



ECHE420

The Educational Leader

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> | 5 |
| <u>Delivery and Resources</u> | 7 |
| <u>Unit Schedule</u> | 8 |
| <u>Policies and Procedures</u> | 9 |
| <u>Graduate Capabilities</u> | 10 |

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General Information

Unit convenor and teaching staff

Sandra Cheeseman

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Credit points

3

Prerequisites

ECHP325 or ECHP499

Corequisites

Co-badged status

Unit description

This unit examines the theoretical and research influences relating to the role of Educational Leader in an early childhood setting. It draws on contemporary approaches to curriculum, pedagogy and assessment with a focus on effective pedagogies that contribute to enhanced learning outcomes for young children. Building on the pedagogical principles and practices of the Early Years Learning Framework (EYLF) the unit considers ways that educational leaders can promote thoughtful curriculum decisions that contribute to positive learning outcomes for young children. It analyses contemporary approaches to leadership and those that are understood to be most effective in early childhood settings – this includes an examination of models of distributed leadership.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Critically examine the theoretical and research evidence base that influences contemporary approaches to pedagogy, curriculum and assessment
2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
3. Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
4. Synthesise knowledge to develop internal policies and guidelines that respond to the

requirements of the NQS.

2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.

5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

General Assessment Information

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 will incur a lateness penalty.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the Disruption to Studies form accessible through ask.mq.edu.au under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness). Note that:

- Students MUST speak with the unit coordinator **prior to submitting their request through <https://ask.mq.edu.au>**
- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
- 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.

- 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.

Family and Children's Records at IEC

Some assessment tasks require students to submit records about families and about children and their learning. 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.

Assessment Tasks

| Name | Weighting | Due |
|---|-----------|--------------|
| Research Review | 45% | Weeks 3,5 &7 |
| Interview Educational Leader | 30% | 13 May |
| Professional Learning Project | 25% | 17 June |

Research Review

Due: **Weeks 3,5 &7**

Weighting: **45%**

Review of current research including discussion of implications for practice.

On successful completion you will be able to:

- 1. Critically examine the theoretical and research evidence base that influences contemporary approaches to pedagogy, curriculum and assessment
- 3. Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
- 4. Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.
- 5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

Interview Educational Leader

Due: **13 May**

Weighting: **30%**

Gain insight into the leaders role into the National Quality Standard process.

On successful completion you will be able to:

- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 3. Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
- 4. Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.
- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

Professional Learning Project

Due: **17 June**

Weighting: **25%**

Design a professional learning program

On successful completion you will be able to:

- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 4. Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.
- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

Delivery and Resources

Readings for this Unit

There is no compulsory text for this unit. Required readings will be provided either through the library reserve or on the iLearn page. Please refer to the reading list provided on the unit iLearn page.

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 & Assessments & 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: 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

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to ie.c@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

Lecture Schedule 2016

| Week | Topic | Readings |
|-----------|--|--|
| 1. Feb 29 | Leadership - authority vs power | Siraj Blatchford and Hallet (2014) Ch 9 Ren-Etta Sullivan (2003) Ch 2 |
| 2. Mar 7 | Why leadership matters in the early years. | Sylva et al 2010 Ch 6 |
| 3. Mar 14 | Historical Influences on contemporary practice | Tayler, Cleveland and Thorpe (2013) Johnson et al 92005) Ch 9 |
| 4. Mar 21 | The key work of the Educational Leader | Cheeseman (2015) Grieshaber (2010) |
| 5. Mar 28 | Evidence of learning - Part 1 | Chng (2015) NQS Standards 1 & 7 |
| 6. Apr 4 | Evidence of learning - Part 2 | Millikan and Giamminuti Ch 5 NQS Standards 1 & 7 |
| Apr 11 | Recess | |
| Apr 18 | Recess | |
| 7. Apr 25 | The Educational Leader in context | Fleet et al (2015) Cheeseman (2013) |
| 8. May 2 | Preparing for NQS Assessment and Rating (A&R). | Green & Bickley (2013) Black (2013) Cheeseman (2013) video |

| Week | Topic | Readings |
|---------------------------|---|--|
| 9. May 9 | After A&R sustaining a momentum for quality curriculum | File et al (2012) |
| 10 -12 16 May - 3 June | ECHP421 Prac | |
| 13. May 16 | Facing the challenges - parents, staff and expectations | Whitaker & Fiore (2016) Whitaker (2012) |
| | | |

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 outcome

- 4. Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.

Assessment task

- Professional Learning Project

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

- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 4. Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.

Assessment tasks

- Interview Educational Leader
- Professional Learning Project

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

- 3. Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
- 5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

Assessment task

- Professional Learning Project

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

- 1. Critically examine the theoretical and research evidence base that influences contemporary approaches to pedagogy, curriculum and assessment
- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 3. Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
- 4. Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.
- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

Assessment tasks

- Research Review
- Interview Educational Leader
- Professional Learning Project

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

- 1. Critically examine the theoretical and research evidence base that influences contemporary approaches to pedagogy, curriculum and assessment
- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.

- 5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

Assessment tasks

- Research Review
- Interview Educational Leader
- Professional Learning Project

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 outcome

- 4. Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.

Assessment tasks

- Research Review
- Interview Educational Leader
- Professional Learning Project

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

- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- 3. Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
- 2. Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.

- 5. Demonstrate critical reflection and use of current theory and research in justifying curriculum decisions for children from diverse backgrounds and abilities.

Assessment tasks

- Research Review
- Interview Educational Leader
- Professional Learning Project

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:

Assessment task

- Professional Learning Project

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:

Assessment task

- Professional Learning Project