

460-520 Early Childhood Development

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<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>
Coordinator:	Sharne Rolfe
Subject Overview:	This subject helps teacher candidates understand interrelated domains of development – physical, cognitive, communicative, creative, social, emotional and spiritual - during the early childhood period. Developmental progress within domains are scrutinized to inform planning for children's learning experiences, Conceptual knowledge about development and techniques for observation and assessment are applied in the analysis and interpretation of children's everyday experiences. The critical role of interactions and relationships between children and their families, teachers and peers in the learning process is emphasized. In light of this subject matter teacher candidates critically review their own beliefs, behaviours and practices as early educators.
Assessment:	There are 2 assessment tasks: A group presentation and written summary (equivalent to 2000 words) due as scheduled (50%) An analytical task (2000 words) due as scheduled (50%).
Prescribed Texts:	Collection of readings
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:	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> # Develop and critique knowledge of development - physical, cognitive, symbolic, creative, intellectual, communication, social, emotional and spiritual # Observe, identify and evaluate developmental contexts, sequences and changes # Analyse behaviour in context and the implications for planning effective early childhood experiences and programs # Learn techniques of observation and assessment that are applicable to early childhood # Apply strategies for responsive interactions and relationships between children and their families, teachers and peers in learning processes

	<p># Critically review own beliefs and practices as an early childhood educator in light of human development concepts and contexts.</p> <p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Describe developmental sequences, contexts and changes - physical, cognitive, communicative, social, emotional and spiritual # Articulate with authority the implications of development for learning and teaching, and planning and decision-making in early childhood settings # Demonstrate skilled use of appropriate techniques of observation and assessment – formal and informal- in relation to individual children in early childhood settings # Discuss the critical role of interactions and relationships between children and their families, teachers and peers in learning processes # Apply their growing knowledge of human development to the process of self-reflection.
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Early Childhood) Master of Teaching (Early Years) Master of Teaching (Early Years)</p>