

TEAC 7087 PRACTISING PEDAGOGICAL LEADERSHIP

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 Practising Pedagogical Leadership is a capstone subject for students in the Master of Teaching (Birth – 5 Years) and is undertaken in the same semester as Professional Experience 3-5 Years. In this subject students apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia and understandings of curriculum and pedagogy from other Master of Teaching subjects to design and implement interest-based projects and integrated curriculum. The focus is on curriculum that connects to children's social worlds and facilitates children's in-depth investigations, creativity and critical thinking. Students will also develop their research skills by engaging in research into their own teaching practices.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

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 1691 Master of Teaching (Birth-5 Years/ Birth-12 Years), 1670 Bachelor of Education (Birth - 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

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

1. Demonstrate pedagogical leadership in planning meaningful curriculum for children using the principles, practices and learning outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia, understanding of curriculum content and a range of pedagogies
2. Observe, document, assess and plan for children's learning in the areas of mathematics, science and technology, literacy, creative arts, education for sustainability, and human society
3. Design integrated interest-based experiences and projects that build on children's family experiences, strengths and interests and facilitate the development of deep knowledge
4. Provide a range of media, technologies, tools and everyday resources for children to investigate ideas, explore mathematical and scientific concepts and processes, and to represent their thinking
5. Work in partnerships with families to support children's learning
6. Reflect critically on issues relating to their own teaching and learning philosophy, ethical practice and pedagogical leadership
7. Engage in action research in relation to own teaching practice.

Subject Content

1. Early Years Learning Framework principles, practices and learning outcomes and the role of the educator as a pedagogical leader
2. Observing, assessing and documenting children's learning and sharing with families
3. Planning integrated sequences of learning, integrated units and projects
4. Resources for learning - literacy resources, investigative resources, creative arts resources
5. Partnerships with families and communities to provide authentic contextually responsive experiences that extend learning
6. Action research and practitioner research principles and practices

Special Requirements

Legislative pre-requisites

1. Students are required to complete the Working with Children Check (WWCC) process leading to the issuance of a clearance number under the category of volunteer. Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT).

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training:

Induction

- iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal
- b) Students will need to:
- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years) (<https://hbook.westernsydney.edu.au/programs/master-teaching-birth-5-years-birth-12-years/>).

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
Professional Task	2000 words	50	N	Individual

Prescribed Texts

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2017). Programming and planning in early childhood settings (7th ed.). Melbourne, Australia: Cengage.
- Australian Government Department of Education, Employment & Workplace Relations. (2009). Belonging, being & becoming: The early years learning framework for Australia. Canberra, Australia: DEEWR

Teaching Periods

Autumn (2023)

Bankstown City

On-site

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

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7087_23-AUT_BK_1#subjects)

Spring (2023)

Bankstown City

On-site

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

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

Autumn (2024)

Bankstown City

On-site

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

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

Spring (2024)

Bankstown City

On-site

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

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7087_24-SPR_BK_1#subjects)