

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

### **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 all children from birth to 8 years in early learning and care (ELC) settings. Students will develop an understanding of leadership within the context of supporting the inclusion of all children. They will develop a range of strategies to mentor and support early childhood teachers and families in including all children in the ELC setting.

### **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 ELC settings to support the inclusion of all children from birth to 8. Students will develop a combined sociological-psychological understanding of the organisation of the workplace with a particular focus on ELC settings. Students will be supported in analysing the potential sources of conflict within ELC 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 embrace change. Opportunities will be provided for students to explore 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 year's 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 all children from birth 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 all children.
- Develop a capacity to challenge one's own attitudes and societal values related to the rights, inclusion and equality.