ECHE420

The Educational Leader

S1 Day 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Lecturer
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By Appointment

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Credit points
3

Prerequisites
ECHP324 or ECHP325 or ECHP327 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:

> Critically examine the theoretical and research evidence base that influences contemporary approaches to pedagogy, curriculum and assessment

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

Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.

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

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

General Assessment Information

Assessment Presentation and 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
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

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.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or

misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- 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.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

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. 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.

Family and Children's Records at Department of Educational Studies (EC)

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 (2016) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the EC 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 confidentially 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.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor

HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Review	45%	No	See Assignment Guide
Interview Educational Leader	30%	No	29 April 9am
Professional Learning Project	25%	No	11 June 9am

Research Review

Due: **See Assignment Guide**
Weighting: **45%**

Review of current research including discussion of implications for practice. This assignment is submitted in three parts which build into a review of current research about the pedagogies that support young children's learning.

On successful completion you will be able to:

- Critically examine the theoretical and research evidence base that influences contemporary approaches to pedagogy, curriculum and assessment
- Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
- Synthesise knowledge to develop internal policies and guidelines that respond to the requirements of the NQS.
- 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: **29 April 9am**
Weighting: **30%**

Gain insight into the leaders role in working with staff teams and the National Quality Standard process. Interview an educational leader and report on their interpretation of their role.

On successful completion you will be able to:

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

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

- 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: **11 June 9am**
Weighting: **25%**

Design a professional learning program for a team of educators. Choose an area for strengthening pedagogic practices and develop a comprehensive PL plan that will engage and inspire your team.

On successful completion you will be able to:

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

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

- 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.

Relevant Documents

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

- *Unit Readings & Assessments Guide*

Electronic Communication

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

- *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.

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 ask.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 2018

Week	Topic	Readings
1. Feb 25	Educational Leadership - Overview of the Australian context. Vivi Botero-Lopez	Lifting Our Game Report Siraj Blatchford and Hallet (2014) Ch 9 Ren-Etta Sullivan (2003) Ch 2
2. Mar 4	Why leadership matters in the early years. Sandra Cheeseman	**Ass 1 A Reading ELEYS** Cheeseman (2019)
3. Mar 11	Historical Influences on contemporary practice Vivi Botero-Lopez	File et al (2012) Johnson et al (2005) Ch 9
4. Mar 18	Staff satisfaction and motivation. Catherine Jones	**Ass 1B - EC Matters** Sylva et al 2010 Ch 6 **Stremmel (2019)** Jones et al (2017)

Week	Topic	Readings
5. Mar 25	Evidence of learning Vivi Botero-Lopez	Chng (2015) NQS Standards 1 & 7
6. Apr 1	Growing staff - planning for professional learning Vivi Botero-Lopez	**Ass 1C Reading E4KIds** Cheeseman (2015)
7. Apr 8	The Key work of the Educational Leader in context Vanna Lockwood	Pascal & Bertram (2019) Fleet et al (2015) Cheeseman (2013)
Apr 15	Recess	On-Campus Day Wednesday 17th April 9am-4pm
Apr 26	Recess	
8. Apr 29	Preparing for NQS Assessment and Rating (A&R). Viviana Botero-Lopez	Green & Bickley (2013) Black (2013) Botero-Lopez, Lawson & Bennett (2014) Cheeseman (2013) video
9-11. May 6 - 24	ECHP425 Prac	
12. May 27	Facing the challenges - parents, staff and expectations Vivi Botero-Lopez	Whitaker & Fiore (2016) Whitaker (2012)
13. June 3	After A&R sustaining a momentum for quality curriculum Viviana Botero- Lopez	Millikan and Giamminuti Ch 5 NQS Standards 1 & 7

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) 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]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

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.

Unit Expectations

- 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

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

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

If you are a Global MBA student contact globalmba.support@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

- 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

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

- 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

- Demonstrate an advanced understanding of the role of the Educational Leader in relation to the NQF and in particular QA 1 and QA 7.
- 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

- Critically examine the theoretical and research evidence base that influences contemporary approaches to pedagogy, curriculum and assessment
- Analyse effective leadership and communication strategies that will contribute to meaningful curriculum decision making.
- Demonstrate an advanced understanding of the role of the Educational Leader in

relation to the NQF and in particular QA 1 and QA 7.

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

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

- 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

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

Changes since First Published

Date	Description
05/03/2019	Error in on-campus date has been corrected