



ECH 315

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

S2 Day 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment

Lecturer and Tutor

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Mia Mia Child and Family Study Centre

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Lecturer and Tutor

MS SUSAN READE

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Credit points

3

Prerequisites

(39cp at 100 level or above including ECH120 or ECHE120 or ACSH100) or (39cp at 100 level or above and admission to BTeach(ECS)) or admission to GDipECTeach)

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
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to 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 leading and 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
- Understand the importance that 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 policy advocacy as a professional responsibility

General Assessment Information

Your work in ECH315 will be assessed in 3 ways. Full details about each assignment is provided in the *Study Guide*.

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;
- 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.

When submitting your assignments for marking, please follow these guidelines:

- 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.
- Ensure all assignments are successfully submitted through turnitin.

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.

Final submissions, please note:

- Please check your assignment very carefully before you submit it for marking to ensure all components of the assignment have been completed.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time
- Do not contact unit staff asking them to check your submission.
- Late submissions due to last minute technical difficulty may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission.

Extensions and Late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: <https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are

reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Disruption to Studies

The University recognises that students may experience events or conditions that adversely affect their academic performance. The [Disruption to Studies policy](#) applies only to serious and unavoidable matters.

Assessment Tasks

Name	Weighting	Hurdle	Due
A#1:	30%	No	5 October
A#2:	30%	No	13 October
A#3:	40%	No	S2 Exam period

A#1:

Due: **5 October**

Weighting: **30%**

BLOG REFLECTIONS: Students are required to prepare blog postings in response to readings based questions specified in the Study Guide.

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
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards

- Be able to 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 leading and 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
- Understand the importance that 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 policy advocacy as a professional responsibility

A#2:

Due: **13 October**

Weighting: **30%**

LEADING A LEARNING COMMUNITY - Students elect to co-lead a tutorial (internal or on campus) in groups of 2-3 and support students' learning about one topic.

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
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
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- Consider systems or policy advocacy as a professional responsibility

A#3:

Due: **S2 Exam period**

Weighting: **40%**

This is a 3 hour written exam based on short-answer questions covering all unit content.

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
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
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- Consider systems or policy advocacy as a professional responsibility

Delivery and Resources

During the semester, staff may also 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.

Before commencing ECH315, please read this *Unit Outline* in conjunction with the *Study Guide* for this unit. The *Unit Outline* provides essential basic unit information and the *Study Guide* contains the full details about the unit including information about the Unit Schedule. It is your responsibility to ensure that you can understand all requirements, including attendance and

workload requirements, and assessment requirements.

TEACHING METHODS:

The content of this unit is delivered through a combination of lectures and tutorial tasks as described next.

All classes for this unit begin in **Session 2** in Week 1, **commencing Monday 31 July 2017**. This includes lectures and tutorials.

Internal students:

- **Lectures** are held on Mondays 12-1pm in T4 Theatre Building E7B
- **Tutorials** are held on Mondays and Wednesday as follows:
 - Mondays: 2-4pm in E4B 308; and 4-6pm in C5A 313
 - Wednesdays: 2-4pm in W6B 286; and 4-6pm in E5A 180

External students:

- **On-campus classes** will be held in Building X5B first floor – Rooms 138 and 143

ALL external students are expected to attend BOTH days. Please do not enrol in the external mode if you cannot attend on both of these days.

Activities completed during weekly tutorials (internal students) or on-campus days (external students) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

Specific information about the Weekly Schedule of classes and the Program for the two days of the on-campus are included in the *Study Guide*.

ATTENDANCE:

Attendance at all tutorials or on-campus days is expected.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

IMPORTANT:

If you are currently enrolled as a DAY/Internal student, and you are required to do a Professional Experience Placement which does not align with the ECH315 schedule, it is possible that you will miss more than 2 weeks of classes. Under the circumstances, it is strongly recommended that you enroll as an external student.

Note that credit points allocated to each Unit indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours;

thus, students are expected to spend approximately 9 hours per week studying ECH315. Study includes attending or listening to lectures, attending tutorials, completing set readings and background readings, completing assignments, and using the unit's iLearn site.

Independent study is strongly encouraged in ECH315.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

The workload hours for ECH315 are identified in the Table below.

No. timetabled hours	No. personal study hours	Total workload hours
<u>Internal Students:</u> 1 x 1 hour lecture plus 1 x 2 hour tutorial per week = 3 hours per week	6 hours per week	9 hours per week
<u>External Students:</u> 1 x 1 hour online lecture plus 2 x 7 hour days attendance at an on-campus session (tutorial equivalent)	6 hours per week	9 hours per week

Before attending weekly tutorials or the on-campus classes, students are expected to:

- read the set readings for each topic
- attend/listen to weekly lectures before completing blog tasks
- complete online activities as required

Web presence:

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/

Weekly access to *iLearn* is **compulsory** for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk: phone - 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to 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 leading and 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
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- Consider systems or policy advocacy as a professional responsibility

Assessment task

- A#2:

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

- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to 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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- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#2:
- A#3:

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 a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Understand the importance that 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 policy advocacy as a professional responsibility

Assessment task

- A#1:

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
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to 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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- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#1:
- A#2:

- A#3:

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
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to 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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- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#1:
- A#2:
- A#3:

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

- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to 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 leading and managing and leading ethically and professionally, with due regard for children's rights
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Assessment tasks

- A#2:
- A#3:

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

- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to 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 leading and managing and leading ethically and professionally, with due regard for children's rights
- Understand the importance that 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 policy advocacy as a professional responsibility

Assessment tasks

- A#1:
- A#2:

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
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
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- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#1:

- A#2:
- A#3: