



EDST3160

Working as Early Childhood Centre Directors

Session 2, Online-scheduled-weekday 2024

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Convenor

Carolyn Palmer

carolyn.palmer@mq.edu.au

Contact via iLearn

WW25B, Level 6, Desk 15

Contact via iLearn for an 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). Please include a copy of your Special Consideration approval at the start of your submission.
- 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. Arial or Calibri font is preferred.
- 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 are permitted to upload and check the similarity of two draft submissions before a final paper is submitted.

- 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.

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 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 <https://ask.mq.edu.au>

Academic Integrity

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy. The use of AI tools, such as ChatGPT, should not be used to generate any part of a submitted assessment. Assessments should not include any content or ideas generated by third parties or artificial intelligence sources.

Assessment Tasks

Name	Weighting	Hurdle	Due
Educational Leadership Essay	30%	No	23:55 18/08/2024

Name	Weighting	Hurdle	Due
Business Communication	35%	No	23:55 13/09/2024
Leadership Profile	35%	No	23:55 03/11/2024

Educational Leadership Essay

Assessment Type **1**: Essay

Indicative Time on Task **2**: 20 hours

Due: **23:55 18/08/2024**

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.

Business Communication

Assessment Type **1**: Professional writing

Indicative Time on Task **2**: 40 hours

Due: **23:55 13/09/2024**

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.

Leadership Profile

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **23:55 03/11/2024**

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.

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

This unit has a full web presence through *iLearn*. The unit comprises one lecture (pre-recorded) and one online two-hour tutorial each week. Zoom links for the tutorial will be posted on the iLearn page and students must log in with their MQ student email. Attendance is expected and class rolls will be taken.

Students will need regular access to a computer and the Internet to complete this unit. As the weekly tutorial is online, all students are required to have working camera and microphone to actively participate in discussions, break out rooms and other activities. 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. The iLearn site for the unit will provide additional readings, links and materials.

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 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 and these should be completed before the weekly tutorial. Students will access additional required readings from the Leganto link on the unit iLearn page, and engage in independent research which is essential for the successful completion of the assessments. There is one required text in addition to the readings on Leganto.

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

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

Structure

The unit structure can be found in the university timetable [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

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, including readings and assessment information for this unit is available on the unit iLearn site.

Unit Schedule

EDST3160 S2 2024 Weekly schedule

Week starting:	Topic
22/7/2024	Introduction, leading for children's rights, equity, and social justice
29/7/2024	Leading strategically with a vision and a mission
5/8/2024	Interpersonal and workplace communication
12/8/2024	Creating and developing a team Assessment 1 due 18/8/2024
19/8/2024	Advocacy and activism in Early Childhood Education
26/8/2024	Managing risk, compliance, and critical incidents
2/9/2024	Collaborating with families AND Networking and working with other professionals
9/9/2024	Change management Assessment 2 due 13/9/2024
16/9/2024	MQ University Recess- no classes
23/9/2024	MQ University Recess- no classes

30/9/20224	Business planning and budgeting
7/10/2024	Public Holiday- No online tutorial. Weekly tasks will be set on iLearn.
14/10/2024	Community engagement AND Pursuing quality improvement and accreditation
21/10/2024	Continuing professional learning and development- Succession planning
28/10/2024	Creating environments for adults to learn and thrive Assessment 3 due 3/11/2024
4/11/2024	University Exam period
5/12/2024	S2 Results released

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 connect.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. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during weekly tutorials 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

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 coursespecific 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](#)
- [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 the [Service Connect Portal](#), 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.

Unit information based on version 2024.02 of the [Handbook](#)