

## 465-122 CTP11P Teaching and Learning (FT)

<b>Credit Points:</b>	12.500
<b>Level:</b>	Undergraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: This subject is offered in external mode. There will be an on-campus program Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<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: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></p>
<b>Coordinator:</b>	TBA
<b>Subject Overview:</b>	This subject will introduce students to the principles which underpin the early childhood curriculum. In particular it will explore the concept of the child-centred, developmental approach to curriculum planning, with its emphasis on learning processes rather than teaching strategies. The validity of this pervasive model of best practice will be evaluated in the light of developmental and social problems that confront many children. The subject will also highlight the unique focus of the early childhood curriculum in designing environments and devising legitimate forms of observational assessment, appropriate goals, content and educational strategies to meet the individual needs of young children. Students will be introduced to some key national and professional debates on educational issues which create dilemma for developmentally appropriate practice.
<b>Assessment:</b>	Assignments totalling 2000 words and a 2-hour examination.
<b>Prescribed Texts:</b>	Prescribed Texts:Programming and Planning in Early Childhood Settings (L Arthur et al.), (2nd edn), Harcourt Brace
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	Information Not Available
<b>Related Course(s):</b>	Bachelor of Early Childhood Studies(Pathways Program)