Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

Critical components of an effective early childhood program - teachers and the school community. The importance of strong curriculum knowledge and leadership, team-building and organisational skills and resource provision. The importance of advocacy for developmentally appropriate practices.
Introduction
This unit focuses on your own professional and academic growth. In this unit you will focus on the various strategies, skills and knowledge that a leader in the early years of learning must possess. It will examine the National Graduate Attributes and provide you with the opportunity to gauge your own outcomes alongside these nationally set standards for graduating pre-service teachers. It will encourage you to examine your future aspirations as a leader in the early childhood field by examining set national guidelines. You will be guided through the requirements of effectively responding to position advertisements and interview situations.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes. Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

### On successful completion of this unit students can:

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocate within and inform the community about early childhood education to build a common understanding of appropriate developmental learning and curriculum practices</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>2. Facilitate opportunities for school leaders, staff members, parents and support agencies to share strategies that will enhance best practice and develop a collaborative vision of early childhood learning and teaching</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>3. Participate collaboratively in change processes related to curriculum development financial planning resource management and the ongoing professional development and training of staff</td>
<td>![Icon] ![Icon]</td>
</tr>
<tr>
<td>4. Explain how to identify and access a range of service providers for children at risk of educational failure</td>
<td>![Icon] ![Icon]</td>
</tr>
</tbody>
</table>

### Curtin’s Graduate Attributes

- **Apply discipline knowledge**
- **Thinking skills**
  - (use analytical skills to solve problems)
- **Information skills**
  - (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn**
  - (apply principles learnt to new situations)
  - (confidence to tackle unfamiliar problems)
- **International perspective**
  - (value the perspectives of others)
- **Cultural understanding**
  - (value the perspectives of others)
- **Professional Skills**
  - (work independently and as a team)
  - (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

### Learning Activities

#### UNIT STRUCTURE
This unit is divided into a weekly calendar of study:

1. Introduction to Early Childhood Leadership
2. The Australian Context
3. Leading Beyond Quality
4. Leading Pedagogy
5. Strategic Planning
6. Leading Advocacy and Activism
7. Ethical Leadership
8. Effective Workplaces
In each topic there are specific focus questions to guide your learning. The weekly readings and activities have been carefully chosen to guide your thinking about the issues raised by these questions. It is strongly recommended that you complete all of the activities for each topic and summarise your responses to each of the activities in an on-going Learning Journal. This will ensure a much better understanding of the topics and assist you with your assessment tasks. It is also strongly recommended that you accurately reference any sources you use to support your comments as you work through the activities. This will also assist you, and save time, when preparing and presenting your assignments.

### Learning Resources

#### Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:


#### Essential texts

The required textbook(s) for this unit are:


#### Other resources


Please note that the Web-based program used to create this unit outline does not allow for hanging indents. If using the above references in your assessments, please remember to use a hanging indent, as required by APA 6th style.

**Assessment**

**Assessment schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1 Early childhood education job application | 40 percent | **Week:** 6  
**Day:** Monday 3  
**October**  
**Time:** 23:59WST | 1,3 |
| 2 Community Project               | 60 percent | **Week:** 12  
**Day:** Monday 14  
**November**  
**Time:** 23:59WST | 1,2,3,4 |
Detailed information on assessment tasks

1. ASSESSMENT 1 (40%): Job Application  Individual task

   DUE DATE: Monday, 3 October, 11.59 pm.
   WORD LIMIT: 2500 (+/- 10%) words

   This assignment requires you to imagine you are applying for the advertised position below. Although your application is not "real", you are required to write it in the light of your actual experiences and qualifications. You should not include false information, but rather, make the most of experiences and qualifications you already have that might demonstrate your suitability for this position. The assignment aims to provoke you to reflect on your experiences and qualifications and communicate them effectively in a job application.

   Students with little practical experience in early childhood education will not be disadvantaged as the primary intent of this assignment is to demonstrate your knowledge of concepts covered by this unit, particularly Topics 1-5. Therefore, unlike a "real" application, you need to include references to unit materials in both parts of the assignment.

   The assignment is also designed to provide an opportunity to develop skills related to applying for early childhood positions so your submission needs to reflect conventions for job applications, which are presented in this unit.

   ________________________________________________________________________________

   Advertisement (advertised internationally)

   Early Learning Centre Educational Leader

   Position Number: EDEC3005

   Beedawong is an innovative community-based early learning centre for 90 children, located in Perth, Western Australia. Beedawong has been welcoming children and their families for 20 years. Beedawong’s aim is to provide an environment that nurtures children’s strengths, creativity and inquiring minds. We place a strong emphasis on offering a broad and balanced approach to care and education.

   We are looking for a Bachelor-qualified Educational Leader to join our centre to inspire and lead our team of educators.

   Our ideal candidate will be able to demonstrate the following essential criteria:

   1. Knowledge of the current Australian early childhood education and care context and the role of leadership in this regard.

   2. Knowledge of and experience with the National Quality Standard and Early Years Learning Framework.

   3. A strong understanding of issues around ‘quality’ in early childhood education, and the role of leadership in this regard.

   4. Capacity to lead our team of educators in designing, implementing and evaluating an educational program which reflects our aims and values.

   Address applications to:
   The Manager
   Ms Rebecca Baxter
   Beedawong Early Learning Centre
   GPO Box U1987
   PERTH WA 6000

   ________________________________________________________________________________

   Your assignment will have two sections:

   1. Cover Letter
2. Application Addressing the Criteria.

1. Cover Letter (750 words):

   Your Cover Letter should follow conventional business letter format and needs to include:
   
   a. Your understanding of the importance of leadership in early childhood education;
   
   b. Your vision for your leadership of Beedawong Early Learning Centre; [hint: what is your leadership style and what are you going to do?]
   
   c. Your capacity to engage and inspire staff, families and the wider community. [hint: what are your qualities and how will they enable you to lead this centre?]

   It is important to write your Cover Letter in terms of the readings from this unit. Only draw on readings beyond the unit as supplementary material.

2. Application Addressing the Criteria (1750 words):

   Each of the essential criteria must be addressed separately, using the advertisement’s criteria as headings.

   In a “real” application you would not use references; however, this is an academic assignment and your Application Addressing the Criteria must justify your claims in terms of extensive evidence of readings from this unit.

Please note your assignment does not need to include a resume.

Assessment 1 Marking Criteria

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Cover Letter</td>
<td>10</td>
</tr>
<tr>
<td>Application Addressing the Criteria</td>
<td>15</td>
</tr>
<tr>
<td>Evidence of UNIT readings</td>
<td>10</td>
</tr>
<tr>
<td>Overall quality of application, including layout and formatting, academic literacy, referencing, and use of word limit</td>
<td>5</td>
</tr>
</tbody>
</table>
2. **ASSESSMENT 2 (60%): Report: Researching effective early childhood leadership by taking a participant-observer role in an early childhood-focused organisation or group**

   *Partner task [may be completed individually only by arrangement with your lecturer]*

   **DUE DATE:** Monday 14 November, 11:59 pm.

   **WORD LIMIT:** 3500 (+/- 10%) words (partnered reports); [3000 (+/- 10%) words if done individually]

   The aim of this assignment is to research effective early childhood leadership as an active participant, preferably as a volunteer.

   To do this, during the semester, **you are required to participate in an early childhood-focused organisation or group** (birth - 8 years) and **research the leadership strengths** of the organisation. The assessment requires you to **report your findings** in terms of the key understandings of this unit. You may find it useful to use unit topics as a way to focus your research but this is not obligatory. Your report should not try to cover every topic but needs to demonstrate your understanding of the unit as a whole, not just the first few topics.

   **Early in the study period** (Weeks 1 & 2) you need to identify a suitable group that will be the focus of your participation and observation. The group might be: an early childhood educational setting such as a childcare centre or school; a crèche or playgroup; a government department involving young children; a church group; a private group that conducts activities for young children, such as swimming, gymnastics, tutoring; an early childhood event such as a conference or children’s day/week; etc. Your participation may be a role that you already undertake, or one that you take on this semester. You are strongly encouraged to seek out voluntary work in preference to paid positions as volunteer work is highly regarded by employers. If you are unsure about the suitability of the group you have in mind, consult your tutor.

   Gain consent from the organisation to observe the leadership processes as you actively participate in the activities associated with the group. A sample information and consent letter is posted on the unit website – you should adapt this to suit your own purposes. **The signed consent letter, which includes the group’s name, address, email, and phone contact details, must be submitted with your assignment** as an appendix; if it is not, your assignment will not be marked. These details may be used to verify your participation in the group.

   You are also required to document your experiences in a journal, which can be any format you choose, but could include dated observations and reflections, photos, artefacts, etc. Your journal will not be marked but will be checked by your lecturer to confirm the veracity of your report. **Your journal must be posted on the Professional Learning Journal on Blackboard; if it is not, your assignment will not be marked.** You may choose to upload your notes and observations throughout the semester (recommended), or you can upload it when you submit your assignment.

   Report on your findings **using the following format as described by Grellier & Goerke (2010) (on e-reserve):**

   1. Report Title Page
   2. Abstract
   3. Contents Page
   4. List of Tables/Figures/Photographs (if applicable)
   5. Introduction (including literature review)
   6. Body of the Report(Findings)
   7. Conclusion
   8. Recommendations
   9. Reference List
   10. Appendices (see below)

   **Further assignment guidance is provided on Blackboard.**

   **Additional Notes:**

   1. **Required appendices:**
      - signed consent letter, containing contact details
      - other appendices specific to your report
   2. **You are strongly encouraged to work in pairs for this assignment.** Previous experience has shown that assignments completed in pairs are likely to be stronger, due largely to the co-construction of knowledge that occurs. Ideally, both partners would research the same early childhood group. However, it is also possible for partners to participate in different groups and then report on the different leadership approaches of the two groups. Both partners’
names must be on the assignment header but only one partner should submit the assignment. The other partner should submit a short sentence in a Word document stating who you have completed the assignment with.

3. Please be aware that you are covered by Curtin's Personal Accident Insurance Policy (which can be found on the Blackboard). Please ensure you are familiar with this document and feel free to provide a copy to the group in which you are volunteering.

---

### Assessment 2 Marking Criteria

<table>
<thead>
<tr>
<th>Introduction and literature review</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body of report</td>
<td>20</td>
</tr>
<tr>
<td>Conclusion and recommendations</td>
<td>15</td>
</tr>
<tr>
<td>Academic writing and referencing</td>
<td>10</td>
</tr>
</tbody>
</table>

**Pass requirements**

To pass this unit all assessment tasks must be submitted and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a fail (less than 50%) for an assessment but achieves at least 40% of the possible mark for an assessment that was handed in on time may be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible. In most cases, resubmissions will be due 7 days after offer.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to
submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 29/12/2016 and 19/01/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS. It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed. More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:

oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:

life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Curtin School of Education Assessment Extension

The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Student injury, illness or medical condition of such significance that completion of the assessment task was not possible;
- Family issues (eg family injury or illness, bereavement etc) of such significance that completion of the assessment task was not possible;
- Commitments to participate in elite sport or other activities that warrant favourable consideration;
- Commitments to assist with emergency service activities (eg bushfire protection);
- Unavoidable and unexpected work commitments (eg relocation, changes to fly-in fly-out schedules).

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.

Students must apply for an Assessment Extension using the Assessment Extension form located at: http://students.curtin.edu.au/administration/forms.cfm. The form and any supporting documentation must be submitted to the Unit Coordinator or delegate (i.e., lecturer or tutor) before the assessment date/time or due/time. An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he/she was unable to submit the application prior to the assessment date.

Students will be notified of the outcome of their application for Assessment Extension within five working days of the application.

For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay.

If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

Curtin School of Education Assessment Appeals

Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their
final unit grade is inappropriate, has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

- Step 1 – Initial Request for Review by marker or Unit Co-ordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.
- Step 2 – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

**Corrupted or Unreadable Files**

Assessments are not considered as submitted if the electronic file is not readable. It is a student’s responsibility to ensure that assessments have been successfully uploaded in a readable format.

It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file.

If a lecturer or marker encounters a problem with a submitted file, the student will be notified and must provide a readable file within 48 hours of this notification, after which time it will be considered as a late submission.

Students should check their Curtin student email daily during the assessment marking period.

**Student Support**

OUA students will find that most information they need can be found on our dedicated student support website: [http://humanities.curtin.edu.au/schools/edu/oua/oua-professional-experience/](http://humanities.curtin.edu.au/schools/edu/oua/oua-professional-experience/)

**Some specific services offered to Curtin OUA students are as below:**

**Smarthinking through OUA**

This service is designed to supplement students’ learning experiences while studying at Open Universities Australia. Students are linked to a service administered outside the Blackboard environment and independent of Curtin University and OUA. Smarthinking enables students to connect to a tutor 24 hours a day, 7 days a week. More information is available on Blackboard. Note that Smarthinking tutors do not have any details relating to assessment tasks and so the help they offer may not align with actual assessment requirements.

**To access Smarthinking:**

2. From My courses & units select the Current units tab
3. Click on the Smarthinking link, next to the list of units

For problems logging in, please contact the OUA Student Advisors by email advisors@open.edu.au or by telephone +61 03 8628 2555.
Curtin Learning Centre
Comprehensive support for many aspects of students’ learning is offered through face to face and online resources via the Learning Centre.

Curtin UniEnglish
This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests.

Curtin Counselling
All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates).

Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity
There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

1. Assessments, including the marking rubrics, have been changed in response to student feedback and to prevent plagiarism.
2. Essential and recommended readings have been updated to ensure the unit reflects current knowledge in the field.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Essential Readings</td>
<td>Recommended Readings</td>
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<td>------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Code of Ethics (ECA, 2006) (online)</td>
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<td></td>
<td></td>
<td></td>
<td><strong>Recommended readings</strong></td>
<td>Whalley (2008) Ch 7 (e-reserve)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>National Quality Standard (ACECQA, 2011)</strong></td>
<td><strong>Early Years Learning Framework (DEEWR, 2009)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Recommended readings</strong></td>
<td>Whalley (2008) Ch 8</td>
</tr>
<tr>
<td>10</td>
<td>31 October</td>
<td>Community Engagement</td>
<td>Essential readings: Waniganayake et al. (2012) Ch 11</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Recommended readings</strong></td>
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<td></td>
<td>ECA Website; REAIE Website; DETWA website; CEO website AISWA website; AITSL website</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>21 November</td>
<td>Unit Review</td>
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