

# TEAC 7025 CURRICULUM FOR UNDER THREES

Legacy Code 101098

**Coordinator** Prathyusha Sanagavarapu (<https://directory.westernsydney.edu.au/search/name/PrathyushaSanagavarapu/>)

## Student Contribution Band

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

## Restrictions

Students must be enrolled in programs 1625 Master of Teaching (Early Childhood), 1631 Graduate Diploma in Educational Studies (Early Childhood), 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) or 1691 Master of Teaching (Birth-5years/ Birth-12years). This subject relies heavily on professional knowledge acquired across the range of other core subjects and professional experiences within the Master of Teaching (Early Childhood) programme.

## Learning Outcomes

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

1. Appreciate the role of families and communities in children's learning and the diversity of child-rearing practices, expectations and values families hold for their children;
2. Apply a range of strategies for strengthening partnerships between educators, children and families;
3. Understand strategies for providing a culturally responsive curriculum and continuity of care for young children;
4. Document children's learning in ways that encourage connections between children, families, educators and communities and that celebrate children's competencies;
5. Initiate interactions and relationships and implement teaching strategies that support young children's relationships and learning;
6. Implement planned and spontaneous experiences and learning centres that encourage young children's exploration and creativity

## Subject Content

- Socio-cultural contexts for learning;
- Partnerships between educators, children and families;
- Connecting early childhood curriculum to children's family and community experiences;
- The importance of relationships and interactions for children's learning;
- Teaching and learning strategies for under threes eg scaffolding, peer guidance and play;
- children's learning portfolios
- socio-cultural and pedagogical documentation
- Planned and spontaneous play experiences that extend children's interests, friendships and strengths.

## Special Requirements

Legislative pre-requisites

Students must have completed Child Protection training.

## Prescribed Texts

- Fleer, M., Edwards, S., Hammer, M., Kennedy, A., Ridgway, A., & Robbins, J. (2006). Early childhood learning communities. Socio-cultural research in practice. French's Forest: Pearson Education Australia. Available from UWS Connect Bookstore at Bankstown.