ECHE3150

Leading and Managing as Early Childhood Teachers

Session 1, Online-scheduled-weekday 2023

Macquarie School of Education

Contents

General Information

Unit convenor and teaching staff
Convener
Carolyn Palmer
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Contact via i-Learn

Credit points
10

Prerequisites
(130cp at 1000 level or above including ECH120 or ECHE120 or ECHE1200 or ACSH100 or ACOM1001 or ECHE2200) 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

Detailed assessment information and rubrics are posted on iLearn.

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/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.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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.

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 course progression.

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 ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Leading a Learning Community	50%	No	4/4/23
End of Semester Examination	50%	No	S1 Formal Examination period

Leading a Learning Community

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 45 hours
Due: **4/4/23**
Weighting: **50%**

This assessment 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. For Part 2, an individual grade/mark will be allocated on the basis of the 500 words submitted.

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.

End of Semester Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 45 hours
Due: **S1 Formal Examination period**
Weighting: **50%**

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.
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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

Required texts:

Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2017). *Leadership. Contexts, complexities in early childhood education (2nd Ed.).* Oxford University Press.

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. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Structure:

The unit comprises of one lecture (pre-recorded) and one two-hour tutorial.

Lectures

Lectures will be available through Echo in iLearn- there are no synchronous lectures in this unit. The Powerpoint slides for the lectures are also available in iLearn and are located in the Active Learning Tool.

Tutorials (Commence in Week 1 for weekday students)

All tutorials for this unit will be online on ZOOM. Students need to ensure they have appropriate technological access and tools to attend and engage in the tutorials. ZOOM links will be posted on the iLearn site.

In the tutorials, students will discuss issues and answer 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.

All students are expected to have listened to the weekly lecture and completed all assigned readings before their weekly tutorial or on-campus session.

Students are expected 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.

Infrequent students: on-campus days for this unit will be held on Friday 21/4/23 and Saturday 22/4/23.

Further information regarding the on-campus day will be posted on the Unit iLearn page closer to the dates. Sessions run at the on-campus days will provide students with the opportunity to clarify unit content and engage in activities similar to the tutorials for weekday students. Attendance at both on-campus days is expected and students will be presenting Part 1 of their assessment. **Failure to attend, or to have an approved Special Consideration Request for non-attendance, may result in a Fail grade for the unit.**

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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

A full schedule, including weekly readings will be available on iLearn once the session begins.

Topics that will be covered include:

Introduction to management and leadership

Socio-political context of ECE settings and schools

Management structures

Regulatory environment for schools

Law 1: Duty of care, negligence and child protection

Law 2: Industrial legislation

Children's rights

Re-thinking the role of educational leaders

Policy development

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/support/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.edu.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.

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

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. https://timetabl es.mq.edu.au/2023/

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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Infrequent Attendance Students

Information about the dates if the on-campus sessions can be found in the university timetable. https://timetables.mq.edu.au/2023/

- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

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 Advocacy provides independent advice on MQ policies, procedures, and processes

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.

5R's Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, 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:

In assessment task 1 you will engage in reflective practice regarding your participation in the collaborative activity, parts of which will mirror aspects of ecologies of learning you will experience in your teaching practice.

Responsive:

Through participation in the collaborative task for assessment 1, you will undertake relational practice with your peers. This will resemble the strengths and challenges of working in a team of professional colleagues which will be a key part of your teaching practice.