

MODULE SPECIFICATION

Module Title:	Communication for Leadership	Level:	5	Credit Value:	20
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Module code:	EDC527D	Is this a new module?	YES	Code of module being replaced:	NA
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Cost Centre:	GAEC	JACS3 code:	X310
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Trimester(s) in which to be offered:	1,2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Liz Sheen
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Scheduled learning and teaching hours	30 hrs
Guided independent study	140 hrs
Placement	30 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice (Early Years Practitioner)	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval August 16

APSC approval of modification -

Have any derogations received SQC approval?

Version 1

Yes ✓ No

Module Aims

This module aims to explore the centrality of effective communication skills for practitioners working with children in the early years, and to develop an effective knowledge and understanding of the unique features of communication processes, systems and structures essential for leadership in working with children, parents/carers, key people, and a range of multi-disciplinary professionals. You will investigate and evaluate the concepts, values, and principles of communication in relation to best practice in the early years, and develop an understanding of how to monitor and evaluate your personal communication for leadership, your own communication style and performance, in supporting and maintaining professional relationships with others.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Demonstrate a detailed understanding of the communication processes in the early years and critically analyse the communication systems, structures and practices, and their importance for effective communication and relationships in practice	KS1	KS6
		KS4	KS9
		KS5	
2	Assess the communication skills and strategies required to work in partnership with children, key people, parents/carers, and the multi-disciplinary range of professions and occupations involved in the provision of early years services	KS3	KS6
		KS4	KS9
		KS5	
3	Outline and evaluate the significance of relevant opportunities for and barriers to effective communication in practice	KS3	KS6
		KS4	KS9
		KS5	
4	Develop an awareness of the importance of self-reflection on personal practice in the professional context and evaluate your impact upon other people in the early years environment	KS3	KS6
		KS4	KS9

		KS5	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Effective Communication • Time management • Organisational skills • Personal and professional reflection • Application of theory to practice • Independent learning • Problem solving • Effective writing skills • Analyse concepts, theories and issues of policy in relation to practice. • Evaluation • Critical thinking 			

Derogations
All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements.

Assessment:					
<ol style="list-style-type: none"> 1. Essay – a critical evaluation of the role of the early years practitioner and the significance of developing and sustaining communication processes and professional relationships in leading practice within multi-disciplinary working. 2. Professional Portfolio – practice competencies associated with module 					
<i>Guidance: Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.</i>					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	100%		2000
2	1,2,3,4	Portfolio	pass/refer		

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. What is the relationship between communication and leadership?
2. What are the unique features of communication for leadership in the early years?
3. What concepts, values and principles underpin effective communication in the early years environment?
4. How can communication promote best practice and benefit professional relationships?

In exploring these question, this module will consider:

- Key concepts in the communication process
- Contemporary theories and models of communication
- Theories of organisational communication

- The unique features of communication in the early years
- Opportunities for and barriers to effective communication
- Communication skills for effective teamwork
- Working in partnership with children, parents/carers
- Multi-disciplinary professional partnerships
- Communication skills for dealing with complex and challenging situations
- Conceptual approaches to professional relationships

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K15-21, K45, K46
SCDCCLD 0401	K56-60
SCDCCLD 0405	K55
SCDCCLD 0417	K57, K59, K62, K63

Bibliography:

Essential reading

Glenny, G. and Roaf, C. (2008), *Multi-Professional Communication: Making Systems Work for Children*. Maidenhead: Open University Press.

Kay, J. (ed.) (2012), *Good Practice in the Early Years*. Third Edition. London: Continuum.

Miller, L. and Cable, C. (eds.) (2011), *Professionalization, Leadership and Management in the Early Years*. London: Sage.

Other indicative reading

Aubrey, C. (2011), *Leading and Managing in the Early Years*. Second Edition. London: Sage.

Jones, C. and Pound, L. (2009), *Leadership and Management in the Early Years*. Maidenhead: McGrawHill/Open University Press.

Osgood, J. (2012), *Narratives from the nursery: negotiating professional identities in early childhood*. London: Routledge.

Paige-Smith, A. and Craft, A. (2011), *Developing Reflective Practice in the Early Years*. Second Edition. Maidenhead: Open University Press.

Thompson, S. and Thompson, N. (2008), *The Critically Reflective Practitioner*. Basingstoke: Palgrave Macmillan.

Stacey, M. (2009), *Teamwork and Collaboration in Early Years Settings*. Exeter: Learning Matters.

Trodd, L. and Chivers L. (2011), *Interprofessional working in practice: learning and working together for children and families*. Maidenhead: Open University Press.

Whalley, M. (2011), *Leading Practice in Early Years Settings*. (Second Editions). Exeter: Learning Matters.

Journals

Children and Society Contemporary Issues in Early Childhood
Early Child Development and Care
Early Childhood Education Journal
Early Childhood Research and Practice
Early Childhood Research Quarterly
Early Years Educational Management, Administration and Leadership
European Early Childhood Education Research Journal
International Journal of Early Years Education
International Journal of Leadership in Education
Journal of Early Childhood Research School Leadership and Management

Websites

National Children's Bureau – Leadership and Quality Improvement
<http://www.ncb.org.uk/areas-of-activity/early-childhood/resources/publications/leadership-and-quality-improvement>

National Foundation for Educational Research (NFER)
<http://www.nfer.ac.uk/>