

Course Outline (Higher Education)

School:	School of Education
Course Title:	LEADERSHIP AND ADVOCACY
Course ID:	EDECE3019
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070100

Description of the Course :

In this course pre-service teachers will explore the concept of ethical leadership in children's services. Students will explore leadership theory as it relates to the provision of high quality services for children, families and communities and how this differs from management. Pre-service teachers will explore policy and how a deep understanding of political and professional contexts assists in their advocacy roles. An understanding of the legislative and administrative responsibilities of service leaders will also be explored

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory						
Intermediate						
Advanced			✓			

Learning Outcomes:

Knowledge:

- K1.** Understand what is meant by the term "leader" and its roles including advocacy;
- K2.** Differentiate between leadership and management in educational settings;

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- K3.** Identify a range of approaches to leadership and avenues for advocacy relating to young children, families, services and communities;
- K4.** Observe and explain the implementation of National and State policy;
- K5.** evaluate relevant policy documents such as the Code of Ethics, Curriculum documents and Departmental requirements;
- K6.** Understand the role of verbal and non-verbal communication
- K7.** Understand and recognise circumstances that can lead to tensions and stress for leaders and staff

Skills:

- S1.** Recognise challenges that can occur when working with marginalized groups
- S2.** Implement effective strategies for decision-making, change management, communication and advocacy within early childhood services;
- S3.** Build effective learning communities

Application of knowledge and skills:

- A1.** Participate in online activities and forum discussions that relate to a growing understanding of leadership in early childhood settings
- A2.** Analyse national/state policies to identify the impact of policy on service provision
- A3.** Develop plans for collaborating with staff and other service stakeholders to improve service provision
- A4.** Undertake the responsibilities of a pre-service teacher in an ethical and professional manner during Professional Experience placement
- A5.** Take on various leadership roles as they relate to the provision of education and care for birth to two year old children.

Course Content:

- Understanding policy in social and educational contexts
- Advocating for children, early childhood services and families with a sensitivity to sociocultural contexts
- Early Childhood Australia's Code of Ethics, International conventions on the rights of the child, Curriculum documents and Departmental requirements
- Examining issues of discrimination, prejudice and approaches to advocacy on behalf of disempowered groups in terms of culture, social class,
- Concepts of leadership and management as they relate to early childhood settings as human service organisations
- Recognising and building learning communities
- Understanding leadership and leadership styles
- Administration, management and advocacy in early childhood settings
- Building and leading a team: Working with staff; giving direction, and understanding staff
- differences (eg DISC model, emotional intelligence)
- Interpersonal skills; verbal, non-verbal and professional written communication with community, parents and other stakeholder groups
- Roles of the leader and advocate such as; decision-making, initiating and implementing change, ethical leadership, conflict resolution, recruitment and induction of staff, recognising and coping with ethical dilemmas, understanding confidentiality and legislative responsibilities and policy

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Values:

- V1.** Recognise the rights and responsibilities of early childhood professionals as moral and ethical leaders and advocates;
- V2.** Recognise how community beliefs, values, and attitudes impact on children, services and families; and
- V3.** Recognise the importance of professional development of staff, neophyte teachers and educators.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Builds on understanding of human development, well-being and fundamentals of curriculum and service delivery	Medium
Critical, creative and enquiring learners	Self-initiated research, development and implementation of course materials and assessments	High
Capable, flexible and work ready	Informed of government processes and policy as it impacts on the field of early childhood both nationally and internationally	High
Responsible, ethical and engaged citizens	Knowledgeable of the rights and responsibilities of early childhood professionals as moral and ethical leaders and advocates	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, K4, K5, K6 S2, S3 A2,	Analyse three different National and State policies for early childhood to identify the importance and impact of policy on early childhood practices and procedures	Written report	40 - 60%
K1, K2, K7 S1, S2 A1, A3,	Identify an issue relevant to a children's service and develop an action plan to address the issue with staff and families.	Action Plan	40 - 60%
K1, K2, K3, K4, K5, K6, K7 S1, S2 A4, A5	10 days of professional experience in a 0-2yr setting	Professional Experience	S/U

Adopted Reference Style:

APA