

# TEAC 4009 PROFESSIONAL PRACTICE 3-5 YEARS

**Credit Points** 10

**Legacy Code** 102686

**Coordinator** Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

**Description** This subject begins with an intensive on-campus series of workshops. The unit is the final professional experience subject in the Bachelor of Education (Birth – 5 Years), comprising of a 35-day placement with children aged 3-5 years. It has a strong focus on pedagogical leadership, initiating and sustaining collaborative partnerships with staff, children and families, and implementation of integrated curriculum through effective programming and planning. The subject facilitates in-depth investigation and critical thinking, preparing students to connect to children's social worlds and provide innovative, inclusive and meaningful learning environments. This subject requires students to apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia.

**School** Education

**Discipline** Teacher Education: Early Childhood

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 4 subject

**Pre-requisite(s)** TEAC 4008

**Co-requisite(s)** TEAC 4004

**Restrictions**

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 240cp in that program.

## Learning Outcomes

1. Apply reflective practice through the establishment and ongoing evaluation of professional goals, and planning and programming documentation.
2. Evaluate children's play, learning, dispositions and relationships, using theories of early childhood development and learning, and use this information to inform planning and practice.
3. Apply curriculum approaches and pedagogies that are contextually responsive and promote children's investigation, problem solving, critical thinking and the development of deep knowledge.
4. Plan for resources that encourage children to use a range of media and technologies to investigate their ideas and values and represent their thinking.
5. Implement innovative teaching and learning cycles, providing experiences and project opportunities that extend on children's strengths and interests.
6. Apply pedagogical leadership, social and administrative skills relative to the professional experience setting.
7. Apply the principles, practices and learning outcomes of The Early Years Learning Framework, drawing on content knowledge in the areas of science and technology, mathematics, human society,

physical education health and wellbeing, creative arts and literacy to engage in interactions with children that extend their learning.

## Subject Content

1. Development of a professional portfolio, including a situational analysis of the professional experience setting, critically reflective professional learning goals, planning documentation, observations, and philosophy of practice
2. Curriculum approaches in early childhood, such as Emergent Curriculum, Developmentally Appropriate Practice, High Scope, Reggio Emilia, and the Early Years Learning Framework in the Australian context
3. Pedagogical leadership skills: supporting reflective thinking and inquiry, collaborative planning, implementing and evaluating an inclusive and engaging total learning environment, and nurturing dispositions
4. Grouping strategies for promoting positive interactions and pro-social guidance, extending learning and strengthening relationships
5. Pedagogies for learning: play, projects, small groups, learning centres, integrated curriculum
6. Efficient practices for planning documentation and observations
7. Intentional teaching: Teaching strategies and techniques that facilitate children's investigation, problem-solving and critical thinking; planning, implementing and evaluating the total learning environment
8. The Early Years Learning Framework principles, practices and learning outcomes to document, assess and plan for learning in key content areas

## Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, pre-service teachers must have satisfactorily completed online Child Protection Awareness Training, have a current Working with Children Check, and the online course ASCIA Anaphylaxis: Australasian childcare.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance (Submission of Report)	35 days placement	S/US	Y	Individual
Professional Placement Performance	35 days placement	S/US	Y	Individual

Teaching Periods