



# ECH 435

## Management and Leadership II: Building Learning Environments

S1 External 2019

*Department of Educational Studies*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Coordinator

Dr Luke Touhill

Contact via iLearn dialogue

Mia Mia

by appointment

Tutor

Ms Susan Reade

Contact via iLearn dialogue

by appointment

Credit points

3

Prerequisites

ECH315

Corequisites

Co-badged status

Unit description

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

Understanding the crucial role of effective communication as managers and leaders is central to this unit.

## Important Academic Dates

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

## Learning Outcomes

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

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

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

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

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

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

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

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

## **General Assessment Information**

### **Department of Educational Studies 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
- It is the onus 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,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

**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.

**Criteria for awarding grades in the unit**

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.

**Assignment Extensions and Late Penalties**

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration 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 Special Considerations policy and are submitted via <https://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, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

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 remark 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 can not be re-submitted as they are all double-marked as a part of the moderation process.

### **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 available on iLearn.

The following guide can be purchased from the Co-op Bookshop:

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

### **Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://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.

## 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
<a href="#">Essay</a>	30%	No	Sunday 17th March
<a href="#">Business Communication</a>	35%	No	Friday 3rd May
<a href="#">Optional Exam or Case Study</a>	35%	No	Exam period/Monday 10th June

### Essay

Due: **Sunday 17th March**

Weighting: **30%**

#### Educational Leadership

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

On successful completion you will be able to:

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

quality assurance and ethical practice.

## Business Communication

Due: **Friday 3rd May**

Weighting: **35%**

### Writing for the Web

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

On successful completion you will be able to:

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

## Optional Exam or Case Study

Due: **Exam period/Monday 10th June**

Weighting: **35%**

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

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

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

**OR**

### Leadership Profile

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

On successful completion you will be able to:

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

childhood settings.

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



## Delivery and Resources

### Attendance for undergraduate units

Lectures and tutorials (for internal students) 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
- In order to be eligible for a passing grade, students must meet the following attendance requirements:

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

**External Students:** Participate in all on-campus sessions – punctuality is expected.

- All assessment tasks must be submitted

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

### Department of Educational Studies (EC) Relevant Documents

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

\* Academic Honesty Handbook

\* Unit Reading & Assessment Guides

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

#### Required texts:

**Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2017). *Leadership. Contexts complexities in early childhood education* (2<sup>nd</sup> Ed.). South Melbourne: Oxford University Press.**

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

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

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

**Australian Children's Education and Care Quality Authority. (2018). *Guide to the National Quality Framework, February 2018*.**

Please download from:

<https://www.acecqa.gov.au/sites/default/files/2018-01/Guide-to-the-NQF.pdf>

#### Additional resources

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

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

Perrin, R. (2015). *Pocket guide to APA style* (5th Ed.). Stamford, CT: Cengage Learning.

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

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

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

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

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

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

Activity	Hours Per Teaching Week	# weeks	Per Semester	Per Week
Lecture	1	10		10.00
Tutorials or on campus	2	10		20.00
Preparation and reading	3	10		30.00
Assignment 1			20	20.00
Assignment 2			35	35.00
Assignment 3			18	18.00
<b>Total</b>				<b>135.00</b>

**CLASSES**

**Timetable for ECH 435**

**Lecture: Tuesday 10 - 11 14 Sir Christopher Ondaatje Avenue T3 (a recording of the lecture will also be available each week via ECHO on iLearn)**

**Tutorials: Tuesday 11 - 1 29 Wallys Walk Rm 136 (Tutor: Luke Touhill)**

**Tuesday 1 - 3 12 Second Way Rm 307 (Tutor: Susan Reade)**

**NB: There are no lectures (or tutorials) in Weeks 9, 10 and 11 due to ECHP 425 prac**

**Internal students are required to attend weekly tutorials, commencing week 1.** These tutorials will be used to explore the readings and lecture content in more detail. There are no tutorials in weeks 9, 10 & 11 to allow for ECHP425 Professional Experience. To be eligible for an overall passing grade internal students must attend at least 80% of scheduled tutorials.

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

**External students** must attend the **compulsory on-campus days on Friday 26th and Saturday 27th April.** Time and room details will be posted on the Unit iLearn page closer to the on-campus dates. Sessions run at the on-campus day will provide external students with the opportunity to clarify unit content and undertake activities similar to those covered in the tutorials for internal students.

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

## UNIT ILEARN PAGE

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

iLearn is used to communicate general announcements and provide a forum for discussion about unit content. **All students are expected to visit this site regularly** (at least once each week) to keep up to date with announcements and postings, and to communicate with peers enrolled in this unit. It is expected that all postings made on iLearn will relate to the Unit and will be done respectfully and constructively.

## Unit Schedule

<b>Week 1</b>  week beginning 25/2	<b>Introduction to the Unit and Introduction to Leadership</b>  This week will provide an overview of the unit as well as an introduction to theories of leadership and their application in early childhood education contexts
<b>Week 2</b>  week beginning 4/3	<b>Pedagogical Leadership</b>  This week we will explore the concept of pedagogical (or educational) leadership and its importance for outcomes for children. The specific role of the Educational Leader in the National Quality Framework will also be considered.
<b>Week 3</b>  week beginning 11/3	<b>Leading in the context of the NQS</b>  This week's lecture will consider leadership in early childhood settings with particular reference to the implementation of the EYLF and NQS.

	<b>ASSESSMENT ONE DUE: <u>Midnight Sunday 17th March</u></b>
<b>Week 4</b>  week beginning 18/3	<b>Business Planning and Financial Management</b>  No educational setting can be successful without a secure financial base. This week we will consider some of the important considerations in managing finances and planning for business success.
<b>Week 5</b>  week beginning 25/3	<b>Professional Communication</b>  Effective communication is a key requirement for teachers and leaders in educational settings. This week we will look at the different ways in which teachers are expected to communicate and how this can be done in a professional and effective manner.
<b>Week 6</b>  week beginning 1/4	<b>Leading Change</b>  This week we will examine organisational change and the key role played by EC and School leaders in driving and managing change in their settings  <b>Please note</b> as Easter Monday falls during this week <u>there will be no tutorials in Week 6</u> . There will be a recorded lecture and a related task to undertake in preparation for Week 7.
<b>Week 7</b>  week beginning 8/4	<b>Working with Others</b>  This week we will consider the leader's role in working with their team and how they can help to grow each team member's skills, confidence and abilities.
	<b>MID SEMESTER BREAK Saturday 13th April - Sunday 28th April</b>  <b>COMPULSORY ON-CAMPUS SESSIONS FOR EXTERNAL STUDENTS:</b>  <b><u>Friday 26th and Saturday 27th April</u></b>
<b>Week 8</b>  week beginning 29/4	<b>Leading with Vision and Organisational Planning</b>  This week we consider the importance of organisational planning – bringing together a sound knowledge of early childhood pedagogy and your emerging understandings of leadership.
	<b>ASSESSMENT TWO DUE 2: <u>Midnight Friday 3rd May</u></b>
<b>Weeks 9, 10 &amp; 11</b>	<b>NO CLASSES - ECHP 425 Professional Experience</b>
<b>Week 12</b>  week beginning 27/5	<b>Working with Families and Communities</b>  This week we will look at the key role of leadership in the development and maintenance of relationships with families and communities. We will consider how services and leaders can develop strategies and approaches to engage with <u>all</u> families and the local community in an effective and meaningful way.
<b>Week 13</b>  week beginning 3/6	<b>Professional Growth and Career Planning</b>  In this final week we will consider your continuing future professional growth as leaders in early childhood settings and schools.

ASSESSMENT THREE (Optional Leadership Profile) DUE: <i>Midnight Monday 10th June</i>	
ASSESSMENT THREE (Optional Exam): <i>During Examination Period Exact time and date to be confirmed</i>	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Understand the role of strategic planning and the leader's role in planning and evaluating the organisation's operations.
- Reflect on planning for continuing professional learning for themselves and their team as

lifelong learners.

- Engage families and other community stakeholders in decision making and planning that promotes children's rights.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## **Assessment tasks**

- Essay
- Business Communication
- Optional Exam or Case Study

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Essay



- Business Communication
- Optional Exam or Case Study

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific

knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Essay
- Business Communication
- Optional Exam or Case Study

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

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

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

## **Assessment tasks**

- Essay
- Business Communication
- Optional Exam or Case Study

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Essay

- Business Communication
- Optional Exam or Case Study

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

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

## Assessment tasks

- Essay
- Business Communication
- Optional Exam or Case Study

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate awareness of the theoretical underpinnings that guide the work of contemporary leaders in diverse early childhood settings including schools and early childhood settings.
- Examine the role of communication within organisations and develop effective communication skills and strategies as early childhood leaders.
- Understand a range of skills and strategies necessary for leading change within early childhood settings.

- Reflect on planning for continuing professional learning for themselves and their team as lifelong learners.
- Engage families and other community stakeholders in decision making and planning that promotes children's rights.
- Enhance their understanding and application of professional standards in relation to quality assurance and ethical practice.

## **Assessment tasks**

- Essay
- Business Communication
- Optional Exam or Case Study

## **Changes from Previous Offering**

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

## **Changes since First Published**

<b>Date</b>	<b>Description</b>
15/02/2019	change to an incorrect assignment due date