

# 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 unit introduces the concept of pedagogical leadership which is then explored further in other units in the course. In this unit 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

**Student Contribution Band** HECS Band 1 10cp

**Level** Postgraduate Coursework Level 7 subject

**Pre-requisite(s)** Students enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth - 5/Birth - 12) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) must have successfully completed 160 credit points

## Restrictions

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

## 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 ♦gschool readiness♦h and approaches to transition to school and the implications for programs for four and five year olds.
8. Explain the continuum of children♦fs 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.

## 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
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

## 2021-2022 Summer

### Bankstown (Summer A)

#### Day

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

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC7057\\_22-SUA\\_BA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7057_22-SUA_BA_D#subjects))

## 2022 Semester 2

### Bankstown

#### Day

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

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC7057\\_22-SPR\\_BA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7057_22-SPR_BA_D#subjects))

## **Parramatta - Victoria Rd**

### **Day**

**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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