



Course Outline (Higher Education)

School:	School of Education
Course Title:	EDUCATIONAL LEADERSHIP
Course ID:	EDECE4002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDECE3019)
ASCED:	070303

Description of the Course:

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)

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Course 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.

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
- V3.** Recognise the importance of professional development of staff, neophyte teachers and educators.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes**

and assessment for each FedUni course, and all attributes must be directly assessed in each program

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K3; A2	AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1; S1	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	A3	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2; S2; S3; A1	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

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 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 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 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 Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Advanced
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Advanced