



EDST3160

Working as Early Childhood Centre Directors

Session 2, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	10
<u>5Rs Framework</u>	14

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General Information

Unit convenor and teaching staff

Convenor

Carolyn Palmer

carolyn.palmer@mq.edu.au

Contact via via iLearn

Wally's Walk 29, Room 348

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

- 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 clear 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.

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.

- **Withdrawing from this unit**

If you are considering withdrawing from this unit, please seek academic advice via <http://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 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.

- There are three assessments for this unit:
 - **Educational Leadership Essay**
 - Indicative Time on Task 1: 20 hours Due: 23/8/2023 by 23:55. 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. (1800 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**
 - Indicative Time on Task 2: 30 hours Due: 5/10/2023 by 23:55. 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.
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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**

- Indicative Time on Task 3: 40 hours Due: 05/11/2023 by 23:55. 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.

- Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

- If you need help with your assignment, please contact:

More detailed information about the assessment tasks can be found on the unit iLearn page.

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

FOR ALL ASSESSMENT TASKS

In relation to AI tools, such as, but not limited to ChatGPT. Students should take care with research conducted by AI, and instead use the set text, readings, and independent research from academic sources to inform their ideas. It is not acceptable to submit work generated by AI, and work submitted should not include content generated by third parties or artificial intelligence sources. Students are encouraged to keep records of their downloads, notes, and drafts as evidence of their research. Any student suspected of breaching this will be referred to the university academic integrity unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Educational Leadership Essay	30%	No	23:55 23/8/2023
Leadership Profile	35%	No	23:55 5/10/2023
Business Communication	35%	No	23:55 5/11/2023

Educational Leadership Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **23:55 23/8/2023**

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: **23:55 5/10/2023**

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: **23:55 5/11/2023**

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.

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 for internal students and 2 on-campus days for infrequent students.

Required texts: Kearns, K. (2021). *The Business of Child Care* (5th ed.). Cengage.

Students will access additional required readings from the Leganto link on the unit iLearn page, and engage in independent research. These are essential for successful completion of the assessments.

Lectures will be available through ECHO360 in iLearn from the following website link: <http://ilearn.mq.edu.au> - there are no synchronous lectures in this unit. Students are expected to watch all lectures.

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 (OCD's) 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. Failure to attend the OCD's may result in a Fail grade for this unit

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. The unit convenor will monitor the website regularly, but the discussion

board is essentially provided for students to talk with each other. 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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

The following topics will be explored in this unit:

1. Children's rights and social justice. The importance of effective leadership for ECEC.
2. Leading strategically with a vision and mission
3. Communication
4. Teamwork and complaints
5. Managing risk
6. Accreditation- Quality Improvement Plans (QIP)
7. Budgets and strategic planning
8. Managing change and community engagement
9. Networking with other professionals and Advocacy
10. Continuing professional development

Further information is available on the EDST3160 iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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 and 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.

Attendance for undergraduate units

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

Activities completed during weekly tutorials (internal/DAY) or on campus days (external/INFQ mode) 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 of 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.

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

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.

5Rs 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: 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 influence your own leadership.

Responsive: Unit content requires students to capitalise on various strategies required for effective leadership whilst considering the diverse contexts of each ECEC service.

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

Research engaged: Assessment tasks will be informed by a critical examination of research literature to provide an analysis of leadership styles, theory and the translation of this to practice.