

460-522 Professional Culture, Dynamics & Change

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><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>
Coordinator:	Jane Page
Subject Overview:	This subject develops teacher candidates' knowledge and understanding of the professional contexts of early childhood organisations and their impact on management styles and professional relationships. Topics include a historical perspective of how the social, economic, political and cultural contexts and theoretical frameworks have influenced early childhood institutions, and how these, in turn, have influenced the range, type and philosophy of services offered to young children and their families. Strategies and processes for effective professional relationships in early childhood settings are examined with particular emphasis on managing roles and relationships in complex teams; supporting families and guiding young children. Leadership skills, professionalism and teacher researcher and critical reflection are highlighted.
Assessment:	There are 2 assessment tasks: An essay (2000 words) due mid semester (50%) A 2-hour examination (equivalent to 2000 words) end of semester (50%)
Prescribed Texts:	Collection of readings Raban et al (2006) Building Capacity: Strategic professional development for early childhood practitioners, Thompson Social Science Press, Melbourne Australia
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 be able to:</p> <ul style="list-style-type: none"> # Identify different theoretical frameworks and contexts that have influenced the culture and style of childhood institutions # Analyse various paradigms employed to construct the early childhood professional. # Develop knowledge and skills for effective leadership and management in early childhood services # Explore critical reflection as a tool and process for professional development and efficacy.

	<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# On the basis of research evidence, understand the significance of professional cultures on outcomes for children, families and staff# Be independent of mind, responsible, resilient, self-regulating;# Have the ability and confidence to support relationships across early childhood settings# 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 Childhood) Master of Teaching (Early Years) Master of Teaching (Early Years)