



# EDEC11028 Leadership, Advocacy and Management in Early Childhood

## Term 1 - 2020

Profile information current as at 26/04/2024 03:27 pm

All details in this unit profile for EDEC11028 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### Corrections

Unit Profile Correction added on 19-04-20

While **you cannot implement a planned event due to the COVID 19 requirements**, you will complete a modified assessment task for Assessment Task 2. This is situated within a life-like context.

Completion of this task requires the application of leadership and management knowledge, skills and dispositions and the application of professional ethics and responsibilities in a life-like context. Also applied is an in-depth understanding of the principles and practices to which early childhood recognises as central for young children, their learning and their wellbeing.

Using the guiding values of Early Childhood Australia and the principles and practices of the Early Years Learning Framework, you are to plan a community event. This event is planned to raise the profile of early childhood, young children and their families. Your plan must consider relevant Early Childhood Australia and Early Years Learning Framework priorities. Additionally, to support your planning, you are required to examine the Australian Early Development Census (AEDC) data for the area where you are located. The AEDC data is collected across the following domains: physical health and well-being, social competence, emotional maturity, language and cognitive skills (school-based), communication skills and general knowledge. As you plan, carefully consider how this AEDC data may impact the decisions you make, particularly what you privilege and thus highlight as important for children. Also driving your planning is the focus of Under Eights Week 2020: Play, Playfulness and Engaged Learners.

As part of this process you will identify and examine:

- The goals and visions for the venture/event - these goals/vision will help to guide the decisions that you make
- How you will work as a member of a team (this requires collaboration)
- Legal and ethical considerations required for the venture
- Time management strategies that will need to be enacted
- The strategic plan to ensure the venture reflects the ECA, EYLF and AEDC priorities/needs
- A proposed budget that considers how you might garner financial support for the event
- How you will manage risk - include a risk management form

- How you will garner support and link/collaborate with other organisations in the local area (you may need to find out what organisations work with children/families are within your area)

You/your group must document this planning and make links to relevant literature. At a minimum, we would be expecting to see you link to the literature pertaining to teams, time management, conflict management considerations, leadership and strategic planning.

### **Documenting the plan.**

Begin with a brainstorm/mindmap using the theme for Under Eights Week. Use this to help you 'vision' your venture.

Components	Guiding questions
Values and principles of ECA/EYLF	<p>What are the values and principles of ECA/EYLF relevant to your planned event?</p> <p>How might these guide how you work and what is privileged within the event?</p>
Australian Early Development Census	<p>What does the AEDC data tell you about the strengths of the local area and the needs that need to be addressed?</p> <p>How might these guide how you work and what is privileged within the event?</p>
Under Eights Week 2020: Play, Playfulness and Engaged Learners.	<p>What information is important to consider about Play, Playfulness and Engaged Learners? Brainstorm the topic and research the topic. Perhaps highlight important features of play and how it supports engaged learners and the part of playful adults.</p>
The goals and visions for your small group - these goals/vision will help to guide the decisions that you make	<p>Develop goals /vision for your venture. These can act as a way to ensure that the decisions that you make in planning this venture align with your original intent.</p>
How you will work as a member of a team (this requires collaboration)? Remember that you may be working with a multidisciplinary team within the early childhood context	<p>Record protocols/principles that will guide how you will work as a member of a team and how you will support the development of a team?</p>
Legal and ethical considerations required for the venture	<p>All ventures (whether they run inside the school/centre or outside the service) need to ensure that they have considered legal requirements. This might include insurance etc. Please list matters that might need to be considered? In addition, consider how the Code of Ethics might be useful in your thinking.</p>

Time management strategies that will need to be enacted

How will you manage your time as you plan and implement a venture?

A strategic plan (though short term) to ensure the venture reflects the ECA, EYLF and AEDC priorities/needs

Construct a time line that shows what needs to occur each week to ensure that the venture is implemented. Keep the vision and goals in mind as you develop this plan.

A proposed budget

Consider the components of the venture. What elements require funding. (You will be provided with a budget template)

Risk management

Consider the risks associated with the venture. Construct a risk assessment. (A template will be provided for you).

How you will garner support and link/collaborate with other organisations in the local area (you may need to find out what organisations that work with children/families within your area)

Look within your local area and identify the organisations that work with children/families within your area

Given that you cannot implement the event because of COVID 19 regulations, you are required to build a WIKI or similar that 'speaks up'/advocates for children. The topic / theme for advocacy needs to reflect the priorities of ECA, the EYLF and, if possible, the theme for Under Eights Week 2020. You may decide to use some of the research that you accessed pertaining to play to support the development of your WIKI. Additionally, you may draw on recent reports such as the First One Thousand Days.

## General Information

### Overview

In this unit, you will recognise leadership as a socio-cultural construct that is a professional capability expected of early childhood professionals and crucial for ensuring quality learning outcomes for children, the development of integrated services within communities, the ongoing growth of the profession and the thoughtful enactment of policy. You will examine the multiple ways in which leadership is theorised with a particular focus on self-leadership, pedagogical leadership, community leadership, distributed leadership and intentional leadership. Additionally, you will examine leadership as encompassing moral and ethical behaviour, advocacy for children's rights and a commitment to principles of equity and social justice and show understandings of how policy contexts, including legislative frameworks, shape the work of early childhood education leaders. Theoretical tools, engaging with professional networks and the broader community, a disposition to embrace the principles of leadership and practical skills in leadership and management are applied as you deliver a community venture that advocates for young children and their families within the local community and contributes to building social capital.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2020

- Online
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 60%

#### 2. **Practical and Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Unit evaluation

**Feedback**

Assessment Timing.

**Recommendation**

Assessment due dates will be reviewed.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Access, evaluate and report on professional literature, policy and research findings to identify core values and challenges in the field that underpin the need for leadership and professional growth for early childhood educators
2. Identify resources to support the development of leadership capabilities for self and others in the field of early childhood education
3. Identify and engage with professional ethics and responsibilities to demonstrate emerging leadership capabilities
4. Identify and apply knowledge of the relevant legislative considerations when leading a community venture that involves children
5. Apply appropriate and respectful strategies to communicate with parents and families and professional community partners to facilitate the implementation of a community venture
6. Provide a rationale for the organisation of the community venture based on research into young children's learning.

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus area of:**

- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Additionally, this unit contributes specifically to three curriculum areas specified by ACECQA. This includes: Family and community contexts: developing community partnerships Early Childhood Professional Practice: leadership, management and administration, professional identity and development, advocacy, research History and philosophy of early childhood: ethics and professional practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•			•	•
2 - Problem Solving			•	•	•	
3 - Critical Thinking		•				
4 - Information Literacy	•	•		•		•
5 - Team Work			•			
6 - Information Technology Competence						
7 - Cross Cultural Competence			•		•	
8 - Ethical practice			•		•	
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 60%	•	•	•	•						
2 - Practical and Written Assessment - 40%	•	•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

EDEC11028

#### Prescribed

#### **Leadership Contexts and Complexities in Early Childhood Education**

Edition: 2 nd (2017)

Authors: Waniganayake, M; Cheeseman, S; Fenech, M; Hadley, F & Wendy Shepherd

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780190309367

Binding: Paperback

#### **Additional Textbook Information**

Copies can be purchased from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Gillian Busch** Unit Coordinator

[g.busch@cqu.edu.au](mailto:g.busch@cqu.edu.au)

## Schedule

### **Week 1 - Professionalism throughout history - 09 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Early childhood professionalism.</b> <ul style="list-style-type: none"><li>• Historical overview of early childhood</li><li>• The implications of a feminised profession</li><li>• Professional judgement and behaviours</li></ul>	<b>Moodle topic readings.</b>	

### **Week 2 - What is leadership, advocacy and management? - 16 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Introduction to Leadership, Advocacy and Management.**

- Definition of terms.
- Conceptualising early childhood leadership.
- Contexts and forms of leadership.

**Recommended text:** Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F. & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education*. Melbourne: Oxford University Press.  
Recommended text: Chapter 1

**Week 3 - Influences on practice - 23 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>The influence of EC leadership on quality practice, governance and policy.</b> <ul style="list-style-type: none"><li>• What is quality practice?</li><li>• The influence of governance and policy in the Australian context</li><li>• The role of the NQS, AITSL</li></ul>	Recommended text: Chapter 3 Chapter 4	

**Week 4 - Challenges as a leader - 30 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Challenges for leadership in the early childhood profession.</b> <ul style="list-style-type: none"><li>• Management</li><li>• Advocacy</li><li>• Leadership styles</li></ul>	Recommended text: Chapter 3 Chapter 4	

**Week 5 - Being strategic - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Strategic management and organisation.</b> <ul style="list-style-type: none"><li>• Vision statement</li><li>• Building a personal and professional philosophy statement</li><li>• Time management</li><li>• Recruitment of staff</li></ul>	Recommended text: Chapter 5	

**Vacation Week - no lecture - review and reflection - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Break week - no lectures.</b> Take this opportunity to work on assessment task 1.	Time for recommended textbook reading and personal research.	

**Week 6 - Teams and conflict - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Team work and conflict resolution to build effective workplaces.</b> <ul style="list-style-type: none"><li>• Groups vs teams</li><li>• Conflict types and resolution</li><li>• Building respectful professional relationships</li><li>• Professional boundaries</li><li>• Collaboration in the workplace</li></ul>	Recommended text: Chapter 9 Chapter 10	

**Week 7 - Money matters - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Money Management and budgeting for longevity.</b> <ul style="list-style-type: none"><li>• Financial management and accountability</li><li>• Marketing and advocacy</li><li>• Marketing and social entrepreneurship</li><li>• Funding options</li></ul>	Recommended text: Chapter 12 Chapter 13	<b>Situational Analysis of Early Childhood Leadership</b> Due: Week 7 Friday (1 May 2020) 11:00 pm AEST

**Week 8 - Community links - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Family/community relationships and engagement.</b> <ul style="list-style-type: none"> <li>• What does building a relationship mean</li> <li>• What is engagement</li> <li>• What is networking</li> <li>• Advocacy for early childhood</li> <li>• Collaborative decision making</li> </ul>	Recommended text: Chapter 10 Chapter 11	

**Week 9 - Your long term career - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Growth as an early childhood professional and self care.</b> <ul style="list-style-type: none"> <li>• Honing the skills of leadership</li> <li>• Reflective growth</li> <li>• Career planning</li> <li>• Self care</li> </ul>	Recommended text: Chapter 14	

**Week 10 - What is success? - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Measurements of success.</b> <ul style="list-style-type: none"> <li>• Measuring successful leadership, advocacy and management</li> <li>• Developing a stable workplace</li> <li>• Developing a positive presence in the community</li> </ul>	Recommended text: Chapter 14	

**Week 11 - Community event - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Event week.</b> Group venture implementation for task 2. Details and requirements will be confirmed by your tutor.	Assessment task 2 support documents on moodle.	

**Week 12 - What does it all mean? - 01 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Review week.</b> Opportunity for unit content discussion and assessment task support. Details to be confirmed with your tutor.		<b>Enacting a Community Venture</b> Due: Week 12 Friday (5 June 2020) 11:00 pm AEST

**Review/Exam Week - 08 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Not applicable to this unit.		

**Exam Week - 15 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Not applicable to this unit.		

## Assessment Tasks

### 1 Situational Analysis of Early Childhood Leadership

**Assessment Type**

Written Assessment

**Task Description****Overview:**

The focus of this task is to examine how leadership, professionalism, governance, leadership challenges, management, advocacy and vision contribute to shaping future directions for the early childhood sector. This assessment response will be presented as a **wiki, wix, powerpoint or similar**.

**Task:**

Using **relevant and recent** literature, you are required to provide a **situational analysis** of the current state of the early childhood sector in Australia. You will identify leadership, advocacy and/or management strategies that will contribute not only to the early childhood profession, but also to children and families.

Using your prior knowledge and engaging with current and relevant literature regarding the current context of early childhood in Australia, you will need to -

- identify the **core values** of the early childhood field as a whole
- identify and comment on the **macro and micro challenges** for the early childhood field
- identify, explore and recommend **leadership resources** for early childhood professionals
- demonstrate your understanding by identifying and articulating how you will **develop the capabilities** necessary to be a successful leader in the field. This may include aspects of management and advocacy strategies.
- demonstrate how your leadership capacities and strategies will contribute to the **construction of hopeful futures** for the early childhood profession, children and their families.

**Web links** to leadership resources or organisations **are to be included within the assignment** and also in the reference list.

**Before submission:** All passwords or links are to be checked to ensure the **marker has access** to your work.

**Weighting: 60%**

**Word limit: 2000 words**

**Assessment Due Date**

Week 7 Friday (1 May 2020) 11:00 pm AEST

This task will be submitted through Moodle on or before the due date.

**Return Date to Students**

Week 10 Friday (22 May 2020)

Marked and graded tasks and feedback sheets will be returned through Moodle.

**Assessment Criteria:**

- identification and analysis of the core values of early childhood in Australia
- identification of the macro and micro challenges of the early childhood sector
- explore, identify and articulate emerging issues for leadership and resources that can support this role
- identify and articulate methods for developing personal capabilities for leadership
- realistic suggestions for future action to construct hopeful futures for the profession, children and families
- effective, scholarly and professional communication in accordance with accepted academic conventions

**Referencing Style**

- [American Psychological Association \(APA\)](#)

**Submission**

Online

**Submission Instructions**

this task will include images. Please be mindful of the size of the included images in your word document so that the maximum upload is not exceeded. Submission: All assignments are to be submitted through Moodle on the nominated date. Any extension requests must have supporting documentation and be applied for through the Assignment Extension Requests system through Moodle.

**Learning Outcomes Assessed**

- Identify and engage with professional ethics and responsibilities to demonstrate emerging leadership capabilities
- Identify and apply knowledge of the relevant legislative considerations when leading a community venture that involves children
- Apply appropriate and respectful strategies to communicate with parents and families and professional community partners to facilitate the implementation of a community venture
- Provide a rationale for the organisation of the community venture based on research into young children's learning

**Graduate Attributes**

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical Practice

#### **Assessment Due Date**

Week 7 Friday (1 May 2020) 11:00 pm AEST

This task can be submitted using online formats or essay. Please ensure that any passwords are supplied to access online website submissions. Any extension requests must have supporting documentation and be applied for through the Assignment Extension Requests system through moodle.

#### **Return Date to Students**

Week 10 Friday (22 May 2020)

Marked and graded tasks and feedback sheets will be returned through Moodle.

#### **Weighting**

60%

#### **Assessment Criteria**

##### **Assessment Criteria**

- clear identification and investigation of the goals of community groups or contextually appropriate community venture
- identify and engage with legal and ethical issues relevant to the planned event.
- negotiate and document goals for the event and expectations to guide how the team will work towards accomplishing these goals
- examine time management, decision making and conflict management strategies
- identify leadership and management strategies to engage with community stakeholders to advocate for early childhood
- effective, scholarly and professional communication evident in the documentation

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

This task will include images. If submitting a word document, please be mindful of the size of the included images so that the maximum upload is not exceeded.

#### **Learning Outcomes Assessed**

- Access, evaluate and report on professional literature, policy and research findings to identify core values and challenges in the field that underpin the need for leadership and professional growth for early childhood educators
- Identify resources to support the development of leadership capabilities for self and others in the field of early childhood education

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 2 Enacting a Community Venture

#### **Assessment Type**

Practical and Written Assessment

#### **Task Description**

##### **Overview:**

In your context as a distance **or** internal student you are required to practically demonstrate skills of leadership, advocacy and management in a community venture. This task is to be presented in an essay format that includes headings OR in an online format such as wix, wiki or similar.

All student (internal or distance) will meet the task requirements outlined for the internal students with modifications in place for distance students.

##### **The Task:**

**Internal students:**

As a member of a **small group (3-4 students)**, you are required to lead a community venture that advocates for young children and their families.

Enacting this task requires application of leadership and management knowledge, skills and dispositions and application of professional ethics and responsibilities in a real-life context.

Your group must document and reflect on all aspects of planning and enacting the community venture by explicating the process (team work, strategic planning, legislative requirements, etc), the dilemmas you encountered, how you attended to the dilemmas and your personal learning as a result of engaging the process.

As part of this analysis you will identify and examine:

- the goals and visions for your small group
- legal and ethical considerations required for the venture time management strategies
- the strategic plan to ensure the venture advocates for early childhood how a group of people works together as a team
- decision making strategies
- networking and links with other organisations and stakeholders needed for the success of the venture
- the understanding of the different levels of 'leadership' within the group

The word allowance will include an **individual 500 word self reflection** on your professional and personal growth and development during the planning, organisation and implementation of the community event. Each group member will submit their personal reflection individually through Moodle.

For example:

What did you learn about yourself professionally and personally?

How would you do things next time?

What challenges did you personally face?

How did you respond to the challenges?

**Weighting: 40%**

**Word limit: 2500 words for internal students working in a group, that is 2000 words for the task and 500 words per individual reflection.**

**Distance students:**

**NOTE:**

**If you are a distance student this task can be modified in the following ways:**

1. If you are studying via the distance mode and **are working in a service** (ie Kindergarten, Early Learning Centre) this task can be completed **in your setting**. You are expected to comply with the task requirements as listed for the internal students above.

You will **liaise with the Director** of your service and relevant staff to plan and implement a community venture in your context. Some examples of possible events may include an Under 8's centre event, grandparents day, special person's evening or other event.

Clarification can be sought from the distance tutor as to the appropriateness of your proposed event.

2. If you are studying in the distance mode and **are NOT working in a service** this task can be completed in your local community. You are expected to comply with the task requirements as listed for the internal students above. You will liaise with the **lead people from a local community organisation** to implement your community venture. Possibilities include implementing early childhood activities in the local Community Library, in a local child centred community organisation, a local mother's group or other. You will need to work with and plan your early childhood venture in conjunction with the lead librarian, organiser of the community organisation, organiser of the mother's group and the like.

Clarification can be sought from the distance tutor as to the appropriateness of your proposed event.

**Weighting: 40%**

**Word limit: 2000 words if working individually that is, 1500 words for the task and 500 words for the individual self reflection.**

**Assessment Due Date**

Week 12 Friday (5 Jun. 2020) 11:00 pm AEST

This task can be submitted using online formats or essay. Please ensure that any passwords are supplied to access online website submissions. Any extension requests must have supporting documentation and be applied for through the Assignment Extension Requests system through Moodle.

**Return Date to Students**

Exam Week Friday (19 Jun. 2020)

Marked assignments and grades will be available to students by the day of certification of grades for the term.

### **Assessment Criteria**

- clear identification and investigation of the goals of community groups or contextually appropriate community venture
- identify and engage with legal and ethical issues relevant to the planned event
- negotiate and document goals for the event and expectations to guide how the team will work towards accomplishing these goals
- examine time management, decision making and conflict management strategies
- identify leadership and management strategies to engage with community stakeholders to advocate for early childhood
- effective, scholarly and professional communication evident in the documentation

### **Referencing Style**

- [American Psychological Association \(APA\)](#)

### **Submission**

Online

### **Submission Instructions**

This task will include images. If submitting a word document, please be mindful of the size of the included images so that the maximum upload is not exceeded.

### **Learning Outcomes Assessed**

- Access, evaluate and report on professional literature, policy and research findings to identify core values and challenges in the field that underpin the need for leadership and professional growth for early childhood educators
- Identify resources to support the development of leadership capabilities for self and others in the field of early childhood education

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

### **Assessment Due Date**

Week 12 Friday (5 June 2020) 11:00 pm AEST

This task will be submitted through moodle on or before the due date.

### **Return Date to Students**

Week 10 Friday (22 May 2020)

Marked assignments and grades will be available to students by the day of certification of grades for the term.

### **Weighting**

40%

### **Assessment Criteria**

#### **Criteria:**

- identification and analysis of the core values of early childhood in Australia
- identification of the macro and micro challenges of the early childhood sector
- explore, identify and articulate emerging issues for leadership and resources that can support this role
- identify and articulate methods for developing personal capabilities for leadership
- realistic suggestions for future action to construct hopeful futures for the profession, children and families
- effective, scholarly and professional communication in accordance with accepted academic conventions

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

**Submission Instructions**

This task will include images. Please be mindful of the size of the included images in your word document so that the maximum upload is not exceeded. Submission: All assignments are to be submitted through moodle on the nominated date. Any extension requests must have supporting documentation and be applied for through the Assignment Extension Requests system through moodle.

**Learning Outcomes Assessed**

- Identify and engage with professional ethics and responsibilities to demonstrate emerging leadership capabilities
- Identify and apply knowledge of the relevant legislative considerations when leading a community venture that involves children
- Apply appropriate and respectful strategies to communicate with parents and families and professional community partners to facilitate the implementation of a community venture
- Provide a rationale for the organisation of the community venture based on research into young children's learning.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem