

	<p>Module Outline</p>
	<p>Leadership for Inclusion</p>

Rationale and Purpose of the Module

The module will develop students' knowledge; understanding and competence in developing leadership skills to support the inclusion of children aged 0 to 8 with additional needs in early years' settings. Students will develop an understanding of leadership within the context of supporting the inclusion of children with additional needs. They will develop a range of strategies to mentor and support educators and families in including children with additional needs in early years' settings.

Syllabus

Students will explore the essential characteristics of early childhood leaders based on contemporary discourse and understand the implications of these characteristics in the context of adopting a leadership role in early years' settings to support the inclusion of children aged 0 to 8 with additional needs. Students will develop a combined sociological-psychological understanding of the organisation of the workplace with a particular focus on early years' settings. Students will be supported in analysing the potential sources of conflict within early years settings and understand constructive approaches to conflict management. Students will acquire the key skills and competencies essential to the effective implementation of change and in supporting staff to cope with change. Opportunities will be provided for students to explore the concept of action research in guiding decision making and problem solving. Students will engage in reflective analysis of early childhood care and education policies and practices and quality assurance mechanisms.

Learning Outcomes

Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Critically examine theories and approaches to leadership and supervision in an early years context.
- Identify specific practice strategies to support effective leadership to include coaching, mentoring and modelling.
- Engage effectively in a leadership role with families, interdisciplinary teams and the wider community in supporting the inclusion of children with additional needs aged from 0 to 8 years.
- Use a range of communication strategies to support dialogue with parents, children and staff.

Affective: Attitude and Values

- Demonstrate an ability to motivate others towards professional commitment to inclusive practice for children with additional needs.
- Develop a capacity to challenge own attitudes and societal values related to the rights of children and families to inclusion and equality.