

460-521 Investigating Curricula & Programs

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, 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><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> </p>
Coordinator:	Assoc Prof Kay Margetts
Subject Overview:	<p>This subject examines a range of theoretical perspectives and models 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 needs and development of young children and strategies for evaluating early learning outcomes are compared and contrasted. Local, national and international case studies provide research evidence concerning different models and related teaching strategies for early learning. Teacher candidates 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.</p>
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Articulate key theoretical frameworks that underpin different 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 documenting and monitoring children's learning # Critically reflect on their own learning and teaching
Assessment:	There are 2 assessment tasks: A written evaluative report (1,250 words) due mid semester (30%); A group analysis and report (2,750 words) due end of semester (70%)

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:	<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 documenting, reporting and evaluating learning and teaching # Engage in democratic and ethical teaching practice # 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
Related Course(s):	Master of Teaching (Early Childhood)