

# TEAC 3047 PEDAGOGICAL LEADERSHIP

**Credit Points** 10

**Legacy Code** 102822

**Coordinator** Melissa Cama (<https://directory.westernsydney.edu.au/search/name/Melissa Cama/>)

**Description** Early childhood teachers have a significant role in providing the pedagogical leadership required to deliver quality early childhood services for children and families. This subject introduces key concepts of pedagogical leadership which are then applied in other subjects in the course. In this subject 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 and educational leaders in early childhood settings. This subject is included in the Development 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/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

**Restrictions**

Students must be enrolled in the 1926 Bachelor of Education (Early Childhood).

## Learning Outcomes

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

1. Examine and theorise the role of the pedagogical leader in the provision of quality early childhood programs.
2. Synthesise a range of theoretical perspectives on early childhood education.
3. Explain the theoretical underpinnings of current Australian legislative frameworks and policy in early childhood education.
4. Critique the influence of different contexts on curriculum, curriculum approaches and pedagogies.
5. Examine personal values and beliefs in relation to professional and ethical practice.
6. Create a personal philosophy of learning and teaching that draws on contemporary theories and research.
7. Critique a range of perspectives on school readiness and approaches to transition to school and their implications for programs for children aged four and five years.
8. Explain the continuum of children's learning from home and prior to school settings and the early years of school including the implications for practice.

## Subject Content

- Theoretical perspectives including historical and comparative perspectives on early childhood education - e.g. behaviourism,

developmentalism, ecological theory, sociocultural theory, postmodernism, poststructuralism, sociology of childhood, reconceptualising early childhood and nature pedagogies

- 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 with families and other educators, funds of knowledge and implications for practice
- 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.
- Processes of evaluation and critical reflection, tools for reflection, reflective practice
- Developing a philosophy of education that draws on critical reading, research and reflection
- 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.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Critical Review	1,200 words	30	N	Individual	N
Reflection	1,200 words	30	N	Individual	N
Presentation	10 minute presentation	40	N	Individual	N

Prescribed Texts

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2021). *Programming & planning in early childhood settings* (8th ed.). Cengage Learning Australia.

Teaching Periods

## Spring (2025)

### Campbelltown

**On-site**

**Subject Contact** Melissa Cama (<https://directory.westernsydney.edu.au/search/name/Melissa Cama/>)

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC3047\\_25-SPR\\_CA\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3047_25-SPR_CA_1#subjects))