EDST3160

Working as Early Childhood Centre Directors

Session 2, In person-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Convener
Tamara Cumming
tamara.cumming@mq.edu.au
Contact via Email
Room 217, 29 Wally's Walk
By appointment

Tutor
Carolyn Palmer
carolyn.palmer@mq.edu.au
Contact via Email
By appointment

Credit points
10

Prerequisites
(ECH315 OR ECHE3150 and admission to (BTeach(ECE))

Corequisites

Co-badged status

Unit description
This unit examines the work of early childhood centre directors in contemporary organisational settings. Building on knowledge and skills developed in ECHE3150, organisational practices in early childhood centres are considered in greater depth. Students learn about leading and managing in the pursuit of quality improvement, equity and justice for children and families from diverse backgrounds. This includes strategic planning, quality accreditation; strategies for collaborating with families and professionals; consideration of budgets and business planning; a focus on staff' well-being, and advocacy work. Central to this unit is an understanding of the crucial role of ethical code of conduct, social justice and effective communication in leading and managing early childhood settings.

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: Explain the theoretical underpinnings and national policies that guide the work of today's early childhood centre directors.

ULO2: Examine the role of communication within early childhood centres when working with parents, peers and other professionals.

ULO3: Promote continuous professional learning for themselves and their team as lifelong learners.

ULO4: Engage ethically with families and other community stakeholders in decision making and advocacy work that promotes children's rights.

ULO5: Build up a range of networking skills, communication skills and collaboration with other professionals involved with children and families.

ULO6: Strengthen their knowledge and critically reflective skills in applying professional standards as early childhood centre directors.

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 the correct file has been uploaded, that their submission has been successful, and that it 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. ● 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.

Late Assessment Submission Penalty Unless a Special Consideration request has been submitted and approved, a **5% penalty (of the total possible mark)** will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic. **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.

Grade	Descriptor
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.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this 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.

Results Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit as k.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Educational Leadership Essay	30%	No	19/08/2022
Leadership Profile	35%	No	30/09/2022
Business Communication	35%	No	04/11/2022

Educational Leadership Essay

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **19/08/2022**
Weighting: **30%**

In this essay you will be required to demonstrate your understanding of the concept of educational (or pedagogical) leadership. You will have a choice of questions which will allow you to focus on either early childhood or school settings. (2000 words)

On successful completion you will be able to:
- Explain the theoretical underpinnings and national policies that guide the work of today's early childhood centre directors.
- Engage ethically with families and other community stakeholders in decision making and advocacy work that promotes children's rights.
- Build up a range of networking skills, communication skills and collaboration with other professionals involved with children and families.
- Strengthen their knowledge and critically reflective skills in applying professional standards as early childhood centre directors.

Leadership Profile

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 30 hours
Due: **30/09/2022**
Weighting: **35%**

This assessment task is a leadership case study. The leadership profile involves interviewing an educational leader and writing a profile of that person with a focus on their experience of educational leadership.(Leadership Profile 1200 words)

On successful completion you will be able to:
- Explain the theoretical underpinnings and national policies that guide the work of today's early childhood centre directors.
- Examine the role of communication within early childhood centres when working with parents, peers and other professionals.
- Promote continuous professional learning for themselves and their team as lifelong learners.
- Engage ethically with families and other community stakeholders in decision making and advocacy work that promotes children's rights.
- Build up a range of networking skills, communication skills and collaboration with other professionals involved with children and families.
- Strengthen their knowledge and critically reflective skills in applying professional standards as early childhood centre directors.

Business Communication

Assessment Type [1]: Professional writing
Indicative Time on Task [2]: 40 hours
Due: **04/11/2022**
Weighting: **35%**

Prepare an advocacy plan

On successful completion you will be able to:

- Examine the role of communication within early childhood centres when working with parents, peers and other professionals.
- Engage ethically with families and other community stakeholders in decision making and advocacy work that promotes children's rights.
- Build up a range of networking skills, communication skills and collaboration with other professionals involved with children and families.
- Strengthen their knowledge and critically reflective skills in applying professional standards as early childhood centre directors.

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[1] 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.

[2] 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

Structure

The unit comprises one lecture (prerecorded) and one two-hour tutorial.

Required texts:

Kearns, K. (2021). *The Business of Child Care* (5th edn.). Cengage.

You can purchase a hardcopy textbook through Booktopia: https://www.booktopia.com.au/books-online/text-books/textbook-finder/cXC-p1.html

You can buy an e-book from Cengage direct. If you purchase through Cengage, use discount

code WOW10 to receive a 10% discount. https://au.cengage.com/c/the-business-of-child-care-5e-kearns/9780170445528/?searchIsbn=9780170445528

Students will access additional required readings from the Leganto link on the unit iLearn page.

Lectures Lectures will be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au - there are no synchronous lectures in this unit.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Tutorials (for weekday students) begin in Week 1 of Session.

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. Students are required to participate in small group activities, whole class discussion, and to read the weekly material in advance. Activities completed during weekly tutorials (weekday) or on campus days (infrequent) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

School of Education Relevant Documents The information in this Unit Guide must be read in conjunction with the following documents available for download from iLearn: • Academic Honesty Handbook • Unit Reading & Assessment Guides

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 infrequent students especially are encouraged to use this web component.

The unit iLearn page also contains a discussion forum. Weekday and infrequent students are expected to access the discussion forum for peer interaction, support and general questions directed to the unit coordinator. The unit coordinator will monitor the website regularly but the discussion board is essentially provided for students to talk with each other. The logon for the web site can be found at: https://ilearn.mq.edu.au/login/MQ/Ilearn is used to communicate general announcements and provide a forum for discussion about unit content. All students are expected to visit this site regularly (at least once each week) to keep up to date with announcements and postings, and to communicate with peers enrolled in this unit. It is expected that all postings made on iLearn will relate to the Unit and will be done respectfully and constructively.

Access and technical assistance Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. 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. 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.

Unit Schedule

A full schedule will be available in the Assessment Guide and on iLearn once session begins.

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

Weekday students: weekly in-person tutorials will be held on Mondays from 3-5pm in room 226, 12 Second Way.

*Infrequent student*s: on-campus days for this unit will be held on Saturday August 13 from 9am - 2pm, *AND* Saturday October 29 from 9am - 2pm. Room details will be posted on the Unit iLearn page closer to the on-campus dates. Sessions run at the on-campus day will provide infrequent students with the opportunity to clarify unit content and undertake activities similar to those covered in the tutorials for weekday students. They are essential to student engagement and learning and attendance on **both day**s is expected. Failure to attend, or to have an approved Special Consideration Request for nonattendance, may result in a Fail grade for the unit. Infrequent students are expected to have listened to the weekly lectures and completed all assigned readings up to the date of the on-campus days.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/su

pport/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.e du.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing an d maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by General Coursework Rules, and the Academic Progression Policy and is supported by the Inherent Requirements Framework. It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that

they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support

- Safety support to respond to bullying, harassment, sexual harassment and sexual assault

- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

Changes from Previous Offering

EDST 3160 was first offered in S2, 2022. It is based on and updates material previously covered in ECHE4350 in line with requirements of the Australian Children's Education and Care Quality Authority.

The 5 Rs Framework

The 5Rs Framework, developed by the Macquarie School of Education, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs Framework in the following important ways:

Reflexive: Assessment tasks one and two require you to reflect on the theoretical and practical aspects of the early childhood directors' role and consider how these aspects might inflect your own leadership.

Resilience: Assessment task three requires you to demonstrate your understandings of leadership in early childhood and what strategies will support ongoing resilience in these roles.