ECED826

Leading and Managing Early Childhood Settings

S1 Day 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
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Credit points
4

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

Corequisites

Co-badged status

Unit description

This unit aims to build students' capacity to lead and manage quality early childhood education settings. The unit critically examines the social, political and legal contexts within which early childhood education settings in Australia operate, and explores early childhood leadership theory. Students will investigate diverse management structures, regulatory and legislative frameworks, and the ethical and professional roles and responsibilities of early childhood teachers as leaders and managers.

Important Academic Dates

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

Learning Outcomes

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

1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.

2. Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate.

3. Demonstrate a strong understanding of leadership theories.

4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.

5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.

6. Demonstrate a commitment to managing and leading ethically and professionally.

7. Develop professional judgement and vision in relation to leading and managing early childhood settings.

8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

General Assessment Information

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 not been correctly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convener 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.

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 mark 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.

- **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.

Results

Results shown in iLearn, or released directly by your Unit Convener, 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#1 Leadership and the NQF	30%	No	Wednesday 27 March 2019

Name	Weighting	Hurdle	Due
A#2 Reflecting on Leading	20%	No	Friday 10 May 2019
A#3 Leadership in action	50%	No	Friday 7 June 2019

A#1 Leadership and the NQF

Due: **Wednesday 27 March 2019**
Weighting: **30%**

A 2000 word essay addressing two key questions related to the application of the NQF in early childhood settings.

On successful completion you will be able to:
- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

A#2 Reflecting on Leading

Due: **Friday 10 May 2019**
Weighting: **20%**

This assignment requires students to participate in the weekly discussions forum attached to each topic.

On successful completion you will be able to:
- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.

- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

A#3 Leadership in action

Due: **Friday 7 June 2019**
Weighting: **50%**

This assignment requires students to analyse leadership enactment within an early childhood centre of their choice.

On successful completion you will be able to:
- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 2. Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate.
- 3. Demonstrate a strong understanding of leadership theories.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Delivery and Resources

Electronic Communication

During semester time, academic staff involved in this unit may contact students using the following ways:

• Dialogue function on iLearn

• Official MQ Student Email Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Resources

The information in this Unit Guide must be read in conjunction with the Readings, Assessments and Study (RAS) Guide for ECED/X826, that

is available for downloading from iLearn.

Important note:

It is recommended that ECED/X 826 be taken in your final year of the Master of Teaching (Birth to Five Years) because it is assumed that you have some familiarity with EC settings in Australia. It is therefore essential to have completed the required pre-requisites for this unit, in particular ECED/X603.

Withdrawing from this Unit

If you are considering withdrawing from this unit, before you proceed, please seek academic advice by writing to https://ask.mq.edu.au because this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the Master of Teaching (Birth to Five Years) degree.

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 (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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://stu dents.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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment tasks

- A#2 Reflecting on Leading
- A#3 Leadership in action

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 2. Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings

operate.

- 3. Demonstrate a strong understanding of leadership theories.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment tasks

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

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment tasks

- A#1 Leadership and the NQF
- A#2 Reflecting on Leading

- A#3 Leadership in action

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.

- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.

- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment tasks

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

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.

- 6. Demonstrate a commitment to managing and leading ethically and professionally.

- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.

- 8. Reflect on their own knowledge and skill base and consider professional development

priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment tasks

- A#2 Reflecting on Leading
- A#3 Leadership in action

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment tasks

- A#2 Reflecting on Leading
- A#3 Leadership in action