbs (2013) Chapters 1, 10 & 11  O'Connel, Hinze, Fox & Cole (2016) <i>Quality early education for all</i>  (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.	

<b>Week2</b> Monday 8/8	<b>Socio-political context of EC settings and schools</b>  Luke Touhill	Bryant & Gibbs (2013) Chapter 2 Sections C, D & E; Chapter 4 Section C  Gonski et al (2011) <i>Part 1: Schooling in Australia</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.
<b>Week 3</b> Monday 15/8	<b>Management structures</b>  Luke Touhill	Bryant & Gibbs (2013) Chapter 2 Sections A & B; Chapter 3 Section D	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.
<b>Week 4</b> Monday 22/8	<b>Regulatory Environments for Schools</b>  Luke Touhill	Duignan (2012). <i>Educational leadership</i> (pp. 17-25).  (available on iLearn)  Polesel, J., Rice, S. & Dulfer, N. (2013). <i>The impact of high stakes testing on curriculum and pedagogy: A teacher perspective from Australia</i> .  (available on iLearn)  ACARA (2016) <i>Why NAP?</i>  (available on iLearn)  Aviv, R. (2015) <i>A middle school cheating scandal</i> (available on iLearn)	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.

<b>Week 5</b> Monday 29/8	<b>Regulatory Environment for Prior-to-school Settings</b>  Wendy Shepherd	Bryant & Gibbs (2013) Chapter 2 Section G; Chapter 3 intro & Sections A & C; Chapter 6 Section B  Fenech, M., Giugni, M., & Bown, K. (2012). <i>A critical analysis of the National Quality Framework: Mobilising for a vision for children beyond minimum standards.</i>  (available on iLearn)	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.
<b>Week 6</b> Monday 5/9	<b>Policy Development</b>  Wendy Shepherd	Bryant & Gibbs (2013) Chapter 7 Sections A & B  Harris, P. (2010). <i>'At a school like this'</i>  (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.
<b>Week 7</b> Monday 12/9	<b>Law 1: Industrial Legislation</b>  TBA	Bryant & Gibbs (2013) Chapter 5 Section C  Heron, V. (2010). <i>Modern awards.</i>  (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.
<b>17/9 – 2/10 Mid-Semester Break NO INTERNAL CLASSES</b>  <b>On-Campus Sessions for External Students: Thurs/Fri September 29 &amp; 30</b>			

<b>Week 8</b> Monday 3/10	<b>Law II: Duty of Care, Negligence and Child Protection</b>  Luke Touhill	Bryant & Gibbs (2013) Chapter 6 Section E & Section F (Duty of care only)  COAG (2009) <i>Protecting children is everyone's business: National framework for protecting Australia's children</i>  (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.
<b>Week 9</b> Monday 10/10	<b>Children's Rights</b>  Luke Touhill	McDonald, M (2010). <i>Are disadvantaged families "hard to reach"?</i>  (available on iLearn)  Smith, A. (2007). <i>Children's rights and early childhood education</i> .  (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
<b>Weeks 10, 11 &amp; 12</b>	<b>No classes - ECHP324 Professional Experience</b>		
<b>Week 13</b> Monday 7/11	<b>Rethinking quality early childhood education as leaders and managers</b>  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](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](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/](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](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](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/)

## 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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

### 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

### Learning and teaching activity

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

## 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 Quizzes
- Leading a learning community
- Exam

### Learning and teaching activities

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

## 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 Quizzes
- Leading a learning community

## **Learning and teaching activities**

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

## **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
- 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 Quizzes
- Leading a learning community
- Exam

## **Learning and teaching activities**

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

## **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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## **Learning and teaching activities**

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

## **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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## **Assessment tasks**

- Study Guide Quizzes
- Leading a learning community

- Exam

## **Learning and teaching activities**

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

## **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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## **Assessment tasks**

- Study Guide Quizzes
- Leading a learning community
- Exam

## **Learning and teaching activities**

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

class each week

## 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
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Consider systems or political advocacy as a professional responsibility

### Assessment tasks

- Study Guide Quizzes
- Leading a learning community
- Exam

### Learning and teaching activities

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

## 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

## **Learning and teaching activities**

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

## **Changes from Previous Offering**

Some minor changes to update unit readings and assessment tasks.