

TEAC 7087 PEDAGOGICAL LEADERSHIP: CRITICALLY REFLECTIVE PRACTICE

Credit Points 10

Legacy Code 102107

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

Description In this subject, students use the conceptual frame of pedagogical leadership to examine discourses of leadership and pedagogy in early childhood settings to re-shape practice. The principles and practices of Belonging, Being and Becoming: The Early Years Learning Framework for Australia are used as a basis for critical reflection on the student's own practice and areas for ongoing learning and change. Students will develop their research skills and capacity to lead pedagogy by engaging in critical analysis of current research and evolving theories of leadership to design and undertake an action research project. This subject is included in the Transition Phase of the Master of Teaching program.

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 Postgraduate Coursework Level 7 subject

Co-requisite(s) TEAC 7103

Equivalent Subjects TEAC 7042 - Engaging Children in Curriculum

Restrictions

Students must be enrolled in 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 1784 Master of Teaching (Birth – 5 Years).

Learning Outcomes

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

1. Analyse contemporary literature about leadership and pedagogy in early childhood, school and community settings.
2. Discuss the impact of pedagogical leadership on quality teaching and learning outcomes for children.
3. Examine the research process and the role of each step of the process for quality research to build evidence-base practice.
4. Critically reflect on personal professional practice.
5. Develop an action research project.
6. Evaluate the effectiveness of the action research process in improving outcomes in professional practice.

Subject Content

- Module 1 Pedagogical Leadership
 - Understandings of leadership and pedagogy
 - The role of the educational leader/pedagogical leader in early childhood and beyond
 - Evidence based principles of pedagogical leadership
- Module 2 Leading change

- Building capacity through change
- Reflective practice and change
- Models of change management
- Module 3 Capacity building through Action Research
 - What is research?
 - The relevance of engaging with educational research
 - Strategies for locating and critically evaluating peer reviewed educational research
 - Research processes: research design, data analysis and ethical issues.
 - Action research and practitioner research principles and practices

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
Professional Task	2000 words	50	N	Individual
Applied Project	2000 words	50	N	Individual

Prescribed Texts

- Ince, A. & Kitto, E. (2020). *A practical guide to action research and teacher enquiry: Making a difference in the early years*. Routledge

Teaching Periods

Spring (2023)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7087_23-SPR_BK_1#subjects)

Autumn (2024)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7087_24-AUT_BK_1#subjects)

Spring (2024)

Bankstown City

On-site

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