



ECED826

Leading and Managing Early Childhood Settings

S1 External 2018

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Changes since First Published</u>	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

Unit Convener

Manjula Waniganayake

manjula.waniganayake@mq.edu.au

Contact via iLearn

Room 277 in 29 Wally Walk

By appointment

Lecturer/tutor

Susan Reade

susan.reade@mq.edu.au

Contact via iLearn

Casual marker

Andrea McFarlane

andrea.mcfarlane@mq.edu.au

Contact via iLearn

Credit points

4

Prerequisites

[Admission to MTeach(Birth to Five Years) and ECED600 and ECED601 and ECED602 and ECED603 and ECED820 and ECED823 and ECED824 and ECED827] or [admission to MEChild or MEd or MIndigenousEd or MSpecEd or PGCertSpEd or GradCertEdS]

Corequisites

Co-badged status

ECHX826 - Leading and Managing Early Childhood

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:

1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
2. 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.
3. Demonstrate a strong understanding of leadership theories.
4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
6. Demonstrate a commitment to managing and leading ethically and professionally.
7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
8. 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 Tasks

Name	Weighting	Hurdle	Due
A#1 Leadership and the NQF	30%	No	Wednesday 28 March 2018
A#2 Reflecting on Leading	20%	No	Friday 11 May 2018
A#3 Leadership in action	50%	No	Friday 8 June 2018

A#1 Leadership and the NQF

Due: **Wednesday 28 March 2018**

Weighting: **30%**

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

On successful completion you will be able to:

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 8. 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.

A#2 Reflecting on Leading

Due: **Friday 11 May 2018**

Weighting: **20%**

This assignment requires students to participate in the weekly discussions forum attached to each topic being examine in this unit.

On successful completion you will be able to:

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. 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.

A#3 Leadership in action

Due: **Friday 8 June 2018**

Weighting: **50%**

This assignment requires you to analyse leadership enactment within an early childhood centre

of your choice.

On successful completion you will be able to:

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 2. 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.
- 3. Demonstrate a strong understanding of leadership theories.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. 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.

Delivery and Resources

Electronic Communication

During semester time, staff may contact students using the following ways:

- Dialogue function on iLearn
- Official MQ Student Email Address

It is the students responsibility to check all electronic communication on a regular weekly basis.

Resources

The information in this Unit Guide must be read in conjunction with the *Assessment, Readings and Study Guide* for ECEDX826, that is available for download from iLearn.

Important note:

It is recommended that ECED/X 826 be taken in your final year of the Master of Teaching (Birth to Five Years) because it is assumed that you have some familiarity with EC settings. It is therefore essential to have completed the required pre-requisites for this unit, in particular ECED/X603.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, before you proceed, please seek academic advice by writing to ask.mq.edu.au, because this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the Master of Teaching (Birth to Five Years) degree.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

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](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. 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 tasks

- A#2 Reflecting on Leading
- A#3 Leadership in action

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 2. 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.
- 3. Demonstrate a strong understanding of leadership theories.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 8. 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 tasks

- A#1 Leadership and the NQF
- A#2 Reflecting on Leading
- A#3 Leadership in action

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- 1. Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 8. 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 tasks

- A#1 Leadership and the NQF
- A#2 Reflecting on Leading
- A#3 Leadership in action

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 8. 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 tasks

- A#1 Leadership and the NQF
- A#3 Leadership in action

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. 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 tasks

- A#2 Reflecting on Leading
- A#3 Leadership in action

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- 4. Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- 5. Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- 6. Demonstrate a commitment to managing and leading ethically and professionally.
- 7. Develop professional judgement and vision in relation to leading and managing early childhood settings.
- 8. 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 tasks

- A#2 Reflecting on Leading
- A#3 Leadership in action

Changes since First Published

Date	Description
20/02/2018	Assignment due date for A#2 and A#3 was changed.