

EDUC90385 Investigating Curricula & Programs

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	This subject examines a range of theoretical perspectives and frameworks influencing the design and pedagogical approach to early childhood curricula. The relationships between conceptualisations of early childhood curricula, perspectives of children's development and learning and teacher agency will be explored. Designs of early learning environments, goals for children, pedagogical approaches used to support the development and learning of young children and strategies for evaluating early learning outcomes will be investigated. Local, national and international case studies provide research evidence concerning different models and related teaching strategies for early learning. Teacher candidates will explore the inter-relatedness of views about curriculum content, attitudes to the needs of children, professional skills, knowledge and perceptions, of the role of the teachers in activating children's engagement and managing the physical and socio-emotional environments for young children, on the decisions teachers make when designing early childhood curricula.
Objectives:	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> # Articulate key theoretical frameworks that underpin approaches to the early childhood curricula and pedagogy # Evaluate and critique strategies and techniques for supporting children's engagement and learning # Plan and implement safe, supportive and stimulating early childhood learning environments and support children's learning in ways that are developmentally and contextually relevant and build on their diverse backgrounds, identities and experiences # Plan and implement learning experiences that engage and stimulate children emotionally, socially, physically and cognitively # Use a range of approaches for purposefully and collaboratively assessing, documenting and monitoring children's learning # Critically reflect on their own learning and teaching
Assessment:	There are 2 assessment tasks: A written evaluative report (1,600 words) due mid semester (40%); A group analysis and report (2,400 words per person) due end of semester (60%)
Prescribed Texts:	Belonging, Being & Becoming The Early Years Learning Framework for Australia, Department of Education, Employment and Workplace Relations for the Council of Australian Governments,

	Commonwealth of Australia, 2009. Victorian Early Years Learning and Development Framework for Children from Birth to Eight Years, Department of Education and Early Childhood Development, Victorian Curriculum and Assessment Authority. (2009) State Government of Victoria.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Comprehend the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice # Design, implement and critically evaluate curriculum that is democratic and relevant and engages children socially, emotionally, physically and cognitively # Take responsibility for assessing and documenting learning and teaching # Respect and acknowledge diverse perspectives and backgrounds # Participate as active members of a learning community characterised by positive relationships among all members # Evaluate and use constructive criticism of their own values and practices and those of colleagues