



# ECHE3150

## Leading and Managing as Early Childhood Teachers

Session 2, Infrequent attendance, North Ryde 2020

*Macquarie School of Education*

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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.

#### **Notice**

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

Philip Li

[philip.li@mq.edu.au](mailto:philip.li@mq.edu.au)

Tutor and Marker

Susan Reade

[susan.reade@mq.edu.au](mailto:susan.reade@mq.edu.au)

Contact via Email

By appointment

Credit points

10

Prerequisites

(130cp at 1000 level or above including ECH120 or ECHE120 or ECHE1200 or ACSH100 or ACOM1001) or (130cp at 1000 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:

**ULO1:** Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate.

**ULO2:** Have developed a critical awareness of diverse early childhood and school

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

**ULO3:** Have a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards.

**ULO4:** Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities.

**ULO5:** Demonstrate a commitment to leading and managing and leading ethically and professionally, with due regard for children's rights.

**ULO6:** Appreciate the impact of effective management and leadership on the provision of quality education for young children.

**ULO7:** 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.

**ULO8:** Consider systems or policy advocacy as a professional responsibility.

## General Assessment Information

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 **ECHE3150 Readings, Assessment and Other Resources (RAOR) document**, which is available on the iLearn site.

### 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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

**Requesting a re-assessment of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7

days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

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

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

### **University policy on grading**

Criteria for awarding grades for assessment tasks

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

### **Descriptive Criteria for awarding grades in the unit**

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

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

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

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes

F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.
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### Withdrawing from this UG Unit

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

## 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 href="#"><u>BLOG REFLECTIONS</u></a>	30%	No	11/10/2020
<a href="#"><u>Leading a Learning Community</u></a>	30%	No	One week after presentation
<a href="#"><u>END OF SEMESTER EXAMINATION</u></a>	35%	No	Exam Period
<a href="#"><u>ASSET Survey</u></a>	5%	No	Varies

### BLOG REFLECTIONS

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **11/10/2020**

Weighting: **30%**

On the basis of these weekly postings, critically reflect on the key learnings that you have developed. In 600 words, explain how your knowledge and skills about management and leadership of educational settings have developed through your engagement in this unit. Ask

yourself, what have you learned that you think will be particularly useful to you as a leader or emerging leader in an early childhood setting? What, if anything, have you learned about yourself through your study of leadership in this unit? The three postings should help you to illustrate your learnings and emerging understanding of becoming an EC leader/manager. 600 words.

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.
- 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.

## Leading a Learning Community

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **One week after presentation**

Weighting: **30%**

Assessment #2 comprises of two parts: Part 1 – is based on a group COLLABORATION and Part 2 – is based on your INDIVIDUAL REFLECTIONS. The requirements for each part is specified separately. For Part 1, students may be allocated the same grade/mark as a group, or this could be varied depending on your participation/contribution. Peer assessment of the tutorial presentations will also be considered in determining your grade for Part 1. For Part 2, an individual grade/mark will be allocated on the basis of the 400 words submitted. 400 words.

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.
- 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.
- 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.

## END OF SEMESTER EXAMINATION

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Exam Period**

Weighting: **35%**

The final assessment task in ECH315 is a two hour written exam. The exam will include a series of multiple-choice and short answer questions and a short essay based on the topics covered in this Unit. You will be assessed on your ability to apply the material covered in the Unit to each of the scenarios, and your capacity to critically and thoughtfully meet your legal and professional accountabilities.

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.
- 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.

## ASSET Survey

Assessment Type **1**: Report

Indicative Time on Task **2**: 5 hours

Due: **Varies**

Weighting: **5%**

Completing the Annual Student Survey of Education for Teaching (ASSET) Survey is part of the assessment for this unit. The ASSET findings 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.

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.

<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## 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. 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 ECHE3150. 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.

### Key Australian website references:

Australian Centre for Grief and Bereavement <http://www.grief.org.au>

Australian Early Development Census <http://www.aedc.gov.au/>

Australian Human Rights Commission (Same sex entitlements) [http://www.humanrights.gov.au/human\\_rights/samesex/index.html](http://www.humanrights.gov.au/human_rights/samesex/index.html)

The Australian Institute of Family Studies: Child Family Community Australia (CFCA) <https://aifs.gov.au/cfca/>

The Australian Institute of Family Studies <https://aifs.gov.au/publications>

The Australian Institute of Aboriginal and Torres Strait Islander Studies <http://www.aiatsis.gov.au>

Grandparents as Parents <http://www.grandparentsasparents.com.au/>

Homelessness in Australia [www.homelessnessaustralia.org.au/](http://www.homelessnessaustralia.org.au/)

Making Multicultural Society for the 21<sup>st</sup> Century <http://www.multiculturalaustralia.edu.au/>

National Child Protection Clearinghouse publications <http://www.aifs.org.au/nch/pubs.html>

The Human Rights and Equal Opportunities Commission web site has some useful articles. <http://www.hreoc.gov.au>

The NSW Commission for children and young people web site. <http://www.kids.nsw.gov.au/>

Reconciliation Australia <http://www.shareourpride.org.au/>

Closing the Gap Report 2020: The annual report to Parliament on progress in Closing the Gap. see: <https://ctgreport.niaa.gov.au/>

Leske, R., Sarmardin, D., Woods, A., & Thorpe, K. (2015). What works and why? Early childhood professionals' perspectives on effective early childhood education and care services for Indigenous families. *Australasian Journal of Early Childhood*, 40(2), 109-118.

### **Information about the unit iLearn site**

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component.

Please check the iLearn unit regularly.

### **Lectures**

Weekly lectures are available on the web through the ECHO360 lecture component. There are no 'live' lectures. PowerPoint slides are available in the Active Learning Tool.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](http://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

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.

## Structure

The unit comprises a one-hour lectures and a two-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs and in iLearn. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

## Unit Schedule

The detailed unit schedule is provided via the **ECHE3150 Readings, Assessment and Other Resources (RAOR) document**, which is available on the iLearn site. Both internal and external students are invited to attend the online tutorials.

## 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.*)

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> 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://students.mq.edu.au/support/>

## Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## 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](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.

## Changes since First Published

Date	Description
15/07/2020	Tutor information.