# Unit Outline (Higher Education)

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| **Institute / School:** | Institute of Education, Arts & Community |
| **Unit Title:** | EDUCATIONAL LEADERSHIP |
| **Unit ID:** | EDECE4002 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | Nil |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | (EDECE3019) |
| **ASCED:** | 070303 |

**Description of the Unit:**

This course is designed to allow Pre-Service Teachers (PSTs) to explore the concept of ethical leadership in early childhood educational settings. PSTs will compare historical and contemporary perspectives as they relate to leadership in culturally diverse educational settings. Legislative, management and administrative requirements will be examined as PSTs develop a professional identity as educational leaders. PSTs will come to understand of the role of advocacy, change management, research and reflective practice in the continual improvement of practices and service provision and the development of positive family and community partnerships.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

| Level of Unit in Course | AQF Level of Course | | | | | |
|---|---|---|---|---|---|---|
| | **5** | **6** | **7** | **8** | **9** | **10** |
| Introductory | | | | | | |
| Intermediate | | | | | | |
| Advanced | | | ✔ | | | |

## Learning Outcomes:

### Knowledge:

**K1.** Describe the complex role of an educational leader in the provision of culturally sensitive and appropriate, high quality services for children, families and their communities.

**K2.** Understand the impact of leadership theories, both historical and contemporary on the development of their professional identity and ethical professional practice.

**K3.** Evaluate the role of National, State and Local policy, including ECA Code of Ethics, current curricula and regulatory requirements, in quality service provision.

**K4.** Outline management and administrative requirements in the provision of children's services.

**K5.** Identify the impact of research and advocacy in early childhood educational settings.

**K6.** Understand the importance of developing family and community partnerships.

### 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.** Reflect on leadership approaches and the impact of these on professional identity and ethical practice.

**A2.** Analyse 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.

### Unit Content:

Topics to include

- Leadership and management theory as they relate to early childhood contexts as human service organisations
- Administration, management of services for children, families and communities
- Interpersonal skills
- Building and leading a team
- Understanding policy in social and educational contexts
- Advocating for children, early childhood services and families with sensitivity to sociocultural contexts
- ECA code of ethics, international conventions on the rights of the child, current curricula and regulatory frameworks
- Roles of the leader 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 requirements and policy
- Examining issues of discrimination, prejudice and approaches to advocacy on behalf of disempowered groups in terms of culture, social class and gender.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
| --- | --- | --- | --- |
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:<br>• Using effective verbal and non-verbal communication<br>• Listening for meaning and influencing via active listening<br>• Showing empathy for others<br>• Negotiating and demonstrating conflict resolution skills<br>• Working respectfully in cross-cultural and diverse teams. | K4, K6: S1, S2, S3; A1, A3 | AT1, AT3 |
| FEDTASK 2 Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:<br>• Creating a collegial environment<br>• Showing self -awareness and the ability to self-reflect<br>• Inspiring and convincing others<br>• Making informed decisions<br>• Displaying initiative | K2, K3, K4, K5 | AT1, AT3 |
| FEDTASK 3 Critical Thinking and Creativity | Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:<br>• Reflecting critically<br>• Evaluating ideas, concepts and information<br>• Considering alternative perspectives to refine ideas<br>• Challenging conventional thinking to clarify concepts<br>• Forming creative solutions in problem solving | K2, K4, K6, S1, S2, S3, A3 | AT3 |
| FEDTASK 4 Digital Literacy | Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:<br>• Finding, evaluating, managing, curating, organising and sharing digital information<br>• Collating, managing, accessing and using digital data securely<br>• Receiving and responding to messages in a range of digital media<br>• Contributing actively to digital teams and working groups<br>• Participating in and benefiting from digital learning opportunities | K1, K3, K5, S2, A2 | AT1, AT2 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:<br>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts<br>• Committing to social responsibility as a professional and a citizen<br>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses<br>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others<br>• Implementing required actions to foster sustainability in their professional and personal life. | K2, K3, K5, K6, S1, S2, S3, A1, A3 | AT1, AT2, AT3 |

**Learning Task and Assessment:**

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K3, S1, A1; APST: 7.1, 7.3 | Questions and reflections on codes of ethics. | Q & A | 10-30% |
| K1, K3, K5, S2, A2; APST: 6.4, 7.2 | Analyse National and State policy to identify the importance and impact on practice and processes. Identify professional learning needs in relation to practice and processes. Develop a professional development plan. | Written Report & PD Plan | 30-50% |
| K2, K4, K6, S1, S2, S3, A3; APST: 7.3, 7.4 | Identify an issue relevant to service quality improvement plan and develop an action plan to address the improvement with all relevant stakeholders. | Action Plan | 30-50% |

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**          No

Date:

**Adopted Reference Style:**

APA

Refer to the library website for more information

Fed Cite - referencing tool

**Professional Standards / Competencies:**

**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

| Attribute | Assessed | Level |
|---|---|---|
| **Professional Engagement** | | |
| 6. Engage in professional learning | | |
| 6.4 Apply professional learning and improve student learning<br>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | Yes | Advanced |
| 7. Engage professionally with colleagues, parents/carers and the community | | |
| 7.1 Meet professional ethics and responsibilities<br>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | Yes | Advanced |
| 7.2 Comply with legislative, administrative and organisational requirements<br>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. | Yes | Advanced |
| 7.3 Engage with the parents/carers<br>Understand strategies for working effectively, sensitively and confidentially with parents/carers. | Yes | Advanced |
| 7.4 Engage with professional teaching networks and broader communities<br>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | Yes | Advanced |