ECH 315
Management and Leadership 1 - The Socio-Political Context of Teaching
S2 External 2013
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Marianne Fenech
marianne.fenech@mq.edu.au
Contact via marianne.fenech@mq.edu.au

Credit points
3

Prerequisites
(39cp including ECH120) or (39cp and admission to BTeach(ECS)) or (admission to GDipECTeach or GdipEarlyChildhood)

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://students.mq.edu.au/important-dates

Learning Outcomes

1. Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
2. Source information about government provisions intended to enhance the learning and wellbeing of young children and their families
3. Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers’ organisational roles and responsibilities
4. Develop a sound working knowledge of teachers' legal and professional accountabilities, as per federal and state government legislation and professional standards
5. Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
6. Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children’s rights
7. Appreciate the impact of effective management and leadership on the provision of quality education for young children
8. Critically reflect on the importance 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

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Study Guide Blogs</td>
<td>20%</td>
<td>Weekly submissions</td>
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<tr>
<td>Tutorial participation</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Provisions analysis</td>
<td>30%</td>
<td>September 3</td>
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<tr>
<td>Exam</td>
<td>40%</td>
<td>Exam period</td>
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Study Guide Blogs
Due: **Weekly submissions**
Weighting: **20%**

This assessment task requires students to complete weekly readings and post short answer responses to Study Guide questions for weeks 2-9 and 13 inclusive.

This Assessment Task relates to the following Learning Outcomes:
- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers’ organisational roles and responsibilities
- Develop a sound working knowledge of teachers’ legal and professional accountabilities, as per federal and state government legislation and professional standards
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- Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children’s rights
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**Tutorial participation**

Due: **Weekly**  
Weighting: 10%

Participation + chairing of one tutorial

This Assessment Task relates to the following Learning Outcomes:

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Source information about government provisions intended to enhance the learning and wellbeing of young children and their families
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**Provisions analysis**

Due: **September 3**  
Weighting: 30%
Analysis of school and ECE provisions in one suburb

This Assessment Task relates to the following Learning Outcomes:

• Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate

• Source information about government provisions intended to enhance the learning and wellbeing of young children and their families

• Develop a critical awareness of diverse early childhood and school management structures, and the implications of each for teachers’ organisational roles and responsibilities

• Appreciate the impact of effective management and leadership on the provision of quality education for young children

• Critically reflect on the importance 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

Exam

Due: Exam period

Weighting: 40%

8 short answer questions

This Assessment Task relates to the following Learning Outcomes:

• Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate

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**Delivery and Resources**

Lectures: in weeks 1-9 and week 13. Wednesday 11-12pm, C5C 203.

Weekly tutorials in weeks 1-9 and week 13.

On campus Sep 19 and 20.

**Unit Schedule**

Topics covered in this unit are:

- **Introduction to Management & Leadership**
- **Socio-political context of EC settings**
- **Management Structures**
- **Policy development**
- **Law I: Employment and industrial legislation**
- **Law II: Child protection**
- **Children’s rights**
- **Regulatory environment specific to ECE services**
- **Regulatory environment specific to schools**
- **Professional leadership: Quality, ethics, and advocacy**

**Learning and Teaching Activities**

Weekly tutorials

Active discussion of lecture and readings

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

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Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

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Unit guide  ECH 315 Management and Leadership 1 - The Socio-Political Context of Teaching

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In addition, a number of other policies can be found in the **Learning and Teaching Category** of Policy Central.
Learning outcomes

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- Appreciate the impact of effective management and leadership on the provision of quality education for young children
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Assessment tasks

- Study Guide Blogs
- Provisions analysis
- Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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within which schools and early childhood settings operate
  • Source information about government provisions intended to enhance the learning and wellbeing of young children and their families
  • Develop 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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  • Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children’s rights

Assessment tasks
  • Study Guide Blogs
  • Provisions analysis
  • Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systematically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes
  • Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
  • Source information about government provisions intended to enhance the learning and wellbeing of young children and their families
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**Assessment tasks**

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**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
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**Assessment tasks**

- Study Guide Blogs
Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities
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Assessment tasks

- Study Guide Blogs
- Provisions analysis
- Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Source information about government provisions intended to enhance the learning and
wellbeing of young children and their families
• Develop 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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• Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

• Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
• Source information about government provisions intended to enhance the learning and wellbeing of young children and their families
• Develop 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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Assessment tasks
• Study Guide Blogs
• Provisions analysis
• Exam

Socially and Environmentally Active and Responsible
We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes
• Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
• Source information about government provisions intended to enhance the learning and wellbeing of young children and their families
• Appreciate the impact of effective management and leadership on the provision of quality education for young children
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Commitment to Continuous Learning
Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships
with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

**Learning outcomes**

- Understand and critically engage with the ever changing socio-political and legal context within which schools and early childhood settings operate
- Appreciate the impact of effective management and leadership on the provision of quality education for young children
- Critically reflect on the importance 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

**Assessment tasks**

- Study Guide Blogs
- Provisions analysis
- Exam