# ECH 435

# Management and Leadership II: Building Learning Environments

S1 Day 2016

*Institute of Early Childhood*

# Contents

**Disclaimer**

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# General Information

Unit convenor and teaching staff
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X5B 358
by appointment (generally Tuesdays and Wednesdays)

Lecturer/tutor
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wendy.shepherd@mq.edu.au
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Tutor
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X5B 272
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Credit points
3

Prerequisites
ECH315 or (admission to GDipAdvStEc or GDipECTeach or GDipEarlyChildhood)

Corequisites

Co-badged status

Unit description
This unit examines early childhood settings through organisational evaluation and planning. A number of important concepts and debates raised in earlier units are considered in greater depth. The main focus of this unit is an examination and evaluation of theory and practice as it relates to the leadership responsibilities of early childhood educators in early childhood services and school contexts. This unit provides an orientation to high order management and leadership skills including strategic planning, negotiation and change management, advocacy, quality assurance and ethical practice, as well as marketing and business planning. Understanding the crucial role of effective communication as managers and leaders is central to this unit.

## 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:

Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.

Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.

Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.

Understand a range of skills and strategies necessary for leading change within early childhood settings.

Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.

Engage families and other community stakeholders in decision making and planning that promotes children's rights.

Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

# General Assessment Information

**Assessment presentation and submission**

Unless otherwise specified assignments will be submitted electronically via Turnitin.

_Some important things to note when submitting your assignment through Turnitin:_

- Ensure that your assignment is complete before submitting it
- Do <u>not</u> attach a coversheet to your assignment when using Turnitin
- 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.
- Submit to turnitin using either .doc or .pdf format
- You will be able to access your Turnitin originality report once you have submitted. You will also be allowed to resubmit multiple times up until the due date of the assignment. This allows you to make any necessary changes based on the originality report.
- Should your final assignment show evidence of possible plagiarism you will be contacted

by the Unit Co-ordinator via your student email and your assignment may be referred to the Faculty Student Discipline Committee for review.

**When preparing your assignments, it is essential that:**

- You 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 still 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 special consideration form accessible through ask.mq.edu.au and supported (e.g., a doctor's certificate 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.

**Referencing:**

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 Referencing Guide** on iLearn. All students will need to download this guide and use it as they prepare their assignment.

*Highly recommended text:*

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

**Grading of assessments:**

Assessment work completed in this unit will be awarded a grade according to the Macquarie University grading policy: (http://www.mq.edu.au/policy/docs/grading/policy.htm):

*HD:* *(high distinction = 85 –100%)* denotes work of exceptional quality as demonstrated by deep and critical understanding of the unit content, original and insightful analysis, and wide-ranging use of relevant literature.

*D:* *(distinction = 75 – 84%)* denotes work of superior quality as demonstrated by a high level of analytical thinking, logical argument, a demonstrated extensive knowledge of the topic, and broad use of relevant literature.

*C:* *(credit = 65 – 74%)* denotes work that is of good quality, displays evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes, demonstrated ability to organise the assignment effectively and sustain critical and analytical thinking in reference to relevant literature.

*P:* *(pass = 50 - 64%)* denotes work of satisfactory quality that demonstrates fundamental understanding of the topic, and demonstrated ability to adequately organise the assignment and express ideas clearly and coherently in relation to assigned readings.

*F:* *(Fail = 0 – 49%)* denotes that the student has failed to complete the requirements of the assignment. There is missing, partial, superficial or faulty understanding and application of fundamental concepts; missing, undeveloped, inappropriate or confusing argumentation; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

If an assignment is considered to be below passing standard, it will be re-assessed by another staff member on the unit; the agreed mark will be assigned. No failed assignment may be re-submitted.

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.

**IEC Unit Expectations:**

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

* Internal Students: Attend at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade

* External Students: Attend 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

# Assessment Tasks

| Name | Weighting | Due |
|---|---|---|
| Essay | 30% | Sunday 20th March |
| Business Communication | 35% | Sunday 1st May |
| Optional Exam or Case Study | 35% | Exam period/Friday 13th May |

## Essay

Due: **Sunday 20th March**
Weighting: **30%**

**Educational Leadership**

In this essay you will be required to demonstrate your understanding of the concept of educational (or pedagogical) leadership. You will have a choice of questions which will allow you to focus on either early childhood or school settings. Additional details are available in the unit Assessment Guide on iLearn.

On successful completion you will be able to:

• Demonstrate awareness of the theoretical underpinnings that guide the work of

contemporary leaders in diverse early childhood settings including schools and early childhood settings.

- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Business Communication

Due: **Sunday 1st May**
Weighting: **35%**

**Writing for the Web**

For this assignment you will develop a "mock" website for a fictional early childhood or school setting. You will also be required to provide a rationale for your design that explains what you are hoping to achieve in terms of content and overall "look and feel".

On successful completion you will be able to:

- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Engage families and other community stakeholders in decision making and planning that promotes children's rights.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Optional Exam or Case Study

Due: **Exam period/Friday 13th May**
Weighting: **35%**

**For your final assessment task you have the option of either an examination or a leadership case study:**

**1.5 hour exam (plus 10 minutes reading time)**

The exam will be based on a short case study. You will be asked to write one short essay and answer six short answer questions related to the case study. These will draw on content from across the unit.

**OR**

**Leadership Profile**

Interview the director of an early childhood setting or principal of a school. On the basis of your interview write a short profile article that would be suitable for publication in an informal early childhood journal such as "Rattler" or "Every Child". This article should highlight the complex nature of leadership in early childhood and school settings.

On successful completion you will be able to:
- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
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- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

# Delivery and Resources

**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

* Unit Readings Guide and Unit Assessment Guide

**REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

**Required texts:**

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

Students will access additional required readings from the library e-reserve or the unit ILearn page.

The following resources form part of the required reading. It is recommended that you download these documents at the beginning of semester as they are used regularly throughout the unit.

**Siraj-Blatchford, I. & and Manni, I. (2006).** *Effective leadership in the early years sector: The ELEYS study*. **London: Institute of Education, University of London.** *Available as a download on the Ilearn page.*

**Australian Children's Education and Care Quality Authority. (2011).** *Guide to the National Quality Standard.*

Please download from:

http://acecqa.gov.au/national-quality-framework/national-quality-standard/

**Additional resources**

The following texts may have been purchased in earlier IEC units. It is recommended that you use them to support your writing and referencing.

Grellier, J. & Goerke, V. (2010). *Communication skills Toolkit: Unlocking the secrets of tertiary success.* (2nd Ed.). South Melbourne: Thomson.

Perrin, R. (2009). *Pocket guide to APA style* (4th ed). Boston, USA: Wadsworth Cengage Learning.

The IEC Referencing Guide is available on the unit iLearn page. Accurate APA referencing is expected at the 400 level. Please use these guides to ensure professional presentation of your academic work.

Students are expected to read widely and draw on additional readings and materials to complete assessment tasks. A list of recommended readings and useful websites can be found on the unit iLearn page.

**STUDENTS SHOULD BRING COPIES OF THE WEEKLY READINGS ALONG WITH NOTES AND QUESTIONS TO CLASS AND TO THE ON-CAMPUS SESSIONS.**

**Allocation of student time to this unit:**

At Macquarie University, it is assumed that each credit point should involve approximately 3 hours study per week.

ECH435 is a 3 credit point unit. It is therefore expected that students dedicate approximately 9 hours per week to the coursework component of this unit. This includes independent study and time spent at tutorials / on-campus sessions and attending or listening to lectures.

The following provides an overview of how the total number of hours for the coursework component of this unit has been estimated to fit with your workload for the semester. The workload for this unit has been based on an allocation of hours: 9 hours per week x 13 number of weeks in the semester, plus independent study during the 2 week mid-semester break, which equals 135 hours.

| Activity | Hours Per Teaching Week | # weeks | Per Semester | Per Week |
|----------|-------------------------|---------|--------------|----------|
| Lecture | 1 | 10 | | 10.00 |

| Tutorials or on campus | 2 | 10 | | 20.00 |
|---|---|---|---|---|
| Preparation and reading | 3 | 10 | | 30.00 |
| Assignment 1 | | | 20 | 20.00 |
| Assignment 2 | | | 35 | 35.00 |
| Assignment 3 | | | 18 | 18.00 |
| **Total** | | | | **135.00** |

## CLASSES

**Timetable for ECH 435**

**Lecture:**        **Wednesday    9 - 10am    W5A T1**

**Tutorials:**     **Wednesday    12 - 2pm    X5B 138**

                         **Wednesday    2 - 4pm    X5B 138**

                         **Friday      1 - 3pm    X5B 138**

Lectures will be recorded and made available through the ECHO system on the iLearn page.

External students who wish to receive a CD of the lectures can request this through the Centre for Open Education (COE) via the following link: http://mq.edu.au/about_us/offices_and_units/centre_for_open_education/request_for_audio_cd/

**NB: There are no lectures (or tutorials) in Weeks 10, 11 or 12 due to ECHP323 & ECHP421 prac.**

**Internal students are required to attend weekly tutorials, commencing week 1.** These tutorials will be used to explore the readings and lecture content in more detail. There are no tutorials in weeks 10, 11 & 12 to allow for ECHP421 and ECHP 323 Professional Experience. Any students enrolled in ECHP222 must complete this unit externally. To be eligible for an overall passing grade internal students must attend at least 80% of scheduled tutorials.

*All students are expected to have listened to the weekly lecture and completed all assigned readings BEFORE tutorials or on-campus sessions.*

**External students** must attend the *compulsory on-campus days on Friday 22nd and Saturday 23rd April*. Time and room details will be posted on Unit iLean page closer to the on-

campus dates. Sessions run at the on-campus day will provide external students with the opportunity to clarify unit content and undertake activities similar to those covered in the tutorials for internal students.

***External students are expected to have listened to the weekly lectures and completed all assigned readings up to the date of the on-campus.***

### UNIT iLEARN PAGE

The unit ilearn page contains links to all of the lectures and readings required for this unit. In addition a discussion forum is provided. Internal and external students are expected to access the discussion forum for peer interaction, support and general questions directed to the unit coordinator. The unit coordinator will monitor the website regularly but the discussion board is essentially provided for students to talk with each other.  The logon for the web site can be found at: https://ilearn.mq.edu.au/login/MQ/

Ilearn is used to communicate general announcements and provide a forum for discussion about unit content.  A separate discussion forum will be set up for each assessment task.  This is where you can ask questions about specific assessment issues.  **All students are expected to visit this site regularly** (at least once each week) to keep up to date with announcements and postings, and to communicate with peers enrolled in this unit. It is expected that all postings made on iLearn will relate to the Unit and will be done respectfully and constructively.

### ELECTRONIC COMMUNICATION

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

* Dialogue function on iLearn

* Official MQ Student Email Address

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

# Unit Schedule

| Week 1 | **Introduction to the Unit and Introduction to Leadership** |
|---|---|
| week beginning 29/2 | This week will provide an overview of the unit as well as an introduction to theories of leadership and their application in early childhood education contexts |
| Week 2 | **Pedagogical Leadership** |
| week beginning 7/3 | This week we will explore the concept of pedagogical (or educational) leadership and its importance for outcomes for children. The specific role of the Educational Leader in the National Quality Framework will also be considered. |

| | | |
|---|---|---|
| **Week 3**<br><br>week beginning 14/3 | **Leading in the context of the NQS**<br><br>This week's lecture will consider leadership in early childhood settings with particular reference to the implementation of the EYLF and NQS. | |
| | | |
| | *ASSESSMENT ONE DUE: <u>Midnight Sunday 20th March</u>* | |
| | | |
| **Week 4**<br><br>week beginning 21/3 | **Business Planning and Financial Management**<br><br>No educational setting can be successful without a secure financial base. This week we will consider some of the important considerations in managing finances and planning for business success. | |
| **Week 5**<br><br>week beginning 28/3 | **Professional Communication**<br><br>Effective communication is a key requirement for teachers and leaders in educational settings. This week we will look at the different ways in which teachers are expected to communicate and how this can be done in a professional and effective manner. | |
| **Week 6**<br><br>week beginning 4/4 | **Leading Change**<br><br>This week we will examine organisational change and the key role played by EC and School leaders in driving and managing change in their settings | |
| | | |
| | **MID SEMESTER BREAK  Friday 8th April - Sunday 24th April**<br><br>**COMPULSORY ON-CAMPUS SESSIONS FOR EXTERNAL STUDENTS**:<br><br>*<u>Friday 22nd and Saturday 23rd April</u>* | |
| | | |
| **Week 7**<br><br>week beginning 25/4 | **Working with Others**<br><br>This week we will consider the leader's role in working with their team and how they can help to grow each team member's skills, confidence and abilities. | |
| | | |
| | **ASSESSMENT TWO DUE:** *<u>Midnight Sunday 1st May</u>* | |
| | | |
| **Week 8**<br><br>week beginning 2/5 | **Leading with Vision and Organisational Planning**<br><br>This week we consider the importance of organisational planning – bringing together a sound knowledge of early childhood pedagogy and your emerging understandings of leadership. | |

| Week 9 week beginning 9/5 | **Working with Families and Communities** This week we will look at the key role of leadership in the development and maintenance of relationships with families and communities. We will consider how services and leaders can develop strategies and approaches to engage with _all_ families and the local community in an effective and meaningful way. |
| --- | --- |
| | |
| | **ASSESSMENT THREE (Optional Leadership Profile) DUE**: _**Midnight Friday 13th May**_ |
| | |
| Weeks 10, 11 and 12 | **NO CLASSES - ECHP 421 and ECHP 323 Professional Experience** |
| Week 13 week beginning 6/6 | **Professional Growth and Career Planning** In this final week we will consider your continuing future professional growth as leaders in early childhood settings and schools. |
| | |
| | **ASSESSEMENT THREE (Optional Exam):** _During Examination Period 14/6 - 1/7. Exact time and date to be confirmed_ |

# 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

# 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 outcomes

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
- Engage families and other community stakeholders in decision making and planning that promotes children's rights.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

### Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# 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

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.

- Understand a range of skills and strategies necessary for leading change within early childhood settings.

- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.

- Engage families and other community stakeholders in decision making and planning that promotes children's rights.

- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Assessment tasks

- Essay

- Business Communication

- Optional Exam or Case Study

# 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

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.

- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.

- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.

- Understand a range of skills and strategies necessary for leading change within early childhood settings.

- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.

- Engage families and other community stakeholders in decision making and planning that promotes children's rights.

- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# 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

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
- Engage families and other community stakeholders in decision making and planning that promotes children's rights.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# 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

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
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- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# 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

- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# 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

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
- Engage families and other community stakeholders in decision making and planning that promotes children's rights.

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# 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

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
- Engage families and other community stakeholders in decision making and planning that promotes children's rights.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# 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 outcomes

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.
- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
- Engage families and other community stakeholders in decision making and planning that promotes children's rights.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

# Changes from Previous Offering

Unit content is similar to previous offerings of this unit however assessment tasks have been revised for this year.