



# EDED20508 *Leading Community Engagement in Early Childhood Education*

## Term 2 - 2019

Profile information current as at 03/05/2024 07:35 am

All details in this unit profile for EDED20508 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.

## General Information

### Overview

Early childhood leaders have a critical role in leading productive and reciprocal learning relationships with families and the broader community. Such relationships contribute to building and sustaining the social capital of the community, supporting the learning and wellbeing of young children and promoting understandings of the importance of childhood. In this unit, you will apply leadership practices as you lead a community venture/project that advocates for young children, for families and for organisations that support children and families within the local community. You will develop your skills of negotiation, planning, organising and facilitating family and community partnerships and evaluating a community engaged venture.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

The co-requisite is EDED20497 Leadership in the Educational Context

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 2 - 2019

- Online

### 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 Postgraduate 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: 40%

#### 2. **Workplace Project**

Weighting: 60%

### 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](#).

## Unit Learning Outcomes

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

1. Design and lead professional learning communities that focus on supporting the learning and wellbeing of young children and effective community engagement
2. Identify and investigate the goals of community groups/agencies and the context within which the venture will be implemented
3. Analyse issues that are relevant when leading collaboration with members of a local community
4. Design and implement a community engagement venture/project with evidence of engaging with legal and ethical issues relevant to the planned venture/project
5. Evaluate a community engagement venture drawing on data generated in the course of implementing the community engagement venture/project.



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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

**Lyn Hughes** Unit Coordinator  
[l.hughes@cqu.edu.au](mailto:l.hughes@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Professional learning communities	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Links to NQS and AITSL standards	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the educational community	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Venture design for engagement	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Venture design for engagement	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.
<b>Week 6 - 26 Aug 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Strategic management	Details of weekly readings and activities can be found on Moodle.	<p><b>Written assessment task due:</b> Community venture design Week 6 Monday Aug 28, 2019. 11:45 EST</p> <p><b>Community Venture Design Due:</b> Week 6 Monday (26 Aug 2019) 11:45 pm AEST</p>
<b>Week 7 - 02 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Communication and community stakeholders	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.
<b>Week 8 - 09 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teamwork and conflict resolution	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.
<b>Week 9 - 16 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teacher as researcher - designing for data collection and analysis	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.
<b>Week 10 - 23 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Ethical leadership and integrity	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.
<b>Week 11 - 30 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Review and reflect on the impact of the venture.	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.
<b>Week 12 - 07 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Report on achievements and advocating for children in the community and beyond	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.
<b>Review/Exam Week - 14 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		<p><b>Written assessment task due:</b> Community venture implementation and evaluation Week 6 Monday, Oct 14, 2019. 11:45pm EST</p> <p><b>Community Venture Implementation and Evaluation</b> Due: Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST</p>
<b>Exam Week - 21 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Community Venture Design

#### Assessment Type

Written Assessment

#### Task Description

You are required to collaborate with local community members to develop a 'venture/project' to advocate for young children or an issue concerning young children within your local context.

The task is to be presented in two parts.

**Part A** – Articulate the anticipated goals of the venture and the principles that will guide the venture with clear evidence that your goals and principles align with the ECA Code of Ethics and the principles outlined in the Early Years Learning Framework and the Melbourne Declaration. (500 words maximum).

Part B - Detail your venture – 2000 words maximum. This part of the assessment will explain your venture in more detail. It will include a detailed description of the local context (region, education setting, town and community, AEDC data) and the legal and ethical issues with which you need to engage. You need to explain how and why the idea was generated, and what collaborations or consultations were required to ensure the voice of the children, families, staff and community are represented. Describe your role as a leader in building the community connections.

While a written assessment, the task can be supported and enhanced by diagrams, graphs, graphics and illustrations.

#### Assessment Due Date

Week 6 Monday (26 Aug 2019) 11:45 pm AEST

#### Return Date to Students

Week 9 Monday (16 Sept 2019)

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next task

#### Weighting

40%

#### Minimum mark or grade

50%

#### Assessment Criteria

1. Design and lead professional learning communities that focus on supporting the learning and wellbeing of young children and effective community engagement.
2. Clear identification and investigation of the goals of community groups/agencies and the context within which the venture will be implemented
3. Analyse issues that are relevant when leading collaboration with members of the local community.
4. Design and carry out a community engagement venture/project with evidence of engaging with legal and ethical issues relevant to the planned venture/project
5. Evaluate the community engagement venture drawing on data generated.

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Online in a word document.

#### Learning Outcomes Assessed

- Design and lead professional learning communities that focus on supporting the learning and wellbeing of young children and effective community engagement
- Identify and investigate the goals of community groups/agencies and the context within which the venture will be implemented

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

## 2 Community Venture Implementation and Evaluation

### Assessment Type

Workplace Project

### Task Description

#### Venture Evaluation

This task requires you to implement the venture described in task one and evaluate the community venture. This task requires application of leadership and management knowledge, setting goals and priorities, skills and dispositions and application of professional ethics and responsibilities in a real-life context. This is a written task 3,000 words and will include:

- **Aims and objectives of the venture**
- **Methodology** – what data is going to be collected in order to establish whether the objectives and outcomes have been achieved?
- **Data collection** / results – actual data collected (surveys, interviews, questionnaires, observation notes, feedback)
- **Data analysis** – what did you find out? What does this mean? Was it a successful venture? What were the issues or problems that arose?
- **Conclusion** – how could you implement the venture again in the future with improvements? Is there scope for further research?

While a written assessment, the task can be supported and enhanced by diagrams, graphs, graphics and illustrations.

### Assessment Due Date

Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

### Return Date to Students

Review/Exam Week Monday (14 Oct 2019)

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next task

### Weighting

60%

### Minimum mark or grade

50%

### Assessment Criteria

- Design and lead professional learning communities that focus on supporting the learning and wellbeing of young children and effective community engagement.
- Clear identification and investigation of the goals of community groups/agencies and the context within which the venture will be implemented
- Analyse issues that are relevant when leading collaboration with members of the local community.



4. Design and carry out a community engagement venture/project with evidence of engaging with legal and ethical issues relevant to the planned venture/project
5. Evaluate the community engagement venture drawing on data generated.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Online

### **Learning Outcomes Assessed**

- Design and lead professional learning communities that focus on supporting the learning and wellbeing of young children and effective community engagement
- Identify and investigate the goals of community groups/agencies and the context within which the venture will be implemented
- Analyse issues that are relevant when leading collaboration with members of a local community
- Design and implement a community engagement venture/project with evidence of engaging with legal and ethical issues relevant to the planned venture/project
- Evaluate a community engagement venture drawing on data generated in the course of implementing the community engagement venture/project.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 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