



# ECED826

## Leading and Managing Early Childhood Settings

S1 External 2016

*Institute of Early Childhood*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	7
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convener

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Lecturer

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Mia Mia Child and Family Centre

Credit points

4

Prerequisites

[Admission to MTeach(Birth to Five Years) and (16cp from ECED or ECEX or ECHX units at 600 level) and (ECED820 or ECEX820 or ECHX820) and (ECED823 or ECEX823 or ECHX823) and (ECED824 or ECEX824 or ECHX824) and (ECED827 or ECEX827 or ECHX827)] or [admission to MEd or MIndigenousEd or MSpecEd]

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.

## 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.

### 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 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](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.

### **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 confidentiality 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
<a href="#">Assignment 1</a>	30%	See iLearn
<a href="#">Assignment 2</a>	20%	See iLearn
<a href="#">Assignment 3</a>	50%	See iLearn

### Assignment 1

Due: **See iLearn**

Weighting: **30%**

**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:

- 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.
- 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.

### 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:

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

## Assignment 3

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:

- 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.

## Delivery and Resources

### **IMPORTANT ACADEMIC ADVICE**

- It is recommended that this unit be taken in your final year of the Master of Teaching (Birth to Five Years) because the relevant policy content is subject to change each year.
- 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](mailto: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>).

All students are expected to visit the iLearn site for this unit each week so as to be up to date with announcements and postings and to communicate with peers enrolled in this unit.

## **DELIVERY**

### **Schedule of classes**

*All lectures (except for Week 1) will be pre-recorded and available via Echo, on the Unit's iLearn site. Students are expected to listen to lectures prior to their weekly tutorial (internal students) or on campus days (external students).*

### **On-campus days for external students**

External students must attend **two compulsory on-campus days on Saturday March 19 and May 21**. Both sessions will be held from 9am to 5pm in **X5B143**. Sessions run at the on-campus days will provide external students with the opportunity to clarify unit content, undertake activities that will enhance learning of the lecture material, and clarify expectations regarding assessments.

## **RESOURCES**

### **Required texts:**

Rodd, J. (2013)(4<sup>th</sup> Ed). *Leadership in early childhood: The pathway to professionalism*. Sydney: Allen & Unwin.

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

Students are required to purchase both texts as they will be used extensively throughout this unit. These texts can be purchased from the Co-op Bookshop on campus or <http://www.coop.co.m.au>

### **Highly recommended text:**



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

### **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](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](#).

## 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

### 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**

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

- Assignment 2
- Assignment 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**

- 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.
- 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**

- Assignment 1
- Assignment 2
- Assignment 3

## **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.
- 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.
- 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**

- Assignment 1
- Assignment 2
- Assignment 3

## **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

- 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.
- 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

- Assignment 1
- Assignment 3

## 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

- 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

- Assignment 2
- Assignment 3

## 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**

- 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**

- Assignment 2
- Assignment 3