

EDUC4025: Leadership, Advocacy and Administration in EC Settings

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course provides students with an introduction to leadership, advocacy, management and administration in the early childhood context. Through an investigation of historical and contemporary issues, in consideration of social, cultural, political and industrial perspectives, the course prepares students to explore and understand leadership issues in early childhood, to critically reflect on education policy and practices, and the ways in which early childhood professionals might contribute to, and shape social futures.
Requisites	Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of - Three HSC band 5s (including one in English) or - 80 units of UoN courses or - Regulatory authority approved comparable pathways or - Commencement in the program pre 2016 Students must also be active in one of the programs: Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366] Bachelor of Education (Early Childhood and Primary) [40105] Bachelor of Education (Early Childhood and Primary) (Honours) [40109].
Contact Hours	Online Lecture Online 1 hour(s) per Week for Full Term May include podcasts at lecturers discretion. Tutorial Online 12 hour(s) per Term Full Term
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Online**
A/Pr I-Fang Lee
I-Fang.Lee@newcastle.edu.au
(02) 4348 4128
Consultation: By appointment & Weekly Zoom drop-in session will be announced.

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
VG30, V Building
Callaghan
Education@newcastle.edu.au
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SYLLABUS

Course Content Topics include:

1. Theoretical and conceptual frameworks to enhance professional knowledge and practices on leadership, advocacy, management and administration in early childhood and care settings.
2. Professional practices of leadership and advocacy in early childhood and self-care settings.
3. Critical perspectives on issues concerning leadership, advocacy, management and administration in relation to policy changes in early childhood education and care settings.
4. Leading community based and focused practice

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Demonstrate an analytical engagement with the literature of the field on leadership to promote positive and better outcomes in early childhood education and care settings.
2. Articulate a well-founded position on the contemporary pedagogical leadership role in early childhood taking into account the social, cultural, political, education and care contexts.
3. Apply their knowledge and understanding of leadership concepts to critically examine leadership and management practices.

Course Materials **Required Reading:**
Nicholson, J., Kuhl, K., Maniates, H., Lin, B., & Bonetti, S. (2020). A review of the literature on leadership in early childhood: Examining epistemological foundations and considerations of social justice. *Early Child Development and Care*, 190(2), 91-122.

Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., and Shepherd, W. (2017). *Leadership: Contexts and Complexities in Early Childhood Education*. Oxford University Press: Australia & New Zealand (2nd edition).

Harrison, L. J., Redman, T., Brown, J. E., Lavina, L., Davis, B., Degotardi, S., Fordham, L., Hadley, F., Jones, C., Waniganayake, M., & Wong, S. (2023). Unpacking and unpicking the challenge of 600 hours of preschool attendance. *Australasian Journal of Early Childhood*. <https://doi.org/10.1177/18369391231219829>

Other Resources:
Additional required weekly course readings of academic journal articles will be announced via course Canvas.
Additional resources (websites and online learning materials) will be available via Canvas.
Course materials to support learning (power points and podcasts) will be available via Canvas.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	20 Feb	Course Introduction & Module 1: Leadership in EC settings-theories & practices	Forming your position statement of leadership and its connection to updated EYLF V2.0 *Check Canvas site for required weekly reading	
2	27 Feb	Module 1: Leadership in EC settings-theories & practices	Tutorial #1: What does leadership look like in early childhood settings? Differences between leadership and management.	
3	6 Mar	Module 1: Leadership in EC settings-theories & practices	Tutorial #2: Professionalism, Professionalisation, and Leadership.	
4	13 Mar	Module 2: Contemporary issues/problems in EC settings	Tutorial #3: The landscape of Australian ECEC system: Is it a socially just system?	Podcast #1 due on Week 4 Friday at 11.59 pm.
5	20 Mar	Module 2: Contemporary issues/problems in EC settings	Tutorial #4: ECEC policies in Australia: Old vs. new?	
6	27 Mar	Module 2: Contemporary issues/problems in EC settings	Tutorial #5: Selected current issues/problems in Australian ECEC system (new challenges since COVID years)	
7	3 Apr	Module 3: Advocacy in early childhood education and care	Tutorial #6: What is advocacy? Why advocate?	Assignment #1 due 5 April at 11.59 pm
Mid Term Break				
Mid Term Break				
8	24 Apr	Module 3: Advocacy in early childhood education and care	Understanding children's rights & advocating for children's rights	
9	1 May	Module 3: Advocacy in early childhood education and care	Melbourne Declaration on Educational Goals for Young Australians.	
10	8 May	Module 4: Accreditation and regulation in Australian EC settings	What is quality in ECEC?	Podcast #2 due week 10 Friday at 11.59 pm.
11	15 May	Module 4: Accreditation and regulation in Australian EC settings	Understanding NQF and NQS in relation to EYLF V2.0	
12	22 May	Module 4: Accreditation and regulation in Australian EC settings	Selected issues/challenges in NQS	
13	29 May	Conclusion	Critical reflection: your journey of becoming a leader in EC settings.	Case Study Assignment Due week 13
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written assessment - 30%	5 April at 11.59 pm.	Individual	30%	1, 2, 3
2	Case Study / Problem Based Learning - 30%	31 May at 11.59 pm	Individual	30%	2, 3
3	Presentation/Podcast - 40%	The first podcast production is due on the Friday of week 4 and the second podcast is due on the Friday of week 10	Individual	40%	1, 2, 3

****Note:** For students who choose to apply and are selected to participate the New Colombo Mobility Program to conduct the study tour with a focus on contemporary Early Childhood Education in an Asian country during Semester 1 mid-semester recess, their Assessment 3 (the two podcasts) will be focussed on reflecting and sharing what they have learned from their cross-cultural experience as an educational leader in the EC context.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Written assessment - 30%

Assessment Type Essay

Purpose Description To articulate a personal philosophy and position statement on early childhood leadership. This assignment has 2 parts.

In the first part, students are required to **create a one-page leadership statement** to articulate their professional stance and personal statement and/or philosophy relating to leadership in early childhood education and care settings (300-500 words in the format of a poster). The targeted audiences/readers for this one-page leadership statement should be children's parents and carers.

In the second part, students are to **write a concise essay in the form of professional position statement** to articulate their professional philosophy/ideas/statement on leadership in ECEC settings (1000 words). In this essay, students are required to engage critically and reflectively with contemporary academic literature regarding education leadership theories and/or models in ECEC settings. Take into account the historical, social, cultural and political influences that have shaped the roles of pedagogical leader and leadership practices in Australian ECEC.

Use at least 8 academic references (i.e. peer reviewed academic and book chapters) to show your deep understanding, while reflecting on your personal and professional statement of leadership.

Weighting 30%

Length 1500 words

Due Date 5 April at 11.59pm

Submission Method Online

Assessment Criteria	<ol style="list-style-type: none">1. Demonstrates a clear and understandable statement of your vision and practice as a pedagogical/educational leader in the ECEC setting (for the one-page leadership statement).2. Demonstrates quality understandings and knowledge of contemporary conceptions of leadership in ECEC settings.3. Evidence of a thoughtful philosophy and professional statement on leadership in early childhood education and care with appropriate supporting references.4. Sound written communication skills and attention to APA referencing style
Return Method	Online
Feedback Provided	Online – 25 April

Assessment 2 - Case Study / Problem Based Learning - 30%

Assessment Type	Case Study / Problem Based Learning
Purpose	Select and critically analyse and discuss one of the four case studies on leadership, advocacy, policy or administration/regulation concerning the field of early childhood education and care in Australia
Description	<p>Students will be able to pick from one of the four case studies to critically analyse and discuss specific issues on leadership, advocacy, policy or administration/regulation concerning early childhood sector in Australia. In this case study, students are required to:</p> <ol style="list-style-type: none">(a). provide a summary and/or overview of the factors that contribute to the problem/challenge/tension (200 words +10%);(b). demonstrate critical analysis skills and understanding of the key aspects in the chosen case study (300 words + 10%);(c). answer the 2 required questions in your chosen case study. <p>The word limit for each of the 2 questions will be 400 words (+10%) and they should be written with reference to appropriate literature support.</p> <p>Use at least 8 academic references (i.e. peer reviewed academic and book chapters) to show your deep understanding of the case analysis.</p>
Weighting	40%
Length	1200 words
Due Date	31 May at 11.59 pm.
Submission Method	Online
Assessment Criteria	<ol style="list-style-type: none">1. Evidence of quality understanding of the selected case study on leadership, advocacy, policy or administration/regulation concerning the field of early childhood education and care2. Evidence of a critical analysis and in-depth discussion of the issue/problem in the chosen case study.3. Evidence of an in-depth discussions in the answers to the 2 required questions in the chosen case study.4. Sound written communication skills and careful attention to APA referencing style.
Return Method	Online
Feedback Provided	Online – 20 June

Assessment 3 – Recorded Powerpoint Presentation/Podcast - 40%

Assessment Type	Podcast or PowerPoint Presentation recording with a 1-page description/summary .
Purpose	To critically engage in a professional discussion and dialogue of early childhood leadership, advocacy, policy and administration in the field of early childhood education and care in Australia.
Description	<p>This assignment requires students to produce and complete <u>a total of two (2) podcasts or PowerPoint presentation recordings</u>. Each podcast recording should be 5-8 minutes and accompanied with a 1-page description.</p> <p>For the first production of podcast, students will be able to pick from one of the four provocations to share their analysis and thoughts as a pedagogical leader. Providing research-based evidence to support their analysis and thoughts in the 1-page description to complete the production of podcast is required. Submission of the first podcast and 1-page description is due on the Friday of week 4.</p> <p>For the second production of podcast, students are to select and identify their own topic for analysis and discussion as a pedagogical leader. Providing research-based evidence to support their analysis and thoughts in the 1-page description is required. Submission of the first podcast and 1-page description is due on the Friday of week 8.</p> <p>Each podcast production is worth 20% towards the total final mark. Each podcast or PowerPoint presentation recording should include at least 4 academic references (i.e. peer reviewed academic and book chapters) to show your deep understanding of the case analysis.</p>
Weighting	40%
Length	Equivalence of 1200 words
Due Date	The first podcast production is due on the Friday of Week 4 and the second podcast is due on the Friday of Week 10
Submission Method	Online
Assessment Criteria	<ol style="list-style-type: none">1. Evidence of quality Podcast production to reflect a good understanding of the discussion topics. Podcast should advance the class members' understanding of ideas (i.e. Your Podcast recording should go beyond a simplified recording such as "I agree with..." or "That's an important point for ..." etc. It is important to be clear why you are advocating certain ideas/ways of thinking by elaborating and explaining your ideas/statement as a pedagogical leader in the field.)2. Evidence of critical engagement in the research-based literature to support your analysis and ideas (i.e. provide a clear justification that's supported by research).3. Sound oral and written communication skills and proper professional etiquette (proper language, spelling, typing, and APA referencing when needed). A clear guidance will be available in our course Canvas folder.
Return Method Feedback Provided	Online - Weeks 6 and 12. Each Podcast is worth 20 points (20%).

Note: For students who choose to apply and are selected to participate in the New Colombo Mobility Program to conduct the international study tour with a focus on contemporary Early Childhood Education in an Asian country during Semester 1 mid-semester recess, their Assessment 3 (the two podcasts) will be focussed on reflecting and sharing what they have learned from their cross-cultural experience as an educational leader in the EC context.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: communications will be via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).

Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC4025 Marking Rubrics

Assessment 1 (30%=30 points): Articulating a personal philosophy and position statement on EC leadership.

Part 1 (10%=10 points): One page leadership statement (in the form of a poster) for children's parents/carers

	HD	D	C	P	F
	Demonstrates superior subject knowledge on leadership.	Demonstrates solid subject knowledge on leadership.	Demonstrates clear subject knowledge on leadership.	Demonstrates subject knowledge with some limitation on leadership.	Demonstrates no subject knowledge on leadership.
A statement of your vision and practice as a pedagogical leader in the ECEC setting	Demonstrates a comprehensive and deep understanding of a well-rounded vision of leadership in ECEC setting.	Demonstrates a sound understanding of a good vision of leadership in ECEC setting.	Demonstrates a clear understanding and a clear vision of leadership in ECEC setting.	Demonstrates an understandable vision of leadership in ECEC setting.	Demonstrates no understanding of leadership in ECEC setting.

Part 2 (20%=20 points): A professional position statement

	HD	D	C	P	F
Conception of Leadership (10 points). Quality understanding and knowledge of contemporary conceptions of leadership in ECEC settings.	- Content of a 1-page leadership poster is highly and strongly comprehensive, accurate, and persuasive. - Conceptions of leadership are comprehensive.	- Content of a 1-page leadership poster is accurate, and persuasive. - Conceptions of leadership are clear.	- Content of a 1-page Leadership poster is somewhat persuasive. - Conceptions of leadership is somewhat comprehensive.	- Content of a 1-page leadership poster is clear but somewhat limited. - Conceptions of leadership are somewhat limited.	- Content of a 1-page leadership poster is incomplete. - Lack of appropriate conceptions of leadership

<p>Professional philosophy on leadership (5 points)</p> <p>Evidence of a thoughtful philosophy and professional statement on leadership in early childhood education and care with appropriate supporting references</p>	<p>-Outstanding professional philosophy and statement.</p>	<p>-Good professional philosophy and statement.</p>	<p>-Clear professional philosophy and statement.</p>	<p>-Some professional philosophy and statement.</p>	<p>-No evidence of professional philosophy and statement.</p>
<p>Mechanics and Usage (5 points)</p> <p>Written communication skills and attention to APA referencing style.</p>	<p>-Paper has no errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement.</p> <p>-Use at least 8 appropriate academic resources to support an evidence-based discussion.</p>	<p>-Paper has minor errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement.</p> <p>-Use at least 7 appropriate academic resources to support evidence-based discussion.</p>	<p>-Paper has some (less than 8) errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement.</p> <p>-Use at least 6 appropriate academic resources to present evidence-based discussion.</p>	<p>-Paper has 9-10 errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement.</p> <p>-Use at least 5 appropriate academic resources to present evidence-based discussion.</p>	<p>-Paper has more than acceptable (more than 10) errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement.</p> <p>-Inappropriate academic resources.</p>

Assessment 2 (30%=30 points): Case Study/Problem Based Learning

	HD	D	C	P	F
<p>Quality understanding of the chosen issue (15 points).</p> <p>Evidence of quality understanding of the selected case study on leadership, advocacy, policy or administration/regulation concerning the field of early childhood education and care.</p>	<ul style="list-style-type: none"> -Discussion of the chosen issue is highly comprehensive, accurate, and persuasive. -The link between your discussion of the case study to leadership and/or advocacy is very strong -Discussion of your role as a potential leader in relation to the issues of your choice is well-articulated. 	<ul style="list-style-type: none"> -Discussion of the chosen issues is accurate, and persuasive. -The link between your discussion of the case study to leadership and/or advocacy is strong -Discussion of your role as a potential leader in relation to the issues of your choice is well articulated. 	<p>Discussion of the chosen issues is somewhat persuasive.</p> <ul style="list-style-type: none"> -The link between your discussion of the case study to leadership and/or advocacy is presented -Discussion of your role as a potential leader in relation to the issues of your choice is somewhat limited. 	<ul style="list-style-type: none"> -Discussion of the chosen issues is limited. -The link between your discussion of the case study to leadership and/or advocacy is not clear -Discussion of how of your role as a potential leader in regard to the issues of your choice is limited. 	<ul style="list-style-type: none"> -Fail to discuss the chosen issues. -The link between your discussion of the case study to leadership and/or advocacy is not established -No discussion of how of your role as a potential leader in regard to the issues of your choice.
<p>Critical analysis and in-depth discussion (10 points)</p> <p>Evidence of in-depth discussions in the answers to the 2 required questions in the chosen case study.</p>	<ul style="list-style-type: none"> -Critical analysis and discussion of the issue is well-organised and argued. -Major points are well articulated and supported with good literature. -Deep understanding of a possible solution to address the problem/challenge. 	<ul style="list-style-type: none"> -Critical analysis and discussion of the issue is articulated. -Major points are presented and supported with relevant literature. -Good understanding of a possible solution to address the problem/challenge. 	<ul style="list-style-type: none"> -Critical analysis and discussion of the issue is presented. -Major points are loosely articulated with some literature. -Appropriate understanding of a possible solution to address the problem/challenge. 	<ul style="list-style-type: none"> -Critical analysis and discussion of the issue is limited and partial. -Major points are loosely touched with limited literature. -Provide a possible solution but it has limited capacity to address the problem/challenge. 	<ul style="list-style-type: none"> -No critical analysis and discussion of the issue is absent -Major points are not clear. -No feasible solution is mentioned or provided.

<p>Mechanics and Usage (5 points)</p> <p>Written communication skills and attention to APA referencing style.</p>	<p>-Paper has 0-2 errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement. -Use at least 8 appropriate academic resources.</p>	<p>-Paper has 3-5 errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement. -Use at least 7 appropriate academic resources.</p>	<p>-Paper has 6-8 errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement. -Use at least 6 appropriate academic resources.</p>	<p>-Paper has 9-10 errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject-verb agreement. -Use at least 5 appropriate academic resources.</p>	<p>-Paper has more than 10 errors in spelling, capitalisation, punctuation, sentence structure, paragraphing and or subject- verb agreement. -Use less than 4 appropriate academic resources.</p>
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Assessment 3 (40%=40 points): Two Podcast Productions. (Each podcast is 20 points)

Part 1 (10%=10 points): One page summary

	HD	D	C	P	F
A quality summary (10 points)	Demonstrates a comprehensive summary of the points covered in the podcast.	Demonstrates a sound summary of the points covered in the podcast.	Demonstrates a clear summary of the points covered in the podcast.	Demonstrates an understandable summary of the points covered in the podcast.	No summary of the points covered in the podcast.

Part 2 (1%=10 points): A quality podcast production

	HD	D	C	P	F
<p>Quality Podcast production (10 points)</p> <p>Evidence of quality understanding and knowledge of contemporary conceptions of leadership in ECEC settings.</p>	<ul style="list-style-type: none"> - Content is highly and strongly comprehensive, accurate, and persuasive. - Outstanding podcast recording that advances our professional understanding of the issue discussed. - Lively recording with creativity and original ideas. 	<ul style="list-style-type: none"> - Content is accurate, and persuasive. - Good podcast recording that advances our professional understanding of the issue discussed. 	<ul style="list-style-type: none"> -Content is somewhat persuasive. - Clear podcast recording to provide professional understanding of the issue discussed. 	<ul style="list-style-type: none"> -Content is clear but somewhat limited. - Completion of an acceptable podcast recording with evidence of professional understanding of the issue discussed. 	-No podcast recording.