

Module Title:	Leadership in Practice	Level:	5	Credit Value:	20
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Module code:	EDC526	Is this a new module?	YES	Code of module being replaced:	NA
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Cost Centre:	GAEC	JACS3 code:	X310
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Trimester(s) in which to be offered:	1	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Kate Wagner
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Scheduled learning and teaching hours	30 hrs
Guided independent study	140 hrs
Placement	30 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval August 16

APSC approval of modification -

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to explore the nature of leadership in early childhood practice and considers the key issues of leadership, team work and management in the early years. You will critically evaluate leadership theories and current perspectives on the distinctive features of leadership within early childhood practice including equal opportunities and children's rights.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically analyse and apply a range of theories relating to leadership approaches and change processes in the early years	KS1	KS2
		KS4	KS7
		KS8	
2	Demonstrate and critically evaluate the role of the practitioner in relation to leadership skills and practices	KS1	KS2
		KS4	KS8
		KS9	
3	Explore the implications of critical issues relating to leadership regarding early years policy and procedure at a local and national level.	KS3	KS6
		KS2	KS5
4	Critically assess the underpinning theory and practical implications of leading practice in the areas of equal opportunities and children's rights.	KS1	KS2
		KS5	KS6
		KS7	

Transferable/key skills and other attributes

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

None

Assessment:

1. Case Study – a critical evaluation of key areas of leadership in the early years relating to current practice and in the context of theoretical leadership models and approaches.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%		4000 words

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. What is 'leadership'?
2. What is the unique nature of leadership in the early years?
3. How does leadership impact on the early years environment?
4. What leadership skills are needed for contemporary practice?

In exploring these questions, this module will consider:

- The theory and practice of leadership
- Systems, structures and practice of communication
- Organisational values, cultures and contexts
- Leading, managing and developing professional relationships in multi-disciplinary environments
- Policy and procedure: demands, constraints and choices
- Leading and managing staff
- Recruitment, selection and development of staff
- Health, safety, and risk management
- Equality and diversity
- Leading for good practice and high performance
- Leading and managing change

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K1-7, K40-44, K47-55
SCDCCLD 0401	K59
SCDCCLD 0412	K57-60, K62, K64
SHC 53	K1-4
SKAPW 9	K13

Bibliography:

Essential reading

Aubrey, C. (2011), *Leading and Managing in the Early Years*. Second Edition. London: Sage.

Clark R. M., & Murray J. (2012), *Reconceptualizing leadership in the early years*. Maidenhead: Open University Press.

Siraj-Blatchford, I. and Hallet, E. (2013), *Effective and Caring Leadership in the Early Years*. London: SAGE.

Other indicative reading

Baldock, P., Fitzgerald, D. and Kay, J. (2009), *Understanding Early Years Policy*. Second Edition. London: Sage.

Baldock, P. (2010), *Understanding Cultural Diversity in the Early Years*. London: Sage.

Dahlberg, G., Moss, P., and Pence, A. R. (2013), *Beyond quality in early childhood education and care: languages of evaluation*. Milton Park, Abingdon, Oxon: Routledge.

Hersted, L., and Gergen, K. J. (2013), *Relational Leading*. Taos Institute Publications.

Miller, L. and Cable, C. (Eds.) (2011), *Professionalization, Leadership and Management in the Early Years*. London: Sage.

Moyles, J. (2006), *Effective Leadership and Management in the Early Years*. Maidenhead: Open University Press.

Murray, J. and McDowall Clark, R. (2013), 'Reframing leadership as a participative pedagogy: the working theories of early years professionals', *Early Years*, Vol. 33, No. 3, pp. 289-301.

O'Connor, A. (2013), *Understanding Transitions in the Early Years: supporting change through attachment and resilience*. London: Routledge.

Robson, I. (2013), 'Women's leadership as narrative practice: Identifying "tent making", "dancing" and "orchestrating" in UK Early Years services', *Gender in Management: An International Journal*, Vol. 28, No.6, pp. 338-358.

Rodd, J. (2013), *Leadership in early childhood: the pathway to professionalism*. Maidenhead, Berkshire: McGraw-Hill.

Journals

Children and Society Contemporary Issues in Early Childhood

Early Child Development and Care
Early Childhood Education Journal
Early Childhood Research and Practice
Early Childhood Research Quarterly
Early Years Educational management, administration and leadership
European Early Childhood Education Research Journal
International Journal of Early Years Education
International Journal of Leadership in Education
Journal of Early Childhood Research School Leadership and Management

Websites

Institute of Education, UCL, Learning and Leadership Research

<http://www.ucl.ac.uk/ioe/research/featured-research/effective-pre-school-primary-secondary-education-project>

National College for Teaching and Leadership

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

National Foundation for Educational Research (NFER)

<http://www.nfer.ac.uk/>