



ECH 315

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

S2 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

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By appointment

Lecturer, Tutor and Marker

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Credit points

3

Prerequisites

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

Corequisites

Co-badged status

Unit description

This unit introduces students to the macro context in which they teach. Students will critically consider the socio-political context of early childhood education; management and governance structures of schools and prior-to-school settings; and the legal and professional accountabilities of early childhood teachers. From studying this unit students will develop foundational understandings of effective management and leadership, an awareness of their professional and legal responsibilities, skills in policy development, and critical understandings of children's rights and quality early childhood education.

Important Academic Dates

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

Learning Outcomes

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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions, assessment criteria and detailed assessment rubrics are provided via the **ECH315 Readings, Assessment and Other Resources (RAOR) document**, which is available on the iLearn site from Day 1 of Session 2.

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.e>

[du.au/](https://students.mq.edu.au/study/my-study-program/special-consideration). 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.

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.

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.

University policy on grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading 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.

<p>D (Distinction)</p>	<p>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.</p>
<p>Cr (Credit)</p>	<p>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>
<p>P (Pass).</p>	<p>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</p>
<p>F (Fail)</p>	<p>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.</p>

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.

- 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.

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 Department of Educational Studies, 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 (2017)** and on the **university's library website** at <https://libguides.mq.edu.au/referencing/APA> .

The following guide can be purchased from the Co-op Bookshop. This is a recommended text. A copy is also available in Reserve in the Library:

Perrin, R. (2017). *Pocket guide to APA style* (6th ed.). Boston, MA: Cengage Learning.

Assessment Tasks

Name	Weighting	Hurdle	Due
A#1	30%	No	4 October
A#2 - Part A	20%	No	Varies
A#2 - Part B	10%	No	Varies
A#3	35%	No	Exam Week
ASSET Survey	5%	No	Varies

A#1

Due: **4 October**

Weighting: **30%**

This assignment requires you to participate in the discussions forum attached to each week. For details see the Readings, Assessment and Other Resources document.

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision

play in the ways they and their school/early childhood setting engages with the socio-political and legal context

- Consider systems or policy advocacy as a professional responsibility

A#2 - Part A

Due: **Varies**

Weighting: **20%**

In this task you will be chairing a tutorial or on-campus session. For details see the Readings, Assessment and Other Resources document.

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

A#2 - Part B

Due: **Varies**

Weighting: **10%**

This task is based on reflecting on how your learning has progressed from the student led tutorial. For details see the Readings, Assessment and Other Resources document.

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

A#3

Due: **Exam Week**

Weighting: **35%**

This is a two hour examination based on the topics covered in this unit. For details see the Readings, Assessment and Other Resources document.

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities

- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

ASSET Survey

Due: **Varies**

Weighting: **5%**

Assessment: ASSET Survey

Due: Varies

Weighting: 5%

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. **Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.**

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add noreply@mq.edu.au and trigger@gemailsver.com to your email white list. If you have not received the email, please check your spam folder.

NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.

Participation marks will be uploaded **AFTER** the final date for completion for each part of the survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and an announcement will be made on iLearn when the participation marks are available.

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of “1” and noncompletion by a mark of “0”. If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a “HD” and noncompletion by a “F”.

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at des_research@mq.edu.au. When making enquiries please ensure that the following information is included in your email:

NAME (exactly as it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1: 1 September

Link: https://mq.edu.qualtrics.com/jfe/form/SV_4PDJMSYUSgAQPR3

Part 2: 15 September

Link: https://mq.edu.qualtrics.com/jfe/form/SV_0qrBNaduYCKwkF7

Part 3: 1 October

Link: https://mq.edu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ

Part 4: 15 October

Link: https://mq.edu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9

Part 5: 1 November

Link: https://mq.edu.qualtrics.com/jfe/form/SV_5tkfSGAHpxsklnv

ASSET Survey

On successful completion you will be able to:

- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children

Delivery and Resources

Readings

Full details about the required and recommended readings are provided in the Readings, Assessments and Other Resources document available in iLearn.

There is one prescribed textbook as noted below. Prescribed Textbook The following textbook has been set as the prescribed textbook for this unit and it is also going to be used as the prescribed text in ECH435. This book can be purchased from the Co-op Bookshop on campus or <http://www.coop.com.au>

- Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education*. (second edition) South Melbourne: Oxford University Press.

Reading and reflecting on your readings is an integral part of your study of ECH315. There is an expectation that students consult scholarly readings in this unit for all work completed in preparation for lectures, tutorials, on-campus classes and assignments.

Classes and attendance

All students are expected to:

- Attend and/or watch and listen to all lectures (note that there are both live and pre-recorded lectures; see unit schedule for details)
- Be familiar with relevant lectures and complete the specified reading preparation before their Tutorials (internal) or On Campus Session (external)
- Actively contribute to tutorials and/or online and on-campus session discussions
- Complete and submit all assignments.

Attendance at all internal seminars or on campus days is expected of all students enrolled in ECH315. Activities completed during seminars (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 ACECQA and the AITSL Graduate Teacher Standards.

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.

Internal students

To successfully complete the unit, internal students are expected to:

- **Attend or watch and listen to the lecture/s each teaching week; live lectures** will take place in **Thursday 9-10am in 09WW, 102 Theatre.**
- Attend, prepare for and actively participate in **one of the tutorial allocated to ECH315.** For details see the timetable or the Unit Schedule included in the Readings, Assessments and Other Resources document available in iLearn.

External students

In order to complete this unit, external students are expected to:

- watch and listen to all the lectures in the unit
- actively contribute to discussions online and at the on-campus session
- attend a **two-day compulsory on-campus session (OCS) on: Thursday 19 September**

2019 (in 29WW 134 and 136) and Friday 20 September 2019 (29WW 136 and 134) between 9am-5pm. Please do not enrol in the external mode if you cannot attend BOTH of these days.

Attendance at the on-campus sessions is compulsory. Punctuality is expected: please arrive on time in the correct tutorial room. If you foresee problems in attending all or part of the OCS, it is essential to let the Unit Convenor know as soon as possible as non-attendance can lead to exclusion from the Unit.

Technology

Student learning in this unit is supported by the unit's iLearn site.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.
- **Library databases:** You are required to use various research databases to locate sources for your assignments.

Using Turnitin

- *Turnitin* is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. A link to *Turnitin* is embedded in *iLearn*. You must submit your work to *Turnitin*.

Unit Schedule

ECH315 WEEKLY SCHEDULE - 2019		
Date	Topic and Lecturer	Essential Weekly Readings
Topic 1 1/8	Introduction to management & leadership	R1 - O'Connell, Hinze, Fox & Cole (2016) R2 - Waniganayake et al., (2017) Chapter 1
Topic 2 8/8	Socio-political contexts of EC settings and schools -	R3 - Gannicott (2016)

Topic 3 15/8	Management Structures	R4 - OECD (2017) Chapter 2 R5 - Waniganayake et al., (2017) Chapter 2
Topic 4* 22/8	Regulatory Environments for Schools	R6 – Duignan (2012) R7 - Polesel, Rice & Dulfer (2013)
Topic 5 29/8	Regulatory Environment for Prior-to-school Settings – Luke Tuohill and Susan Reade	R8 - Fenech, Giugni & Bown (2012) R9 – Waniganayake et al., (2017) Chapter 3
Topic 6* 05/9	Law I: Duty of Care, Negligence and Child Protection	R10 – Price-Robertson et al.(2014) R11 – Madden & Roberts (2012)
Topic 7* 12/9	Law II: Industrial Legislation	R12 - El Sayed (2017)
Monday 16 September – Friday 27 September: MU Recess – No internal classes		
On-Campus Sessions for External Students: Wednesday 18 and Thursday 19 September		
Topic 8 3/10	Children's Rights - Susan Reade	R13 – McDonald (2010)R14 - Fowler et al., (2016)
Assessment #1 – Blog Reflections – 4th October 2019		
Topic 9* 10/10	Rethinking ECE – role of educational leaders -	R15 – Waniganayake et al., (2017) Chapter 6 R16 – Sims, Waniganayake & Hadley (2017)
Monday 14 October – Friday 1 November: Professional Experience placements – no classes		
Topic 10 7/11	Policy Development – Manjula Waniganayake	R17 - Harris (2010)
Assessment #3 – during the official exam period for S2		

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.m](https://staff.m)

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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

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 outcomes

- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#2 - Part A
- A#2 - Part B
- A#3

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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#2 - Part A
- A#3
- ASSET Survey

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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate

- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#1
- A#2 - Part A
- A#2 - Part B
- A#3
- ASSET Survey

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management

structures, and the implications of each for teachers' organisational roles and responsibilities

- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#1
- A#2 - Part A
- A#2 - Part B
- A#3

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards

- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#1
- A#2 - Part A
- A#2 - Part B
- A#3
- ASSET Survey

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context

- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#2 - Part A
- ASSET Survey

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#2 - Part A
- A#2 - Part B
- ASSET Survey

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
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- Appreciate the impact of effective management and leadership on the provision of quality education for young children
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- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#1
- A#2 - Part A
- A#2 - Part B
- A#3

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

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Have developed a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers' organisational roles and responsibilities
- Be able to critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
- Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Understand the importance that a leader's professional values, judgement and vision play in the ways they and their school/early childhood setting engages with the socio-political and legal context
- Consider systems or policy advocacy as a professional responsibility

Assessment tasks

- A#2 - Part A
- A#3
- ASSET Survey

Changes since First Published

Date	Description
25/07/2019	Classroom number has been updated.
25/07/2019	This version has successfully updated the date.
25/07/2019	ASSET Survey has been included.