

## Module specification

1. Factual information			
<b>Module title</b>	NC6206: A Focus on Management and leadership Skills in a Formal Household		
<b>Module tutor</b>	Alex Morfaki	<b>Level</b>	6
<b>Module type</b>	Taught	<b>Credit value</b>	5
<b>Mode of delivery</b>	100% face-to-face		
<b>Notional learning hours</b>	50 notional hours, made up of: Lectures: 5 hours Guest speakers: 2 hours Independent study: 43 hours		

2. Rationale for the module and its links with other modules
<p>Nannies are frequently called to undertake emergent leadership roles which incorporate the organisation and management of households, application of routines and the completion of evidence that document children’s development and learning. In their efforts to implement and embed changes and support their charges and families, they are called to collaborate with teams or individuals and develop the theoretical knowledge and practical expertise to establish effective working partnerships. Leadership in the early years is idiosyncratic and steeped in nurturing and caring. This module builds upon practice modules NC4202, NC5202 and NC6202, with a focus on effective communication that extends beyond parental partnerships and considers formal and informal hierarchical working relationships.</p>

3. Aims of the module
<p>This module aims to equip students with the theoretical knowledge and practical skills that underpin the leadership and management of teams and individuals. The exploration of specific early years leadership styles as well as situational, contingency and team leadership models will be contextualised within the scope of formal household practice. Enabling factors and challenges to the application of changes will be considered and strategies to overcome barriers will be evaluated through relevant organisational models.</p>

4. Pre-requisite modules or specified entry requirements
None.



<b>5. Is the module compensatable?</b>
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No.
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<b>6. Learning, teaching and assessment strategy for the module</b>
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Lectures
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Independent research activity
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Group tasks
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**7. Intended learning outcomes** *At the end of the module, learners will be expected to:*

1. Critically evaluate management skills in formal households.
2. Develop and apply leadership and collaborative skills when working with others within formal households.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A2	B1	C2	D2

**8. Indicative content** *This should provide an overview of content over the number of weeks of module delivery*

Week 1: Leadership theories and their contextualisation into practice

Week 2: Resistance to change: Removing barriers and applying leadership skills in practice

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

**9. Assessment**

**Assessment rationale**

Students will create a plan in response to a case study that balances the needs of the family with the professionals in the home. This will provide students with the opportunity to critically analyse how a home-based team can work together and the necessity of communicating plans to others.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to

9. Assessment				
<i>Plan:</i> Plan with critical analysis in response to case study related to working collaboratively - 1000 words - Reference list	100%	TBC	%	All

10. Teaching staff associated with the module
<b>Name and contact details</b>
Alex Morfaki <a href="mailto:alex.morfaki@norland.ac.uk">alex.morfaki@norland.ac.uk</a>
Lucy Krebs <a href="mailto:lucy.krebs@norland.ac.uk">lucy.krebs@norland.ac.uk</a>

11. Core reading list				
Author	Year	Title	Location	Publisher
Campbell-Barr, V. and Leeson, C.	2016	<i>Quality and leadership in the Early Years: research, theory and practice</i>		Sage
Clark, R. M. and Murray, J.	2012	<i>Reconceptualizing leadership in the Early Years</i>		Open University Press
Lindon, J., Lindon, L. and Beckley, P.	2016	<i>Leadership in Early Years</i>	London	Hodder Education

12. Other indicative text (e.g., websites)
Clark, R.M. (2012). “‘I’ve never thought of myself as a leader but...’: the Early Years Professional and catalytic leadership”, <i>European Early Childhood Education Research Journal</i> , 20, (3), pp. 391-401.
Ho, D. (2012). ‘The Paradox of Power in Leadership in Early Childhood Education’, <i>Peabody Journal of Education</i> , 87, (2), pp. 253-266



Northouse, P.G. (2013). *Leadership: theory and practice*, 6th edn, Sage, Calif; London: Thousand Oaks

Siraj-Blatchford, I. and Hallet, E. (2014). *Effective and Caring Leadership in the Early Years*. London: Sage Publications

**13. List of amendments since last (re)validation**

Area amended	Details	Date Central Quality informed



<b>Document Control Information</b>	
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