# INTERNATIONAL Child Care College

# BSB51915 Diploma of Leadership and Management

*Custom training for Early Childhood Professionals*

**Please read carefully all the information contained in the booklet**

# An Overview of Leadership and Management in Early Childhood Education and Care Settings

You are about to undertake a course of study that will equip you with skills and essential knowledge to continue to build your expertise in leadership and management.

The learning and assessment for this course builds the skills and qualities required to effectively lead, motivate, inspire and support individuals and teams to contribute to the overall goals of the organisation. It is about having a clear vision of where the organisation is headed and the leadership required to bring all stakeholders together to share in that vision.

*"Leaders are people who do the right thing; managers are the people who do things right"*

*Professor Warren G. Bennis*

This is a generic qualification across all industries but has been contextualized to fit an Early Childhood Education and Care environment with a blend of generic skills and knowledge relevant to any management situation, as well as specifically designed tasks applicable to a children's services workplace. The qualification aims to support the development of workplace leaders, educational leaders and educators wishing to take up a leadership role.

The emphasis is on the learning journey. You will be encouraged to self-reflect throughout the course and supported in identifying your individual learning needs and goals to become a better leader. As part of the course you will be provided with the opportunity to work collaboratively with your trainers to develop your leadership qualities and implement the practical application of learned knowledge.

Another key design feature of the course is a focus on networking between students. These networks will allow you to share everyday leadership and management issues and challenges in a safe and professional environment. This private networking strategy permits students to support each other to problem-solve and share ideas and practices to improve the leadership and management of the organisation.

Importantly each unit will explore how generic management and leadership skills and knowledge can be translated into children's services workplace practices that best reflect the demands of the National Quality Framework. This is an interactive online course designed to allow students to participate in online forums, share skills, knowledge and experiences and engage in group problem-solving.

The course will be delivered over a 12-month time frame and is designed to meet the needs of busy early childhood professionals. *(course can be extended to 18 months on request)*

Our goal is for students to take ownership of their own learning and actively engage in a community of practice learning environment.

# Learning Objectives

Students will engage in a holistic approach to learning with a key focus on the development and improvement of leadership qualities and management skills. Areas of focus will include:

- Self-reflection

- Discovering what motivates your team members

- Building team cohesion and position team members for optimal performance

- Identifying and articulating a shared vision

- Leading quality improvements in your organisation with passion and influence

- Implementing plans to achieve exceeding accreditation results

- Communicating with influence to parents, work colleagues, committees and other relevant stakeholders

- Effective delegation

- Understanding and striking the balance between Administration, Management and Leadership

# Induction and Enrolment

All students are consulted prior to enrolment to help ensure an appropriate fit with the College training and assessment strategies and confirm student understanding of rights and responsibilities. As part of this process, students are provided with an induction pack at the commencement of training. Please read this contract carefully so you are aware of the conditions of the training under the non-funded and funded arrangements.

**Induction Pack:** This pack will include important documentation for you to keep in a secure and safe place. This documentation includes your training plan, confirmation of enrolment and other relevant documents.

**Learning Resources:** Students are provided with a textbook as a part of the course materials as well as online access to unit study guides, research information and learner videos, task instructions and required assessment activities. Students are required to access all learning resources as they provide you with the knowledge and understanding to complete the assessments.

**Website Induction**: An ICCC trainer and assessor will arrange an online induction with you at an agreed time. Instructions and guidance are provided on how to access and use the College learning platform. Additional assistance is provided where students require help.

To ensure an optimal student experience, students **MUST** have:

- A personal email address to commence training. You are required to immediately contact the College with your personal email address if not already provided at induction.

- Access to a computer with internet connection, and a printer

- Access to:

  - Microsoft Office 2007 or equivalent

  - Adobe Reader X or equivalent

Students may also need access to a computer scanner.

**Language, Literacy and Numeracy Screening:** Students need an appropriate comprehension of the English language, both written and verbal, to be able to perform a leadership role in an Early Childhood Education and Care setting.

All students are required to complete a language, literacy and numeracy assessment at enrolment. Students must demonstrate appropriate levels of LLN within assessment practices and workplace duties to be deemed competent in this course.

## Learning Resources

All students are supplied with access to a range of learning resources to support the development of essential skills and knowledge.

This includes:

**Textbook:** Rodd, J., (2013), *Leadership in Early Childhood* (4th ed.). Allen and Unwin Australia.

**Readings:** Professional readings are included in the learning opportunities and in some activities to provide you with the information and knowledge to complete the course.

**Websites**: Websites have been included in some assessment tasks to allow you the opportunity to further research topics.

**Trainer Support:** The Early Childhood Education and Care qualifications are challenging and often students will need to discuss areas of learning and assessment with trainers and other support persons. To ensure all students have access to timely support, the College provides students with access to regularly scheduled study classes, with additional study support offered through online forums, emails and phone calls with trainers and the training manager.

**Online Learning:** The College website, Facebook, Pinterest page and Twitter give you the opportunity to learn and explore Early Childhood topics. You can communicate with trainers and other students via the website forum.

**Website**: Student Portal Child Care College:  https://student.childcarecollege.com.au

**Facebook**: International Child Care College:

https://www.facebook.com/pages/International-Child-Care-College/106915429331557

**Pinterest**: International Child Care College: http://www.pinterest.com/intchildcarecol/

**Twitter**: INT Child Care Col: https://twitter.com/IntChildCareCol

# Study and Assessment Practices

Students should set aside appropriate hours each week to review learning and assessment activities and ensure their study environment is a suitable place to concentrate. This may include a home space, classroom, library, or similarly appropriate place.

All knowledge tasks can be completed online either by direct entry into the learning platform or through typed or hand-written responses.

Students can complete skills (project) assessment activities within their employed/ volunteer or simulated workplace. Depending on the nature of the individual workplace, the learner may need to undertake workplace integration at more than one workplace.  While undertaking workplace integration the learner must abide by the policies and procedures of the workplace.

There are a number of ways in which you will be assessed in this course, including:

**Theory (Knowledge) Assessment Tasks**: You will complete a number of theory tasks that are accessed via the website. You will be expected to demonstrate your acquisition of underpinning knowledge when completing these tasks. *(see Appendix 1 for more details)*

**Project Assessment Tasks**: You will complete a major project tasks that is relevant to your work environment

The major Project task is a culmination of your acquired knowledge and is perhaps the most satisfying of all assessment tasks – it is a chance for you to improve your work environment, in big or small ways, tackle your QIP or organisation's culture.

**Case Studies and Scenarios:** You will be required to complete knowledge assessment related to case studies and other scenarios. This type of assessment allows you to immerse yourself in how you would respond, manage, or diffuse regular incidences that occur in most Early Childhood Education and Care services and practice your developing management style.

**Research Tasks:** You will be required to research and contribute to the learning process including the use of surveys.

**Reflective Journals:** The reflective journal is designed to allow for ongoing development of critical self-reflection and quality improvement. You are required to submit these for all units as part of the assessment practice.

**Recognition of Prior Learning (RPL):** Recognition of Prior Learning (RPL) is a form of assessment which recognises the skills and knowledge gained through previous studies, work and life experiences and may reduce the amount of written assessment a student is required to undertake. Students may apply for RPL at any stage of the training and will be provided with an instructional RPL kit where RPL is sought. It is the obligation of the student to provide all required reference materials in order to be deemed competent for that unit/s. Where RPL is not competent or only partially competent additional tasks will be required.

**Reasonable Adjustment:** Reasonable adjustment is a term used when modifying the learning environment or making changes to the training and assessment delivered to assist a learner with a disability. Students can request reasonable adjustment where access to facilities or required resources to complete tasks prohibit the learner from completing the activity.

Neither RPL or any reasonable adjustment of assesment tasks must not impact on the standard expected by the workplace. The method of assessment used under RPL or reasonable adjustment must still meet the competency requirements.

**Student Partnership in Training and Assessment:** Students may seek to work in collaboration with other educators at the same service, particularly in areas such as the Project and Research Tasks. It is important in these situations that all students are equal contributors and can provide sufficient information through discussion related to the tasks.

# Assessment Outcomes

The BSB Leadership and Management training packages are vocational qualifications that are competency based. This means that in order to successfully complete the course you must be deemed 'Competent' in relation to underpinning knowledge and practical workplace skills.

**Assessment Outcomes**

For each assessment undertaken you will be assessed as:

- *Satisfactory* - this means students have been assessed to have acquired the skills, knowledge and understanding of the unit's tasks competencies, and its elements.

**NOTE:** Students are encouraged to review all completed work prior to submission to ensure the best chance of success.

- *Not Yet Satisfactory –* this means students have been assessed but have not acquired the skills, knowledge and understanding of the unit's tasks competencies, and its elements. The student will be required to reattempt and resubmit the task or undertake substitute tasks. The trainer/assessor will provide the student with feedback and guidance regarding what needs to be completed for resubmission.

**Resubmits:** Where students are assessed as '*Not Yet Satisfactory'* the trainer/assessor will provide the student with feedback and guidance relating to what needs to be completed for resubmission.

On completion of all the required assessment tasks for a unit of competency you will be assessed as:

- *Competent* - this means students have been assessed to have acquired the skills, knowledge and understanding for all the unit's tasks competencies, and its elements. They have successfully achieved this competency.

- *Not Yet Competent* – this means students have not been assessed to have not acquired the skills, knowledge and understanding for the all/part of the unit's tasks competencies, and its elements. Students may apply to re-enrol to complete this competency again. To apply students must submit an expression of interest for re-enrolment approval.

**Reporting of Outcomes:** Results will be recorded and reported on all student assessment tasks. Students can access results by phoning or requesting via email. Feedback will be provided within four weeks of assessment submission.

**Completion Dates:** There are guidelines for students when completing all tasks and submitting to the College for assessment. All students are given a copy of assessment due dates in order for them to diarise or keep track of when assessments will fall due. The College expects students to adhere to due dates of assessments to ensure the training is completed by the contracted completion date.

**Provision for Reasonable Adjustment:** Reasonable adjustment can be made for students after consultation with the trainer/assessor.

**Recognition of Prior Learning (RPL):** Students that have completed previous study may be eligible for Recognition of Prior Learning. RPL is a comprehensive assessment method and requires the student to provide evidence matched to the unit of competency they are seeking recognition for.

**Credit Transfer:** The College recognises outcomes achieved in training through alternate Registered Training Providers and allocates credit transfer appropriately if the relevant units of competency align with current units of competency and are within College's scope of registration.

**Student Appeals:** An appeal is an application by a student for reconsideration of an unfavourable decision or finding during assessment. All students' appeals must be made in writing using the Appeals Form and specify the particulars of the decision or finding in dispute. Appeals must be lodged within 28 days of the decision or finding is informed to the student.

# Assessment Submission Requirements

When submitting attempted assessment tasks to the College, all students must adhere to the following:

**Knowledge Assessments** *(Online assessment or Paper based assessment)*
(Examples include Theory, Case Studies and Scenarios, and Reflective Journals)

Students are able to undertake online assessment through the College website. There is no need to print off any work as this is all recorded within the ICCC student portal. It allows for easy access and flexibility in study. Students work is saved and can easily be accessed again.

Students may prefer to complete typed or hand-written paper-based assessment. Students will be required to keep copies of all original works and submit via upload, post or delivery.

**NOTE:** ICCC takes no responsibility for works 'lost'. Where students fail to keep a copy of original assessment attempts and works are 'lost', students will be required to complete the unit again.

**Skills Assessments** *(Paper based assessment)*
(Examples include Project Task and Research Tasks)

Students need to:

- Check **ALL** questions, tasks and activities (including attachments) are completed for the Unit before submitting.
- Label any attachments with Student Name, Task and Question Number.
- Save completed tasks to a personal file/ USB to submit for online marking or Secure completed tasks to post or deliver to the College.
- **Retain a copy of all attempted tasks before submitting for marking (to be kept by the student)**

Students should **NOT:**

- Submit hard copies assessments in folders, plastic sheets or excessive staples. Students to use a bull clip to support paperwork. This will assist Assessors who need to mark and write feedback.
- Submit any attempt without having answered all tasks - it will be returned as a Not yet Satisfactory assessment.
- Stockpile tasks or send completed works into the College for marking at a later stage. It is important to regularly submit work and receive trainer feedback. Please hand in work as it is completed, as it gives valuable information to our trainers to aid your support.

**Cover Sheets**

Important information to students:

- Sign Student Declaration on Cover Sheet (students completing online theory assessment will not be required to sign but will be required to make a Declaration of Authenticity).

When a student is submitting a skills assessment task via upload to the website or through email, students must print off the cover sheet to be signed. This signed copy can either be scanned and emailed through to the College office. The email address is: info@childcarecollege.com.au

**Assessment Submission Procedures:**

The College prefers assessments to be completed online or uploaded back to the website for security:

Student Portal at Child Care College website https://student.childcarecollege.com.au

Students who upload tasks to the ICCC website may compress folders/files or upload each task individually. Please note, once the tasks have been submitted for marking, **NO** further documents can be uploaded for that unit.

**When submitting tasks online please save any documents as a PDF.**

Assessments may also be submitted by:

- Post:  ICCC PO Box 59, Adamstown NSW 2289
- Hand delivered to: 146 Lambton Road, Broadmeadow, NSW 2292
- E-mail: info@childcarecollege.com.au

Once the assessment is received you will receive an email to confirm the assessment has been successfully received and is ready for marking.

**Handwritten Assessment Requirements:**

- Students may need to alter the document (*pressing enter key multiple times*) to provide additional space for a written response before printing.

- Assessments to be written in Blue or Black pen for legible photocopying.

- Use the same coloured pen throughout the task.

- Retain a copy of all attempted tasks before submitting for marking (to be kept by the student)

**Resubmitting Assessment Procedures:**

- Attach additional pages with new responses.

- Do not delete/write over the previous response.

**Assessment Returns:**

- The College will email out links to assessments to the student and student's workplace.

- If the assessment is marked Not Yet Competent/ Request to Re-submit students are required to read all the feedback and re-attempt to answer the indicated tasks.

- You will receive written feedback designed to give you a clear indication of how you have performed. The aim of the feedback is to make it clear where you have demonstrated competence and areas where you may need to improve.  It is important for you to read the assessor's comments and either telephone or email the assessor if you would like further clarification or just want to talk over any aspect of the assessment.

# Communicating with the College

It is a good idea to talk over the tasks with your College trainer or workplace educators if you are unclear about a task. College trainers are here to help you achieve success in your studies. Work through each unit one at a time and send your completed tasks to the College for assessment before commencing your next unit of study.

If at any point you are unclear or do not understand what is being asked of you, please call your trainer. The trainers are here to support your learning and you must communicate your needs or concerns for trainers to be able to help.

The College regularly sends emails to support your learning including general information and upcoming events.

If you are not receiving regular emails, or you have changed any of your personal details such as phone numbers or an address, please contact the College immediately as any changes to email addresses will affect the accuracy of our records. It is vital you receive all emails from the College and your trainer.

**Cancellations:** Students are entitled to cancel out of a course at any time. The student will still be liable for any outstanding fees related to the enrolment cost and commence fees of any new units of study in line with relevant commencement dates.

**Refunds**: Students are entitled to refunds for training not delivered in line with the current Fees and Refunds Policy.

# Appendix 1 - Types of Evidence

**Gathering evidence to support assessment of competencies**

To inform a judgement about whether a learner has achieved competency, a registered training organisation (RTO) must gather a range of evidence of the learner's competence. This evidence is gathered from a variety of sources in accordance with the RTO's strategies for training and assessment.

The evidence is then assessed to determine whether an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed unit of competency.

**Rules of Evidence**

ICCC must ensure that, overall, the evidence collected meets the rules of evidence:

- *validity—the evidence presented is directly related to the unit(s) of competency being assessed and reflects real workplace tasks*

- *sufficiency—the quality and quantity of evidence presented reflects that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly*

- *currency—the evidence presented is from either the present or the very recent past, and*

- *authenticity—the evidence presented for assessment is the learner's own work.*

**Source**: **Fact sheet. Using third-party evidence to assess competence**. Version 1.0 | February 2013. Australian Skills Quality Authority. www.asqa.gov.au.

Table 1.1 provides examples of the types of evidence that may be collected by the assessor.

| TYPES OF EVIDENCE | TIPS |
|---|---|
| **ANSWERING QUESTIONS** | Assessor asks questions to determine the learner's knowledge and understanding.<br><br>E.g. "Tell me about the strategies you use to communicate with parents?" |
| **TRAINING RECORDS** | Training records include transcripts or certificates of previous training undertaken. These may be related specifically to child care training or may be of a generic nature. |
| **WORK RECORDS** | These records include documentation that shows the work you have done or the work you currently do. For example, job description or duty descriptions. |
| **WORK SAMPLES** | Work samples must be things that you have produced as part of your work. You must be able to authenticate the work samples as your own and explain how they were produced, why they were produced and how they were (or are used) in the workplace. |
| **BEING OBSERVED AT WORK** | An assessor can observe the learner in the workplace to gain evidence of the competencies used in the workplace. The observations may relate to competencies that are difficult to document in other ways. For example, relationships with parents. |
| **DEMONSTRATING PARTICULAR TASKS** | An assessor may observe the learner undertaking a specific task for the purposes of assessing a specific competence or set of competencies. For example, following OHS procedures, nappy change or supervising children. |
| **SIMULATIONS AND ROLE PLAYS** | Simulations and role plays can be used to demonstrate skills and/or knowledge that may be difficult to observe as part of the learners day-to-day duties in the workplace. For example, organising an emergency evacuation or responding to an angry parent. |