



ECED826

Leading and Managing Early Childhood Settings

S1 External 2017

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff

Manjula Waniganayake

[iLearn Dialogue](#)

X5B 277

Credit points

4

Prerequisites

[Admission to MTeach(Birth to Five Years) and ECED600 and ECED601 and ECED602 and ECED603 and ECED820 and ECED823 and ECED824 and ECED827] or [admission to MEChild or MEdLead or MEd or MIndigenousEd or MSpecEd or PGCertSpEd]

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

Department of Educational Studies (EC) 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.*

Assignment 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.

- Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn), however, an extension will only be granted on 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

Department of Educational Studies (EC) 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 **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.

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	Hurdle	Due
<u>A#1 Leadership and the NQF</u>	30%	No	Friday 31 March 2017
<u>A#2 Reflecting Leading & Manag</u>	20%	No	Thursday 11 May 2017
<u>A#3 Leadership in action</u>	50%	No	Thursday 8 June 2017

A#1 Leadership and the NQF

Due: **Friday 31 March 2017**

Weighting: **30%**

Write an essay addressing two key questions as specified in the Assessments, Readings and Study Guide for 826.

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.

A#2 Reflecting Leading & Manag

Due: **Thursday 11 May 2017**

Weighting: **20%**

This assignment requires you to participate in the weekly discussions forum attached to each Topic. For each topic, there are 2-3 short answer questions designed to support your understanding of course readings and weekly topics, and stimulate reflection of your own knowledge and development as a future early childhood teacher and leader. Additional guidance is provided in the Assessment, Readings and Study Guide for 826.

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.

A#3 Leadership in action

Due: **Thursday 8 June 2017**

Weighting: **50%**

This assessment task requires you to analyse leadership enactment within an early childhood centre of your choice. Additional guidance is provided in the Assessment, Readings and Study

Guide for 826.

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

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 students responsibility to check all electronic communication on a regular weekly basis.

Resources

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

- Assessments, Readings & Study Guide
- Academic Honesty Handbook

****Withdrawing from this PG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to des.pg@mq.edu.au before doing so.

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

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

- A#2 Reflecting Leading & Manag
- A#3 Leadership in action

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

- A#1 Leadership and the NQF
- A#2 Reflecting Leading & Manag
- A#3 Leadership in action

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

- A#1 Leadership and the NQF
- A#2 Reflecting Leading & Manag
- A#3 Leadership in action

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

- A#1 Leadership and the NQF
- A#3 Leadership in action

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

- A#2 Reflecting Leading & Manag
- A#3 Leadership in action

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

- A#2 Reflecting Leading & Manag
- A#3 Leadership in action

Changes since First Published

Date	Description
03/ 03/ 2017	The assignment due dates had to be revised due to a clash with another unit. The new due dates are as follows: Assignment #1 - now due on Friday 31 March Assignment #3 - now due on Thursday 8 June No change to Assignment #2. A revised Assignments, Readings and Study Guide including these changes have also now been uploaded into iLearn.