



EDED20509 Contemporary Practices in Early Childhood Leadership

Term 1 - 2020

Profile information current as at 07/05/2024 05:02 am

All details in this unit profile for EDED20509 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

Leadership in early childhood is underpinned by a commitment to the principles in the United Nations Convention on the Rights of the Child, to social justice and adherence to ethical practice. Leadership capabilities are required of early childhood professionals and recognised as essential for ensuring quality learning outcomes for children, the development of high quality early childhood services, the ongoing growth of the profession and the considered implementation of policy and change agendas. In this unit, you will examine the policy context that shapes early childhood nationally and internationally and the multiple ways in which leadership is theorised. You will conduct a case study of the leadership of a change agenda explicating the key insights and learnings about leadership and leading change.

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

Co-requisite: EDED20497 Leadership in the School 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 1 - 2020

- 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. **Case Study**

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](#).

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 Student feedback Unit coordinator Self reflection

Feedback

Participation in Zoom sessions

Recommendation

Set up Zoom meetings with distance groups earlier in the term to establish this form of communication from the start.
Weekly Zoom session

Unit Learning Outcomes

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

1. Examine the nature of change and the role of individuals, teams and systems
2. Critically analyse key policy texts to identify what and how policy shapes the context of early childhood education
3. Analyse models of leadership that contribute to the development of early childhood education
4. Evaluate a case study of change leadership
5. Explicate resources to support the development of personal leadership capabilities and those of others in the field of early childhood education.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•	•			
2 - Case Study - 60%	•		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management					
6 - Ethical and Professional Responsibility				○	
7 - Leadership	○		○	○	○
8 - 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
1 - Written Assessment - 40%	○	○	○	○			○	
2 - Case Study - 60%	○	○	○	○		○	○	

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

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Principles of Early Childhood Education and Care History of the field of Early Childhood in Australia	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

Week 2 - 16 Mar 2020

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

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reading policy including multiple perspectives.	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The changing context of Early Childhood Education and Care	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

Week 5 - 06 Apr 2020

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

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to leadership	Details of weekly readings and activities can be found on Moodle.	Exploring the context (2000words) Due: Week 6 Monday (20 Apr 2020) 11:45 pm AEST Exploring the Policy Context (2000words) Due: Week 6 Monday (20 Apr 2020) 11:45 pm AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Challenges for leadership in Early Childhood Education and Care contexts	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Taking a systemic perspective on leadership and change	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Case studies of leadership and change	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
The ethical dimensions of leadership	Details of weekly readings and activities can be found on Moodle.	Zoom sessions will be run in collaboration with the students.

Week 11 - 25 May 2020

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

Week 12 - 01 Jun 2020

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

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Details of weekly readings and activities can be found on Moodle.	Case study of successful change project.(2500 words) Due: Review/Exam Week Monday (8 Jun. 2020) 11:45 pm AEST Case study of successful change project.(2500 words) Due: Review/Exam Week Monday (8 June 2020) 11:45 pm AEST

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The early childhood context has codified the importance of leadership within the field. This is evidenced with the inclusion of leadership and management as a quality area in the National Quality Standards for early childhood (ACECQA, 2017), the development of a Leadership Capability Framework by the major peak body, Early Childhood Australia, and the inclusion of leadership components within the AITSL standards. Moreover, the literature (National and International) reporting on leadership within the early childhood context notes the relationship between quality leadership and learning outcomes and children's wellbeing (see Siraj-Blatchford, 2007; Heikka & Hujala, 2013; Woodrow & Newman, 2015). Additionally, the growing complexity of the field requires that people working within the early childhood field have understandings of leadership and possess leadership capabilities.

Assessment Tasks

1 Exploring the Policy Context (2000words)

Assessment Type

Written Assessment

Task Description

Assessment Type

Written Assessment

Task Description

Government policy and reports and the broader socio-political context shape the work of early childhood teachers/leaders. You are required to provide an analysis of a minimum of two main policies/reports that influence the shape of early childhood in Australia. (One of the policies selected for analysis must be international).

This might include

Productivity Commission Reports, Reports from the OECD such as Starting Strong (2017) and policy texts such as the National Quality Standards.

The analysis will identify:

1. The history of the policy/report – so, how and why did it come into being?
2. Was it commissioned? By whom?
3. What assumptions underpin why the report/policy was commissioned/developed?
4. The values/beliefs that are privileged in the policy/report?
5. What is silenced in the text? (minority groups, funding, access to specialists)
6. Impact of the report/policy for your country and for your local context (school and regional setting).
7. Implementation - how the policy/reports connect or disconnect with the socio-political context within your country.

You are to provide a synthesis of the implications of the policies/reports for Australia and for your local context (school or early childhood setting). As part of your synthesis consider how the policy/reports connect or disconnect with the sociopolitical context within Australia.

Assessment Due Date

Week 6 Monday (20 Apr 2020) 11:45 pm AEST

Return Date to Students

Week 8 Monday (4 May 2020)

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%

Assessment Criteria

Knowledge and understanding of the current policies and contexts for ECEC education including the history, forces that call for change, impact and implementation.

Evidence of analysis of a minimum of two main policies/reports including one international, which have influenced the emerging need for change.

Identification and examination of the values privileged and what is silenced within the policies/ reports.

Explore, identify and articulate emerging issues for leadership and resources that can address the chosen reports/ polices' intention in leadership in ECEC education.

Explicate the suggestions or resources that could be used to improve the future within ECEC education.

Demonstration of appropriate academic writing conventions including acknowledgment of information sources using APA 6th edition referencing conventions.

Referencing Style

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

Submission

Online

Submission Instructions

Online through the unit Moodle site

Learning Outcomes Assessed

- Examine the nature of change and the role of individuals, teams and systems
- Critically analyse key policy texts to identify what and how policy shapes the context of early childhood education

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Leadership

2 Case study of successful change project.(2500 words)

Assessment Type

Case Study

Task Description

1. **Assessment Type**
Case Study
- 2.

Task Description

International studies/reports and policy texts confirm the importance of strong leadership as important for supporting the learning and development of children, for promoting an organisational culture that supports a professional learning community and for the success of change agendas in education contexts. You are to conduct a 'case study' of a person or group of people who have led a successful change within

your context or in another educational setting. You need to provide a report of your case study identifying key insights and learnings about leadership and leading change.

Your report needs to be informed by the relevant literature on leadership and appeal to either the NQS and or the AITSL standards (Leadership).

Suggestions that you may wish to use and include in the process of writing this case study:

Critically analyse the nature of change and the role of individuals, teams and systems

Analyse models of leadership that contribute to the development of Early Childhood education and care.

Evaluate a case study of successful change leadership

Explicate resources to support the development of leadership capabilities for self and others in the field of Early Childhood Education and Care.

It may be important to evidence the claims in your report by documenting some of the processes use during the case study in order to write your report. These would be included as appendices.

Assessment Due Date

Review/Exam Week Monday (8 June 2020) 11:45 pm AEST

Return Date to Students

Exam Week Friday (19 June 2020)

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students about their success in meeting the outcomes for this unit.

Weighting

60%

Assessment Criteria

Knowledge and application of leadership theory. Identify key features and challenges including organisational culture in ECEC settings.

Identification and examination of the enactment of leadership roles and responsibilities and the processes implemented to create a change.

Identification and development of a collaborative community of learners and partnerships to accomplish the implementation of the change.

Analyse and articulate key insights and learnings from the case study that inform future actions for the implementers in this case study and then the sector more broadly.

Clear identification of legal and ethical issues relevant to the chosen case study and consideration of these issues in subsequent planning and implementation.

Referencing Style

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

Submission

Online

Submission Instructions

Online through the unit Moodle site

Learning Outcomes Assessed

- Examine the nature of change and the role of individuals, teams and systems
- Analyse models of leadership that contribute to the development of early childhood education
- Evaluate a case study of change leadership
- Explicate resources to support the development of personal leadership capabilities and those of others in the field of early childhood education.

Graduate Attributes

- Knowledge
- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- 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