ECED834

Organisation of Early Childhood Education

S1 External 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit Convener
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Credit points
4

Prerequisites
Admission to MEChild or MEdLead or GradCertEdS or GradCertIndigenousEd or MIndigenousEd

Corequisites

Co-badged status

Unit description
This unit is designed for those who are interested in specialising as early childhood leaders and managers. This unit enables the critical appraisal of the structural features of early childhood organisations in Australia. It involves the analysis of the socio-political contexts and structural forces influencing the management and leadership of early childhood organisations. As well as enabling students to deepen their understanding of governance, legislative and accountability requirements, this unit provides opportunities to research and explore in depth the challenges encountered by contemporary early childhood managers and leaders.

Important Academic Dates

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

Learning Outcomes

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

Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.

Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.

Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

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.

Please Note:

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

- 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 Website appraisal	20%	No	Wednesday 20 March 2019
A#2 Continuous Learning	20%	No	Wednesday 8 May 2019
A#3 Collective reflection	10%	No	Wednesday 22 May 2019
A#4 Understanding Leadership	50%	No	Wednesday 5 June 2019

A#1 Website appraisal

Due: **Wednesday 20 March 2019**
Weighting: **20%**

In this assignment, students will be assessing the usefulness of two websites relevant to their work as Educational Leaders in EC settings.

On successful completion you will be able to:

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

A#2 Continuous Learning

Due: **Wednesday 8 May 2019**
Weighting: **20%**

In this assignment, students are expected to develop a presentation on a topic of relevance to staff working in EC settings.

On successful completion you will be able to:

- Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- Research, evaluate, and synthesise learning derived from multiple sources to enhance

interactions with staff and families in Early Childhood organisations.

- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

A#3 Collective reflection

Due: **Wednesday 22 May 2019**
Weighting: **10%**

The aim of this assignment is to extend students' understandings through collaborative critical exploration of individual presentations.

On successful completion you will be able to:

- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

A#4 Understanding Leadership

Due: **Wednesday 5 June 2019**
Weighting: **50%**

In this essay, students consider the application of leadership knowledge and skills by reflecting on the practice wisdom of those recognised as leaders in a variety of contexts.

On successful completion you will be able to:

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Delivery and Resources

Electronic Communication

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

- Dialogue function on iLearn
- Official MQ Student Email Address

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

Resources

The information in this Unit Guide must be read in conjunction with the Readings, Assessments, & Study (RAS) Guide for ECED834 that is available for downloading from iLearn.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, before you proceed, please seek academic advice by writing to ask.mq.edu.au because this may impact on your progression in this course.

Policies and Procedures

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

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

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

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the

University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

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

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

- Demonstrate a sound knowledge and understanding of structural forces impacting on EC

leadership and management.

- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- A#1 Website appraisal

- A#2 Continuous Learning

- A#3 Collective reflection

- A#4 Understanding Leadership

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

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.

- Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.

- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.

- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- A#1 Website appraisal

- A#2 Continuous Learning

- A#4 Understanding Leadership

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

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Demonstrate a sound knowledge and understanding of structural forces impacting on EC leadership and management.
- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- A#3 Collective reflection
- A#4 Understanding Leadership

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

- Critically examine the historical and contemporary socio-political contexts impacting on the governance and provision of EC settings.
- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- A#1 Website appraisal
- A#2 Continuous Learning
- A#3 Collective reflection
- A#4 Understanding Leadership

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

- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- A#2 Continuous Learning
- A#3 Collective reflection
- A#4 Understanding Leadership

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

- Research, evaluate, and synthesise learning derived from multiple sources to enhance interactions with staff and families in Early Childhood organisations.
- Demonstrate a capacity for effective communication as competent early childhood leaders and managers.

Assessment tasks

- A#3 Collective reflection
- A#4 Understanding Leadership