ECHE8260
Leading and Managing Early Childhood Settings
Session 1, Online-scheduled-weekday 2024

Macquarie School of Education

Contents

General Information 2
Learning Outcomes 2
General Assessment Information 3
Assessment Tasks 5
Delivery and Resources 7
Unit Schedule 9
Policies and Procedures 9
The 5R's Framework 11

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.
General Information

Unit convenor and teaching staff
Convenor
Carolyn Palmer
carolyn.palmer@mq.edu.au
Contact via iLearn
Wally’s Walk 29, Room 348
Contact via iLearn for an appointment

Credit points
10

Prerequisites
[Admission to MTeach(0-5) and (40cp from ECED or ECHE units at 6000 level) and (40cp from ECED or ECHE units at 8000 level)] or [admission to MEd or GradCertIndigenousEd or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

Unit description
This unit aims to build students’ capacity to lead and manage quality early childhood education settings. The unit critically examines the social, political and legal contexts within which early childhood education settings in Australia operate, and explores early childhood leadership theory. Students will investigate diverse management structures, regulatory and legislative frameworks, and the ethical and professional roles and responsibilities of early childhood teachers as leaders and managers.

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 contexts within which early childhood settings operate.

ULO2: Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings
operate.

**ULO3**: Demonstrate a strong understanding of leadership theories.

**ULO4**: Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.

**ULO5**: Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.

**ULO6**: Demonstrate a commitment to managing and leading ethically and professionally.

**ULO7**: Develop professional judgement and vision in relation to leading and managing early childhood settings.

**ULO8**: Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre’s provision of quality early childhood education for young children.

**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](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](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. Turnitins plagiarism detection software is used to check all written assessments.

- Students can use Turnitins 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 marking scheme or 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 (PEx) 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.

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

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (High Distinction)</td>
<td>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.</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>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.</td>
</tr>
<tr>
<td>Cr (Credit)</td>
<td>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.</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>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</td>
</tr>
</tbody>
</table>
Withdraw 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 your course progression. The financial census date for semester one is 15/3/2024, and the final date to withdraw without academic penalty (Fail grade) is 28/4/24.

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 https://ask.mq.edu.au

Additional information:

Detailed assessment information for each task is available on the iLearn site. Please post questions regarding assessments in the assessment discussion forum on iLearn.

Students are required to submit their own work. Submissions should not include or report any content or ideas generated by third parties or artificial intelligence sources, including but not limited to ChatGPT.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: Leadership and the NQF</td>
<td>30%</td>
<td>No</td>
<td>by 23:55 on 24/3/24</td>
</tr>
<tr>
<td>Assessment Task 2: Reflecting on leading</td>
<td>20%</td>
<td>No</td>
<td>by 23:55 on 10/4/2024</td>
</tr>
<tr>
<td>Assessment Task 3: Leadership in action</td>
<td>50%</td>
<td>No</td>
<td>by 23:55 on 10/5/2024</td>
</tr>
</tbody>
</table>

Assessment Task 1: Leadership and the NQF

Assessment Type: Essay
Indicative Time on Task: 30 hours
Due: by 23:55 on 24/3/24
Weighting: 30%

An essay addressing two key questions related to the application of the NQF in early childhood
settings. 2000 words.

On successful completion you will be able to:

• Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
• Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
• Demonstrate a commitment to managing and leading ethically and professionally.
• Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment Task 2: Reflecting on leading

Assessment Type 1: Reflective Writing
Indicative Time on Task 2: 20 hours
Due: by 23:55 on 10/4/2024
Weighting: 20%

This assignment requires students to participate in the weekly discussions forum attached to each topic. 500 words.

On successful completion you will be able to:

• Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
• Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
• Develop professional judgement and vision in relation to leading and managing early childhood settings.
• Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment Task 3: Leadership in action

Assessment Type 1: Report
Indicative Time on Task 2: 40 hours
Due: by 23:55 on 10/5/2024
Weighting: 50%
This assignment requires students to analyse leadership enactment within an early childhood centre of their choice. 2500 words.

On successful completion you will be able to:

• Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
• Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate.
• Demonstrate a strong understanding of leadership theories.
• Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
• Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
• Demonstrate a commitment to managing and leading ethically and professionally.
• Develop professional judgement and vision in relation to leading and managing early childhood settings.
• Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

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**

The following text is the prescribed text for this unit and students are encouraged to source a copy.


The second edition (2017) can also be used. Additional readings will be included in the reading and assessment guide on iLearn and these are available in Leganto.
This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit. Students enrolled in online tutorials will need a functioning camera and microphone, and it is expected that cameras are turned on for the duration of the tutorial.

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 students enrolled in INFQ or online mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or 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 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

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit structure can be found in the university timetable https://students.mq.edu.au/study/enrolling/create-timetable 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. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The detailed weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.
Unit Schedule

A full schedule will be available on iLearn once the session begins. Topics that this unit will cover include:

- Social and political contexts of EC settings
- Theorising leadership and management in ECE
- Leading for quality
- Leading and managing in different EC management structures
- Communication and decision making
- Business planning and financial management
- Evaluation and strategic planning
- Advocacy and activism
- Building staff teams and networking

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 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.

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

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

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
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:** you will understand and critically engage with contexts of early childhood education settings, enabling you to consider how individual practice intersects with socio-political and legal contexts.

**Resilience:** by engaging with theories and standards informing leadership practices in early
childhood education you will build resilience as a future leader in the sector.

**Research engaged:** by undertaking independent research and understanding leadership theories you will be able to critically analyse early childhood leadership and management practice and develop professional judgement.