

TEAC 4009 PROFESSIONAL PRACTICE 3-5 YEARS

Credit Points 10

Legacy Code 102686

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Description The subject is the final professional experience subject in the Bachelor of Education (Early Childhood), comprising a 30-day placement with children aged 3-5 years. It has a strong focus on pedagogical leadership, initiating and sustaining collaborative partnerships with staff, children and families, and implementation of integrated curriculum through effective programming and planning. The subject facilitates in-depth investigation and critical thinking, preparing students to connect to children's social worlds and provide innovative, inclusive and meaningful learning environments. This subject requires students to apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0). This subject is included in the Transition 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 4 subject

Pre-requisite(s) TEAC 3050 Professional Practice Birth – 3 years

Restrictions

Students must be enrolled in 1926 Bachelor of Education (Early Childhood) and have completed 240 credit points to enrol in this subject.

Learning Outcomes

After successful completion of this subject, students will be able to:

1. Critically reflect on personal learning and practice, feedback from field-based and university-based supervising teachers and the Australian Professional Standards for Teachers to evaluate the impact of teaching and leadership.
2. Evaluate children's play, learning, dispositions and relationships, using theories of early childhood development and learning, and use this information to inform planning and practice
3. Apply curriculum approaches and pedagogies that are contextually responsive and promote children's investigation, problem solving, critical thinking and the development of deep knowledge
4. Plan for resources that encourage children to use a range of media and technologies to investigate their ideas and values and represent their thinking
5. Implement innovative teaching and learning cycles, providing experiences and project opportunities that extend on children's strengths and interests
6. Apply pedagogical leadership, social and administrative skills relative to the professional experience setting
7. Apply the principles, practices and learning outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for

Australia (V2.0), drawing on content knowledge in the areas of science and technology, mathematics, human society, physical education health and wellbeing, creative arts, English and literacy to engage in interactions with children that extend their learning.

Subject Content

1. Development of a professional portfolio, including a situational analysis of the professional experience setting, critically reflective professional learning goals, planning, documentation, observations, and philosophy of practice
2. Pedagogy and practices to support learners from diverse backgrounds including children from Aboriginal & Torres Strait Islander backgrounds, children from culturally and linguistically diverse backgrounds and children with diverse learning needs, including those with disabilities.
3. Integrated play-based curriculum across key concept areas that is responsive to children's funds of knowledge, dispositions and interests.
4. Pedagogical leadership skills: supporting reflective thinking and inquiry, collaborative planning, implementing and evaluating an inclusive and engaging total learning environment, and nurturing dispositions
5. Grouping strategies for promoting positive interactions and pro-social guidance, extending learning and strengthening relationships
6. Pedagogies for learning: play, projects, small groups, learning centres, integrated curriculum
7. Efficient practices for observations, assessment of and for learning, planning, and documentation.
8. Intentional teaching strategies and techniques that facilitate children's investigation, problem-solving and critical thinking; planning, implementing and evaluating the total learning environment.
9. The Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0) principles, practices and learning outcomes to document, assess and plan, implement and evaluate for learning.

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

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
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)

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 Placement Performance	35 days placement	S/U	Y	Individual
Professional Placement Performance	35 days placement	S/U	Y	Individual
Presentation	35 days placement	S/U	Y	Individual

Prescribed Texts

- McLachlan, C., Fler, M., & Edwards, S. (2018). *Early childhood curriculum: Planning, assessment and implementation* (3rd ed.). Cambridge University Press.