

TEAC 3026 RESPONSIVE PEDAGOGIES

Credit Points 10

Legacy Code 102676

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

Description Responsive, respectful and reciprocal relationships with children are a basic tenet of early childhood education and lead to quality outcomes for children. Interactions among children, adults and environments are key to children's learning. Responsive pedagogies use a relationship-based approach to nurture children and families' unique dispositions, cultural and social strengths. This subject promotes respectful interactions that are associated with social justice, equity, inclusivity and ethical practice. Responsive interactions require teachers to be engaged, to connect and use diverse, nuanced knowledge of curriculum and content to extend children's learning and thinking. 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 the 1926 Bachelor of Education (Early Childhood) and have successfully completed 160 credit points to enrol in this subject.

Learning Outcomes

1. Examine the connections between responsive pedagogies, the provision of quality early childhood education and care, and outcomes for children.
2. Identify the unique ways in which socially and culturally diverse families and communities enhance relationships and interactions between children and teachers.
3. Apply knowledge of child development and theories of learning to analyse children's dispositions, ways of communication and interactions.
4. Apply pedagogical principles for enhancing reciprocal interactions and positive relationships between children, and between children and adults/teachers.
5. Develop evidence-based strategies to connect, engage and build trusting relationships with children that enhance play, learning and well-being.
6. Critique responsive pedagogies for engaging in sustained shared conversations with children that extend children's interests, play and learning.

Subject Content

1. Relationship between quality outcomes for children's learning and responsive pedagogies
2. Children's language and communication development

3. Factors influencing children's interactions, development and learning
4. Socio-cultural approaches to analysing interactions and relationships
5. Responsive teaching strategies that scaffold and enhance children's learning
6. Responsive pedagogies that support participation and inclusion of children from diverse backgrounds.
7. Socially and culturally inclusive community and family approaches, (including Aboriginal and Torres Strait Islander families and communities) for nurturing relationships with children.

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
Case Study	1,000 words	20	N	Individual
Report	1,200 words	30	N	Individual
Reflection	1,800 words	50	N	Individual

Teaching Periods

Spring (2024)

Campbelltown

On-site

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

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3026_24-SPR_CA_1#subjects)