

EDUC90700 The Early Childhood Profession

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours								
Prerequisites:	Admission to the Master of Teaching (Early Childhood) or Master of Teaching (Early Years)								
Corequisites:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90709 Professional Practice and Seminar (EC) 3</td><td>Semester 1, Semester 2</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90709 Professional Practice and Seminar (EC) 3	Semester 1, Semester 2	12.50
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Recommended Background Knowledge:	None								
Non Allowed Subjects:	None								
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>								
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Contact:	madeleine.saffigna@unimelb.edu.au (mailto:madeleine.saffigna@unimelb.edu.au)								
Subject Overview:	<p>This subject introduces teacher candidates to the range of work done by Early Childhood Professionals, the settings in which they work, and the legislative and policy frameworks governing the profession. It also investigates the leadership role of Early Childhood Professionals in the context of the diversity of children, families and social contexts with which they work. Topics will include: the National Reform Agenda; Curriculum frameworks (the Early Years Learning Framework for Australia (EYLF), and the Victorian Early Years Learning and Development Framework (VEYLDF), the Victorian Essential Learning Standards (VELS); the Australian Curriculum); United Nations Convention on the Rights of the Child; professional codes of ethics; roles and responsibilities of the teachers in each of the three sectors, childcare, pre-school and early years of schooling; organisational culture in each of the settings; key stakeholders in the Early Childhood field; developing relationships with stakeholders; Early Childhood education as a shared venture, depending on respectful engagement and communication with colleagues, children and families within culturally and linguistically diverse communities, teamwork and team-building; report writing responsibilities within and across early years services; available universal and targeted services and referral to them; advocacy.</p>								
Learning Outcomes:	<p>On completion of this subject, students will have the knowledge, skills and understanding to:</p> <ul style="list-style-type: none"># Work within the policy and legal framework governing the early years;# Work productively with the diversity of the communities they serve;								

	<ul style="list-style-type: none"> # Operate within the professional expectations, roles and responsibilities of the childcare, pre-school and school settings; # Recognise the importance of respectful and ethical relationships between all key stakeholders, particularly colleagues, children and their families; # Recognise the importance of clear communication with all key stakeholders. # Demonstrate effective leadership and management in early childhood services; # Be an advocate for children's rights and the early childhood profession in diverse contexts.
Assessment:	Two assignments: Assignment 1, Essay, 2000 words, due mid semester (50%) Assignment 2, Essay, 2000 words, due end of semester (50%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None
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"> # Be skilled communicators who can effectively articulate their role and professional identity; # Be independent of mind, responsible, resilient, self-regulating; # Work effectively in professional teams; # Demonstrate effective leadership and management in early childhood services; # Work productively with the diversity of the communities they serve; # Be ethical in their dealings with colleagues, children and families; # Be an advocate for children's rights and the early childhood profession in diverse contexts. # Have a conscious personal and social values base that intersects with professional identity.
Related Course(s):	Master of Teaching (Early Childhood) Master of Teaching (Early Years)