

CET241 Introduction to Pedagogical and Curriculum Leadership

Level: 2

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JULY

Synopsis:

Early childhood education leaders need to be knowledgeable about current approaches to curriculum and pedagogical principles and practices and have appropriate skills to be able to effectively drive, support and guide the development and implementation of sound curriculum and pedagogy.

This course CET241 Introduction to Pedagogical and Curriculum Leadership provides learners with the foundational knowledge and skills to lead, mentor, and support teachers in curriculum implementation underpinned by key early childhood education theories and sound pedagogical principles and practices. The course aims to examine the what, why, and how of early childhood curriculum and pedagogy and will introduce specialist/advanced teaching techniques across the early childhood spectrum from birth to six years of age.

Topics:

- The Relationship between Theories of Child Development and the Early Childhood Curriculum
- The Social and Cultural Contexts that Influence the Nature of the Curriculum and Pedagogy
- Current Global Curriculum Models and their Philosophical Underpinnings
- Pedagogical and Curriculum Leadership in the 21st Century
- The Role of Advocacy of in Curriculum and Pedagogy
- Leading and Embedding of Ethical Practice in Curriculum Planning, Implementation and Evaluation
- Teacher Participation in Curriculum and Pedagogical Decisions
- Specialist Teaching Techniques
- Mentoring and Coaching in Practice
- Developing Interdependence and Team Accountability
- The Role of Families and Community in the Early Childhood Curriculum
- Current Issues and Challenges Relating to Curriculum and Pedagogical Change and Implementation

Learning Outcome:

- Identify the significant characteristics of the various early childhood education theories
- Examine early childhood education theories relevant to curriculum approaches
- Apply the Nolan (2017) mentoring model
- Employ specialist teaching techniques in the mentoring and coaching of teachers within the centre
- Analyse gaps in teaching and learning within the centre
- Discuss the steps of Nolan's (2017) mentoring model and its relevance in the context of the centre

Assessment Strategies (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	30
	GROUP BASED ASSIGNMENT 1	20
Overall Examinable Components	ECA	50
Total		100