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

<table>
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<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Marianne Fenech</td>
</tr>
<tr>
<td><a href="mailto:marianne.fenech@mq.edu.au">marianne.fenech@mq.edu.au</a></td>
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<tr>
<td>Contact via <a href="mailto:marianne.fenech@mq.edu.au">marianne.fenech@mq.edu.au</a></td>
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<tr>
<td>Credit points</td>
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<tr>
<td>3</td>
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<tr>
<td>Prerequisites</td>
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<tr>
<td>(39cp including ECH120) or (39cp and admission to BTeach(ECS)) or (admission to GDipECTeach or GdipEarlyChildhood)</td>
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<td>Corequisites</td>
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<td>Co-badged status</td>
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### 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](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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<tbody>
<tr>
<td>Study Guide Blogs</td>
<td>20%</td>
<td>Weekly submissions</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Provisions analysis</td>
<td>30%</td>
<td>September 3</td>
</tr>
<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
- Critique organisational policies, and understand how centre/school policies play a critical role in supporting teachers to meet their legal and professional accountabilities

https://unitguides.mq.edu.au/unit_offerings/33843/unit_guide/print
role in supporting teachers to meet their legal and professional accountabilities

- Demonstrate a commitment to 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
- 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

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
- 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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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
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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. Students should be aware of the following policies in particular with regard to Learning and Teaching:
Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html
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:
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
• 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

• 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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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 systemically 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
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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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• Demonstrate a commitment to managing and leading ethically and professionally, with due regard for children’s rights

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

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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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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
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• 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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• Study Guide Blogs
• Provisions analysis
• Exam

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

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- Study Guide Blogs
- Provisions analysis
- Exam