USC

Course Outline

Code: EDU344
Title: Leadership and Advocacy in Early Learning

School: Education
Teaching Session: Semester 1
Year: 2019
Course Coordinator: - Vicki Schriever
Course Moderator: Dr Anne Drabble

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?
1.1   Description
In this course you will examine concepts of leadership & advocacy in early childhood. You will examine your professional identity and the attributes of leaders who advocate for the rights of children, families and quality learning in early childhood. You will explore leadership approaches, professional ethics and respectful community partnerships. You will design an action research plan for an early years setting to understand how leadership capabilities can be developed through shared decision making and initiatives that facilitate positive outcomes in times of change.

1.2   Course topics
Understanding leadership in early childhood settings;
Sustaining high quality learning through effective leadership;
Leadership, professional identity and reflective practice;
Ethical responsibilities, policies and practices, resource management and management of change;
Approaches to action research in early childhood settings; and
Early childhood teachers as researchers.

2.   What level is this course?
300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program

3.   What is the unit value of this course?
12 units

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4.   How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Articulate own learning and leadership styles in relation to research for young learners and early childhood contexts	Task 1a: Presentation of research question Task 1b:Research question and graphic organiser Task 2: Journal articles with a summary of each article Task 3: Action research plan	Empowered. Creative and critical thinkers.
Apply the links between ethical practice and contemporary leadership theories, through relevant research literature, policies and professional organisations related to leadership in early childhood contexts	Task 1a: Presentation of research question Task 1b: Research question and graphic organiser Task 2: Journal articles with a summary of each article Task 3: Action research plan	Knowledgeable. Ethical.
Critically analyse and reflect on own practice using relevant research, professional learning and theoretical frameworks of leadership appropriate to early childhood contexts	Task 3: Action research plan	Creative and critical thinkers. Empowered.
Demonstrate futures thinking by identifying the role of external professionals and community members in advancing issues and trends as they relate to extending early childhood teachers' professional knowledge, practice and leadership.	Task 2: Journal articles with a summary of each article. Task 3: Action research plan	Empowered. Sustainability-focussed.

5.   Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1   Enrolment restrictions

Enrolment restricted to students enrolled in program AE302, ED303, UU301 or XU301

5.2   Pre-requisites

Nil

5.3   Co-requisites

Nil

5.4   Anti-requisites

EDU644

5.5   Specific assumed prior knowledge and skills (where applicable)

NA

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6.   How am I going to be assessed?

6.1   Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2   Details of early feedback on progress

In tutorial in Week 3 you will share your research question for investigating an action research project to your peers and tutor. You will receive feedback to further develop and support your response to Task 1b.

6.3   Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting	What is the duration / length?	When should I submit?	Where should I submit it?
1a	Explanation and reasoning for your research question	Individual	5%	10 minutes	Week 3 tutorials as scheduled	In class
1b	Research question and graphic organiser	Individual	15%	1000 word equivalent	Week 4 Friday 4pm	Safe Assign Blackboard
2	Journal articles with a summary of each article	Individual	30%	2000 words	Week 7 Friday 4pm	Safe Assign Blackboard
3	Action research plan	Individual	50%	2000 word equivalent including updated graphic organiser from Task 1)	Week 10 Friday 4pm	Safe Assign Blackboard
			100%			

Assessment Task 1a: Explanation of Research Question. Task 1b: Research Question and Graphic Organiser

Goal:	To develop a research question for investigating action research in an early learning context
Product:	Explanation of Research Question and creation of a Graphic Organiser
Format:	As a leader in an early childhood setting, you will use your knowledge to develop a research question for investigating an action research project in your early learning context (birth – kindergarten). The aim of your research is to extend your professional knowledge, practice and improve an aspect of your context. In Task 1a you will explain the relevance of your research question to your peers. The aim of Task 1a is to receive feedback to further develop and support your response to Task 1b. In Task 1b you will create a graphic organiser to demonstrate your thinking about the action research project. Your graphic organiser and your research question can be refined for Task 3 (but not the score you received for Task 1).

Criteria:	**Task 1a**
	    1. Research question is relevant to the early learning context informed by current research and practice;
	    2. Oral communication skills appropriate to the audience
	Task 1b
	    3. Demonstration of key concepts of leadership and advocacy as professional and ethical responsibilities;
	    4. Consideration of early learning contexts and opportunities for sustaining high quality learning, knowledgeable practice, professional organisations and community partnerships;

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	5. Graphic organiser is well structured with relevant headings that supports investigation of the research question; and 6. Written communication skills and academic literacies including English expression and grammar, spelling, punctuation, APA referencing conventions.

Generic skill assessed	Skill assessment level
Problem solving	Graduate
Communication	Graduate
Organisation	Graduate

Assessment Task 2: Journal articles with summaries

Goal:	To extend your knowledge of research in leadership and leadership practice.
Product:	Journal articles with a summary of each article
Format:	You will engage in information literacy to identify and source journal articles that relate to your research question. Using the knowledge gained from reading the journal articles, you will select three journal articles that are informative and relevant to your research question. You will use the format and headings provided on Blackboard to produce a journal summary for each of the three journal articles. The knowledge gained from reading the journal articles may require you to update your research question.
Criteria:	1. Journal articles selected demonstrate alignment to the research question; 2. Journal article summaries are well structured, cohesive and establish key aspects investigated in the research; and 3. Written communication skills and academic literacies including English expression and grammar, spelling, punctuation, APA referencing conventions.

Generic skill assessed	Skill assessment level
Information Literacy	Graduate
Organisation	Graduate
Problem Solving	Graduate

Assessment Task 3: Action Research Plan

Goal:	To design a research plan for investigating knowledge and practice in early learning contexts
Product:	An action research plan
Format:	Using your research question, graphic organiser and journal article summaries, you will design an action research plan for investigating your research question. Your research plan can be an extension of your initial graphic organiser. The information in your action research plan will consider challenges faced by you in your leadership role and the strategies, practices and changes you facilitate to encourage effective leadership, community partnerships and advocacy for high quality learning outcomes for children in your care.
Criteria:	1. Action research plan outlines central themes of leadership, advocacy and change; 2. Strong links established to current research in early childhood; 3. Action research plan reflects the vision and purpose of leadership in early childhood education through collaboration with external professional organisations and community members; 4. Written communication skills and academic literacies including English expression and grammar, spelling, punctuation, APA referencing conventions.

Generic skill assessed	Skill assessment level
Problem solving	Graduate
Information Literacy	Graduate
Organisation	Graduate

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7.   What are the course activities?

7.1   Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2   Course content

Teaching Week / Module	What key concepts/ content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
Module 1	Defining Leadership Leadership Frameworks Organisational Leadership	Policy & practical contexts in which participants operate Theoretical frameworks with which to explore own personal learning styles, life experiences and professional knowledge Understanding of leadership, organisational structures and change management in early learning settings Models for strategic planning, visioning, cultural change and team development Knowledge of the National Quality Framework, emerging technologies and ACARA curriculum Introducing yourself and beliefs about leaders	Readings are available on Blackboard
Module 2	Leadership Characteristics Leadership Styles and Qualities Reflection on practice Professional judgement and professional autonomy Essential tools for intentional leadership	Qualities of a learning leader able to assist others to navigate through multiple life-pathways in their professional futures Self-identification of characteristics as learning leaders Identifying personal styles Culture and leadership – consider how leadership is viewed in Indigenous culture/ leadership in the Indigenous community Leading with technology to effect change and build community connections Gender in leadership Management and leadership Communication for leadership Communication with community The ethical responsibilities of leadership	Readings are available on Blackboard
Module 3	Ethical organisational planning and development Building organisational Capacity Contemporary Issues and Trends	Community capacity building through leadership in early learning settings Models for building organisational capacity within the broader agenda of developing social capital Supporting staff development Team development Action research models Contemporary issues and trends – policy to practice Technology for documentation, communication and learning and teaching Initiating change	Readings are available on Blackboard

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	Policy to Practice	Ethics and the rights of children Democracy in early childhood contexts and implementing change Research connections with early years practice	
Module 4	Action Research Information Literacy Scholarly Conversations	Connections between knowledge and practice Enacting leadership qualities and values Developing leadership capabilities through professional engagement.	Readings are available on Blackboard

Please note that the course activities may be subject to variation.

8.   What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1   Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
No prescribed text			

8.2   Specific requirements

NA

9.   Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

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10.7 School specific information

The assessment tasks in this course support pre-service teachers to *explicitly* demonstrate the following Australian Professional Standards for Teachers (Graduate stage):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Explanation of research question and graphic organiser	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching 6.2 Understand the relevant and appropriate sources of professional learning for teachers 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 2: Journal article and journal summaries.	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 3: Action research plan	1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching 6.2. Understand the relevant and appropriate sources of professional learning for teachers 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.