

	Module Outline
	LIN104 Leadership for Inclusion

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) and school aged childcare (SAC) 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 and SAC 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 and SAC settings. Students will be supported in analysing the potential sources of conflict within ELC and SAC 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 policies and practices and quality assurance mechanisms.

Learning Outcomes

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

- Critically examine theories and models of leadership and collaborative practice that support inclusive ELC and SAC settings
- Analyse and apply national policies, quality frameworks and action research approaches to lead and sustain change for the inclusion of all children.
- Identify specific practice strategies to support effective leadership to include coaching, mentoring and modelling
- Engage effectively in a leadership role with parents, families, interdisciplinary teams and the wider community in supporting the inclusion of all children, including during key transitions.

Affective: Attitude and Values

- Demonstrate an ability to motivate others ethical, rights-based leadership that promotes equality, diversity and inclusion
- Develop a capacity to challenge one's own attitudes and societal values related to the

rights, inclusion and equality.