

TEAC 3024 PROFESSIONAL PORTFOLIO 3: MANAGEMENT AND LEADERSHIP

Credit Points 10

Legacy Code 101624

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Description This unit involves a 25 day placement in a long day care setting with children from birth to five years of age. Students are required to reflect on their own learning and the potentials and challenges of the early childhood setting to develop appropriate goals and a relevant action research project. The focus of this unit is philosophy development, curriculum design, pedagogical leadership and reflective practice.

School Education

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/) page.

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2051

Restrictions Students must be enrolled in program 1670 Bachelor of Education (Birth - 5 Years).

Learning Outcomes

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

1. Articulate a strong philosophy of teaching and approaches to curriculum and implement these through the use of appropriate pedagogies;
2. Draw on current research and policy to design, implement and evaluate curriculum for children birth -5 years;
3. Demonstrate strategies for developing collaborative partnerships with children, educators, families and communities that underpin respectful, responsive care and education
4. Assume a critically reflexive pedagogical leadership role within the early childhood setting, that demonstrates the potential to undertake the role of a beginning early childhood teacher;
5. Undertake collaborative centre-based research that builds on contemporary curriculum and policy frameworks; and
6. Demonstrate initiative and negotiation skills in interactions with staff, families and communities.

Subject Content

Module 1: Teamwork and Leadership

- team work and negotiation
- Working within A professional team as A team member, leader and researcher
- collaborative research

Module 2: Pedagogical leadership

- using tools of curriculum analysis and reflective practice to localise and develop own philosophy and approaches to curriculum
- teacher as researcher and reflexive practitioner Working towards developing Critical pedagogies
- Reflexive curriculum decision-making;

- application of approaches to curriculum evaluation and improvement (e.g. Collective Biographies, action research, quality assurance)

Special Requirements

Legislative pre-requisites

Students must have completed an approved Child Protection workshop prior to enrolling in this subject.

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 Practice and Portfolio	3,000 words	100%	N	Individual

Teaching Periods