H7LGEE: Leadership and Governance in ECEC Environments

Module Code:	H7LGEE
Long Title	Leadership and Governance in ECEC Environments APPROVED
Title	Leadership and Governance in ECEC Environments
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
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Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Demonstrate a critical understanding of theories, concepts, principles and practices of leadership, management and governance in the context of early childhood education and care.
LO2	Identify and demonstrate an awareness and understanding of dimensions of leadership, management and governance in early childhood education and care.
LO3	Clearly articulate the occupational roles, responsibilities, values, and functions of quality leadership and governance in ECEC.
LO4	Identify and demonstrate a knowledge of a code of professional responsibilities and ethical professional practice in ECEC.
LO5	Critically analyse and reflect on the challenges of current practice, leading a competent system, and sustainability in ECEC.

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment

Indicative Content

Explanation of leadership, management and governance in ECEC (Week 1)
Definition of quality leadership, . management and governance in ECEC, the value and outcomes of active leadership, management and governance, international and national research on ECEC leadership and governance.

Theoretical approaches (Week 2 - 4)
An overview of a range of theories of leadership which may include but not limited to, Transactional/Management Theory, Situational Theory, Emotional Intelligence, Relationship /Transformational Theory, Behavioural Theory and Skills Theory of Leadership and their relationship with practice.

Leadership styles and dimensions of leadership in ECEC (week 4 and 5)
o Leadership styles - Autocratic, Bureaucratic, Charismatic, Democratic/Participative, Laissez-Faire, Transactional. Recognition of personal leadership style in order to lead change. Pedagogic leadership, Distributive leadership, Catalytic leadership in ECEC. o Dimensions – educational leadership, economic management, administration, organisational design and development, collaboration, observation of conditions and trends in ECEC, human resource management, strategic management and self-management.

Principles and Practices of leadership, management and governance in the context of ECEC (Week 6)
o Principles – Dedication, Values, Integrity, Charisma, Bravery, Motivation, Credibility, Accountability o Practices - Sustaining and maintain a community of practice, team building, motivation, mentoring, empowering, problem solving, decision making, modelling and promoting quality of service including curriculum, relationships, staff etc.

Occupational roles, responsibilities, values, and functions (Week 8 and 9)
Identifying the occupational profiles from 'Basic' through 'Experienced' to' Expert'. Consideration of each role and its responsibilities resulting in an understanding and knowledge of a skills qualified workforce underpinned by. Recognising knowledge values, skills and practices underpinned by the CoRE Project (2012) including the benefits for children, staff, the organisation and for the wider sector.

Critical evaluation of current practice, leading competent systems and sustainability (week 10)
Critically analyse current practices and emerging discourses in Early Childhood Education and Care both nationally and internationally which may include but not limited to economic sustainability, staffing, funding, professional qualifications, policy and procedures, management and leadership, regulatory and inspection procedures.

Codes of professional responsibilities and ethical professional practice in ECEC (week 11 & 12)
Principles underpinning codes of professional responsibilities and ethical professional practice, identifying ethical dilemmas in ECEC, reflecting on leadership, management and governance through ethical professional practice.

Summary and Exam Revision (week 13)
n/a

Assessment Breakdown	%
Coursework	50.00%
End of Module Assessment	50.00%

Assessments

Full Time

Coursework

Assessment Type:	Group Presentation	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2,4
Non-Marked:	No		

Assessment Description:
Group Presentation Students will be presented with an ethical dilemma in relation to leadership, management, and/or governance in ECEC. Students will deliver a PowerPoint presentation on their ethical dilemma to include the ethical approach taken, code the professional responsibilities, leadership approach and the role of the Early childhood Educator supported by theory.

Assessment Type:	Reflective Journal	**% of total:**	10
Assessment Date:	n/a	**Outcome addressed:**	1,2,4
Non-Marked:	No		

Assessment Description:
Students are required to write a short personal reflection on their group presentation.

End of Module Assessment

Assessment Type:	Terminal Exam	**% of total:**	50
Assessment Date:	End-of-Semester	**Outcome addressed:**	1,2,3,5
Non-Marked:	No		

Assessment Description:
Case studies

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

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Module Workload					
Module Target Workload Hours 0 Hours					
Workload: Full Time					
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*	
Lecture	Lecture	36	Per Semester	3.00	
Independent Learning	Independent Learning	178	Per Semester	14.83	
Workbased learning	Workbased learning	36	Per Semester	3.00	
			Total Weekly Contact Hours	6.00	

Module Resources

Recommended Book Resources

Baptiste & Reyes. (2005), Understanding Ethics in Early Care and Education, Prentice Hall, Pearson Merrill.

Dahlberg & Moss. (2005), Ethics and Politics in Early Childhood Education, Routledge, Falmar.

Murray, C. and Urban, M. Diversity & Equality in Early Childhood: An Irish Perspective, Gill and Macmillan, Dublin.

Newman & Pollnitz. (2005), Working with Children and Families; Professional, legal and ethical issues, Pearson Education, Australia.

National Council for Curriculum and Assessment. (2015), Aistear / Síolta Practice Guide, NCCA, Dublin.

National Council for Curriculum & Assessment. (2009), Aistear the Early Childhood Curriculum Framework, NCCA, Dublin.

Mac Naughton, G., & Williams, J. (2009), Teaching young children, Open University Press, Maidenhead.

Moloney, M., & Pettersen, J. (2018), Early Childhood Management. Insights into business practice and Leadership, Routledg, Oxon.

Rodd, J. (2013), Leadership in early childhood, Open University Press, Maidenhead.

Supplementary Book Resources

Mac Naughton, G., & Williams, J. (2009), Teaching young children, Open University Press, Maidenhead.

This module does not have any article/paper resources

Other Resources

[Website], Early Childhood Ireland,
http://www.eci.ie

[Website], Aistear/Síolta Practice Guide,
http://www.aistearsiolta.ie/en/

[Website], Children's Database,
http://www.childrensdatabase.ie

[Website], Department of Education and Skills,
https://www.education.ie

[Website], Competence Requirements in Early Childhood Education and Care,
https://files.eric.ed.gov/fulltext/ED534 599.pdf

Discussion Note: