## Module Details

| | |
|---|---|
| **Module Code:** | HLST N8159 |
| **Full Title:** | Leadership and Mentoring in the Early Years Sector APPROVED |
| **Valid From::** | Semester 1 - 2018/19 ( September 2018 ) |
| **Language of Instruction:** | English |
| **Duration:** | 1 Semester |
| **Credits::** | 10 |
| **Module Owner::** | Myles Hackett |
| **Departments:** | Unknown |
| **Module Description:** | The aim of this module is to provide students with theories and concepts of effective 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 | Identify the personal strengths, qualities and skills required to ensure effective leadership within the ECEC sector. |
| MLO3 | Appraise the role of mentoring to support reflection, action and learning, considering the theories of adult learning which lead to transformative practice. |
| MLO4 | Examine the nature and perspectives on change, creating change, resistance to change; 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. |
| MLO5 | Illustrate and foster leadership qualities in others, both adults and children, while being a strong advocate for children, the rights of the child, families, early years professionals & equality, diversity & inclusive practices. |

| Pre-requisite learning |
|---|
| ***Module Recommendations*** <br> *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).* |
| No recommendations listed |

| Module Indicative Content | |
|---|---|
| **Leadership** The concepts of leadership within ECEC; contemporary issues including gender, working conditions, international perspectives; relationship between management, leadership and administration; driving forces for quality and change; supporting equality, diversity & inclusive practice; leadership & mentoring within ECEC. | |
| **Personal Strengths, Qualities and Skills of Leadership** Leadership behaviours; vision, value, people & influence behaviours; emotional intelligence and leadership; fundamental capabilities; effective communicator; teamwork and team stages; achieve the task, build & maintain the team, develop the individual; motivation; conflict management; negotiation; difficult and challenging conversations; focus on the shared goals; trust, valuing and respecting each person's experience and opinion | |
| **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. Foster leadership qualities in others, both adults and children as leaders; being a strong advocate for children, families and early years professionals | |
| **Change** Leadership and change; effective leadership in team building; ethics of leadership; nature of change; perspectives on change; resistance to change; strategies for leading and managing change; organisational culture and change; communication and change. | |
| **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; phases of mentoring relationships; limitations; 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** | 1,3,4 |
| **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 |
| **Duration in minutes** | 0 | | |
| **Assessment Description** Analysis and presentation of a case study. Each group will present a report (2,500 words). Each individual student will include a critical reflection of their experiences of mentoring and leadership/developing your leadership capacity within the group. Each group will make a 15 minute 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

| Workload Type | Contact Type | Workload Description | Frequency | Average Weekly Learner Workload | Hours |
|---|---|---|---|---|---|
| Lecture | Contact | Lecture 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*

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

Jones C. & Pound L.. (2008), Leadership and Management in the Early Years from Principles to Practice,, Open University Press, Berkshire.

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

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:.

Whalley M.. (2011), Leading Practice in Early Years Settings,, Sage, London.

*Supplementary Book Resources*

Garvey, D. and Lancaster, A. (2010), Leadership for Quality in Early Years and Playwork., London: NCB..

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

Harvey N.. (2010), Effective Communication, 3rd Ed.,. Gill & Macmillan Ltd., Dublin.

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

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

*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, Schedlitzi, 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/201 6/06/Diversity-Equality-and-Inclusion-Ch arter-and-Guidelines-for-Early-Childhood -Care-Education.pdf