

TEAC 7057 INTRODUCTION TO PEDAGOGICAL LEADERSHIP

Credit Points 10

Legacy Code 101899

Coordinator Joanne Frost ([https://directory.westernsydney.edu.au/search/name/Joanne Frost/](https://directory.westernsydney.edu.au/search/name/Joanne%20Frost/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. Early childhood educators have a significant role in providing the pedagogical leadership required to deliver quality early childhood services for children and families. This subject introduces the concept of pedagogical leadership which is then explored further in other subjects in this program. In this subject students examine a range of theoretical perspectives and approaches to curriculum and analyse the ways different theories and approaches shape pedagogical practices. Students will have opportunities to research contemporary theories of early childhood education, reflect on their own beliefs and values, refine their personal philosophy of teaching and learning, and consider the implications for their future role as pedagogical leaders.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12), 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12), 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary), 1783 Master of Teaching (Birth-5 Years/Birth-12 Years) or 6048 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Early Childhood/Primary).

Students in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary) must have successfully completed 160 credit points before enrolling in this subject.

Students enrolled in 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 6048 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Early Childhood/Primary) must have successfully completed 190 credit points (160 at Level 1 or higher) before enrolling in this subject.

Assumed Knowledge

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate and theorise the role of the contemporary pedagogical leader in the provision of quality early childhood programs.
2. Analyse and synthesise a range of historical and contemporary theoretical perspectives on early childhood education.
3. Articulate the research and theoretical underpinnings of current Australian legislative frameworks and policy in early childhood education.

4. Critique the influence of different contexts on curriculum and explore a range of curriculum approaches and pedagogies including those that incorporate science and technology and nature pedagogies.
5. Use skills of reflective practice to identify and examine personal values and beliefs and consider the implications for professional and ethical practice.
6. Communicate a personal philosophy of learning and teaching that draws on contemporary theories and research.
7. Critique a range of perspectives on "school readiness" and approaches to transition to school and the implications for programs for four and five year olds.
8. Explain the continuum of children's learning from home and prior to school settings and the early years of school and the implications for practice.

Subject Content

1. Theoretical perspectives on early childhood education – e.g. developmentalism, ecological theory, sociocultural theory, postmodernism, poststructuralism, sociology of childhood – including approaches relevant to science and technology teaching and learning, and reconceptualising early childhood.
2. Current research on approaches to curriculum and pedagogy – e.g. play-based learning and pedagogy, intentional teaching, sustained shared thinking, reflective practice, pedagogical documentation, collaborative partnerships, funds of knowledge, nature pedagogies and implications for practice.
3. Legislative frameworks and policies, e.g. DEEWR National Quality Standards, Early Years Learning Framework, and the role of the early childhood educator as a pedagogical leader.
4. Processes of evaluation and critical reflection, tools for reflection, reflective practice.
5. Developing a philosophy of education that draws on critical reading, research and reflection.
6. Continuity of learning and transitions for children.

Work integrated learning Special Requirements

Legislative pre-requisites

Essential equipment

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.

Type	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Presentation	10 minute presentation	50	N	Individual

Prescribed Texts

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). Programming and planning in early childhood settings (7th ed.). Melbourne, Australia: Cengage.

Teaching Periods

Summer A (2022)

Bankstown

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7057_22-SUA_BA_D#subjects)

Spring (2022)

Bankstown

Day

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Parramatta - Victoria Rd

Day

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Summer (2022)

Bankstown

On-site

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Spring (2023)

Bankstown City

On-site

Subject Contact Joanne Frost ([https://directory.westernsydney.edu.au/search/name/Joanne Frost/](https://directory.westernsydney.edu.au/search/name/Joanne%20Frost/))

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Parramatta - Victoria Rd

On-site

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