

TEAC 3012 GLOBAL AND COMMUNITY CITIZENSHIP IN EARLY CHILDHOOD

Credit Points 10

Legacy Code 102675

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

Description This subject explores the key concepts of learning and teaching in the areas of history, geography, civics and citizenship, and incorporates place studies, sustainability and environmental education. Aboriginal and Torres Strait Islander studies in birth to 5 years early childhood settings are a focus in this subject. The subject will explore a broad, complex and engaging field of study which reflects people as social beings who interact together and with the environment through and over time. Perspectives including those of Aboriginal and Torres Strait Islander peoples, socio-cultural influences and place-based pedagogies will be investigated. Students will be encouraged to explore their own place in Australian society and the way in which this contributes to their professional identity and teaching practice. This subject is included in the Development Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 1926 Bachelor of Education (Early Childhood) and have completed 160 credit points to enrol in this subject.

Learning Outcomes

1. Investigate local and global policies that respect cultural identity, rights and sustainability of marginal groups within society.
2. Explain the central concepts and a range of strategies for teaching history, geography, civics and citizenship, social and environment education and their relevance for early childhood settings.
3. Design curriculum and assessment, that incorporates family and community contexts and theories of place and place pedagogies, Aboriginal and Torres Strait Islander histories and contemporary perspectives on culture, diversity and inclusion.
4. Recommend appropriate community and educational resources to support children's deep engagement with society.
5. Identify appropriate resources to assist children to express their understandings of society, place and culture.
6. Describe the critical role of research in broadening their own professional knowledge and the knowledge of their students.

Subject Content

1. Theory related to teaching history, geography, civics and citizenship, social and environmental education
2. Contemporary Aboriginal and Torres Strait Islander perspectives

3. Cultural Identity and social policy
4. History, geography, civics and citizenship in the early childhood curriculum
5. Sustainability education and nature play in childhood
6. The role of professional research in understanding history, geography, civics and citizenship and curriculum development

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	Mandatory
Reflection	1,000 words	25	N	Individual	N
Report	1,300 words	35	N	Individual	N
Professional Task	1,600 words	40	N	Individual	N

Prescribed Texts

- Green, D., & Price, D. (Eds.). (2019). *Making humanities and social sciences come alive*. Cambridge University Press.

Teaching Periods

Autumn (2025)

Campbelltown

On-site

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

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3012_25-AUT_CA_1#subjects)