

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** EDUCATIONAL LEADERSHIP

**Unit ID:** EDMAS6034

**Credit Points:** 30.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070101

**Description of the Unit:**

This unit 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 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	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Analyze the complex role of educational leader in the provision of culturally sensitive and appropriate, high quality services for children, families and their communities
- K2.** Understand and apply 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 childrens services
- K5.** Use research and advocacy in evaluating early childhood educational settings
- K6.** Understand the importance of developing family and community partnerships and the implications of these on wellbeing
- K7.** Understand the transitioning process from home to early childhood settings and later to school settings for children and stakeholders with emphasis upon the wellbeing of children and families

#### Skills:

- S1.** Recognise challenges that occur when working with stakeholders, including marginalized groups
- S2.** Implement effective strategies for decision-making, change management, communication and advocacy within early childhood services when working with stakeholders, including marginalized and minority cultural groups
- S3.** Understand cultural transitions for families from culturally and linguistically diverse backgrounds and help 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.** Analyze policies including multicultural educational 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 be covered may include:

- Leadership and management theory as they relate to early childhood contexts as human service organizations.
- Administration, management of services for children, families and communities
- Interpersonal skills
- Building and leading a team
- Understanding and analyzing policy in social, cultural 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, recognizing 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, gender and sexual orientation

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3 S1, S2 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, K7 S1, S2, S3 A3 APST 7.3, 7.4	Identify an issue relevant to a children's service Quality Improvement Plan and develop an action plan to address the improvement with all 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	Intermediate
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	Intermediate
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	Intermediate
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Intermediate
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	Intermediate