RATIONAL

Early childhood educators commencing employment and undertaking administration at the beginning of their careers require knowledge of personal and professional characteristics, skills and responsibilities which are associated with effective educational practice. Since the range of early childhood employing bodies and associated industrial settings is broad, beginning educators would be advantaged by knowledge of employment processes relating to a variety of early childhood services and by possession of skills in meeting differing requirements for commencing employment. Awareness of current issues and trends in the early childhood field would also enable early childhood professionals to make informed choices in adapting to changing policy environments, undertaking advocacy for young children and families and developing teamwork and leadership skills.

SYNOPSIS

This course will introduce beginning early childhood educators to employment and management issues which will be expanded in a subsequent administration course and will offer professional development designed to assist with individual career commencement. It will incorporate practical skills for early childhood educators seeking employment, working with other staff and the community, responding to policy change and maintaining procedures which reflect current legal and ethical requirements. Current issues and trends in the early childhood field will be related to policy directions and the role of the early childhood professional in research, leadership and advocacy.

OBJECTIVES

On successful completion of this course students will be able to:
• compare a range of professional approaches to leadership and management in early childhood services;
• discuss current issues that relate to the early childhood professional in various cultural contexts;
• examine emerging trends in early childhood education and implications for policy and practice;
• identify major legal responsibilities and ethical concerns of early childhood professionals in various contexts.
• identify requirements of a range of early childhood employers and regulatory bodies in various contexts.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Concepts of early childhood leadership and management in a range of cultural settings.</td>
<td>25.00</td>
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<tr>
<td>2. Advocacy and professional roles for early childhood practitioners.</td>
<td>25.00</td>
</tr>
<tr>
<td>3. Emerging trends in early childhood education, and implications for policy and practice.</td>
<td>15.00</td>
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<tr>
<td>4. Family law, employment law, education law/ordinances, compliance with regulations and other legal and ethical issues for early childhood services.</td>
<td>20.00</td>
</tr>
<tr>
<td>5. Professional development, varying requirements of employers, teacher registration authorities and other employment issues.</td>
<td>15.00</td>
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</table>

**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the ‘Book Search’ facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Online Discussion</td>
<td>7</td>
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<tr>
<td>Groups</td>
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<tr>
<td>Private Study</td>
<td>70</td>
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<tr>
<td>Project Work</td>
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<td>Telephone Tutorials</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>INDIVIDUAL FOLIO</td>
<td>40.00</td>
<td>40.00</td>
<td>Y</td>
<td>12 Sep 2003</td>
</tr>
<tr>
<td>INDIVIDUAL PROJECT</td>
<td>60.00</td>
<td>60.00</td>
<td>Y</td>
<td>03 Nov 2003</td>
</tr>
</tbody>
</table>

**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   (a) There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   (b) To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assignment.

3. Penalties for late submission of required work:
   (a) If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
(g) To be assured of receiving a passing grade a student must achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.

5 Method used to combine assessment results to attain final grade:
(a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
(e) There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
(d) There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 (a) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner. (b) Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (f) Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements. (g) In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience. (i) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).