

**NURS N7002: Effective Leadership and Mentoring
in the Early Years Sector (Level 7)**

Module Details	
Module Code:	NURS N7002
Full Title:	Effective Leadership and Mentoring in the Early Years Sector (Level 7) APPROVED
Valid From::	Semester 2 - 2020/21 (February 2021)
Language of Instruction:	English
Duration:	1 Semester
Credits::	7.5
Module Owner::	<ul style="list-style-type: none">• Geraldine O'Connor• Caroline McDonnell
Departments:	Nursing Midwifery & Early Years
Module Description:	The aim of this module is to provide students with theories and concepts of effective democratic leadership, mentoring and agents for change in the context of the early childhood sector in Ireland & beyond. Students will also critically examine the role of the early years professional in leading ethical high quality reflective practice within a contemporary society.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Analyse the role of leadership, leadership styles and theories in the context of the ECEC sector.
MLO2	Appraise the role of mentoring to support reflection, action and learning, while considering the theories of adult learning which lead to transformative practice.
MLO3	Evaluate strategies for leading and managing change with a view to enhancing quality and supporting an anti-bias play-based curriculum within the ECEC sector.
MLO4	Examine the nature and perspectives on change, creating change; agents of change; resistance to change; evaluate strategies for leading and managing change with a view to enhancing quality and supporting a play-based curriculum within ECEC settings/sector.
MLO5	Illustrate and foster democratic leadership qualities in others, both adults and children, while being a strong advocate for children, the rights of the child, families, early years professionals, demonstrating and supporting equality, diversity & inclusive practices across the setting and wider sector.
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content	
Leadership Examining theories & concepts of democratic leadership within ECEC; contemporary issues including gender, working conditions, international perspectives; relationship between management, leadership and administration; leadership in support of the learning, well-being & development of all children; driving forces for quality and change; supporting equality, diversity & inclusive practice; rudimentary skills to build leaders within ECEC.	
Professional Identity and Advocacy Students will explore and discuss Leaders who pursue change require professional knowledge of research, leadership and pedagogy. To develop professional identity, early childhood leaders need to think in alternative ways, to reshape and reconstruct who they are, what they stand for, and what they want to achieve. Support & supervision to advance personal & professional development; Foster leadership qualities in others, both adults and children as leaders; being a strong advocate for children, families and early years professionals	
Personal Strengths, Qualities and Skills of Leadership Leadership behaviours; vision, value, people & influence behaviours; emotional intelligence and leadership; fundamental capabilities; effective communication with all stakeholders & partners; teamwork and team stages; achieve the task, build & maintain the team, develop the individual; motivation; conflict management; negotiation; respectful engagement with evaluation, monitoring & accountability processes; difficult and challenging conversations; focus on the shared goals; trust, valuing and respecting each person's experience and opinion	
Change Leadership and change; effective leadership in team building; professional responsibilities & code of ethics; pedagogical leadership & practice; nature of change; perspectives on change; resistance to change; strategies for leading and managing change; organisational culture and change; communication and change. Modelling leadership in innovative & support practices, skills and know-how in terms of multi-sectoral collaborations to support relationship building with a range of stakeholders.	
Mentoring and the Adult Learner Outline the development of mentoring within Irish practice; international perspectives; types and theoretical models of mentoring; characteristics of successful mentoring; mentoring vs coaching; theories of adult learning to include transformative practice/praxis; applied, co-construction mentoring skills; phases of mentoring relationships; examine relational processes to support high-quality mentoring relationships; person centeredness, care, compassion, trust and mutual influence; mentoring limitations; effective critical reflection & constructive feedback; building a community of learners within the ECEC sector.	
Module Assessment	
Assessment Breakdown	%
Course Work	50.00%
Project	50.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Essay	% of Total Mark	50
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,2,3
Duration in minutes	0		
Assessment Description Written Assignment: Critical analysis of the role of leadership & mentoring in enhancing quality and bringing about change within the ECEC sector.			
Project			
Assessment Type	Group Project	% of Total Mark	50
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	2,4,5
Duration in minutes	0		
Assessment Description Analysis and presentation of a case study. Each group will present a written report. Each group will also make a 15 minute presentation. Each individual student will also include a critical reflection of their experiences of developing mentoring/leadership capacity within the peer group, case study analysis & presentation.			
No Practical			
No Final Examination			
Reassessment Requirement			
No repeat examination Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Lectures will be delivered using a combination of face to face and on-line contact	Every Week	2.00	2
Directed Reading	Non Contact	Students are guided to materials that provide additional relevant	Once per semester	4.40	66
Independent Study	Non Contact	Student responsibility to organise and manage own study space and time and commitment to supplement classroom input with additional reading and interpretative reflection	Once per semester	10.00	150
				Total Weekly Learner Workload	16.40
				Total Weekly Contact Hours	2.00

Module Resources

Recommended Book Resources

Rodd, J.. (2013), Leadership in Early Childhood: The Pathway to Professionalism., (4th ed.). Open University Press., Buckingham:.

Siraj-Blatchford, I. and Hallet, E.. (2014), Effective and Caring Leadership in the Early Years., SAGE Publications Ltd., London:.

Government of Ireland. (2019), A Whole-of-Government Strategy for Babies, Young Children and their Families 2019-2028.

Iram Siraj. (2013), Effective and Caring Leadership in the Early Years, SAGE Publications Ltd.

McDowall Clarke, R. and Murray, J.. (2012), Reconceptualizing Leadership in the Early Years, Open University Press, UK.

Moloney, M. & McCarthy, E.. (2018), INTENTIONAL LEADERSHIP FOR EFFECTIVE INCLUSION IN EARLY CHILDHOOD EDUCATION AND CARE, Routledge.

Supplementary Book Resources

Goleman D.. (2009), Emotional Intelligence., Bloomsbury, London.

Marilyn Chu. (2013), Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach (Practical Resources in ECE), Pearson.

Supplementary Article/Paper Resources

Dahlberg G. and Moss P.. (2008), Beyond quality in early childhood education and care - language and evaluation., New Zealand.

Eeva Hujala, Manjula Waniganayake & Jillian Rodd. (2013), Researching Leadership in Early Childhood Education., Tampere University Press , ..

Wong, D. and Waniganayake, M.. (2013), Mentoring as a Leadership Development, Researching Leadership in Early Childhood Education.

Other Resources

Book, Schedlitz, D. and Edwards, G.. (2018), Studying Leadership; Traditional and Critical Approaches, London, SAGE Publications.

PDF, DCYA. (2016), Diversity, Equality & Inclusion Charter & Guidelines for Early Childhood Education and Care, Dublin, Government Publications, <http://aim.gov.ie/wp-content/uploads/2016/06/Diversity-Equality-and-Inclusion-Charter-and-Guidelines-for-Early-Childhood-Care-Education.pdf>

Website, NCCA. (2015), Aistear Siolta Practice Guide, <http://www.aistearsiolta.ie>

Website, Tusla. (2021), Regulations & Quality Regulatory Framework, <https://www.tusla.ie/services/preschool-services/>