

460-601 Management, Leadership and Policy

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: February, - Taught on campus.
Time Commitment:	Contact Hours: 8 day intensive; 18/2/09 - 27/02/09; 18 hours - 6 x 3hr workshops Total Time Commitment: 60 hours
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:	Prof Collette Patria Tayler
Subject Overview:	Teacher candidates engage with research-based studies of the diverse roles of early childhood professionals in local programs and contexts. Using specific analytic frames, the candidates both review and devise case studies of selected policy, governance and program leadership dimensions of the ECEC profession. This professional learning is designed to shape practices and provide models for working within a community of practice. Researching, analysing and taking a professional stance is part of the learning of this subject. Candidates work in small case teams to develop a focused study that examines a situation in the field (e.g. testing an early learning and development framework, addressing quality standards, regulation and accountability, parent engagement, private, corporate or community governance). Key points are distilled for professional behaviour, leadership and advocacy.
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: * Be flexible and able to adapt professional role and responsibilities through knowing how to investigate and learn within changing policy and legislative contexts; * Engage in debate on current and emerging local, national and international polices affecting ECEC professional roles and responsibilities. * Have an explicit personal and social values base for critically reflecting on, practicing and innovating within the early childhood field
Assessment:	Presentation and report (equivalent to 2000 words) due end of semester (100%)
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:	On completion of this subject teacher candidates will be able to:

	<ul style="list-style-type: none">* Explore, contrast and critique Australian and International research related to early childhood policy and guidelines for quality teaching and learning.* Develop in-depth knowledge about the leadership and administrative skills and the accountability requirements to work in a range of positions within a multi-disciplinary and culturally diverse early childhood field.
Notes:	<i>Replacing subject 460-530 in course structure</i>
Related Course(s):	Master of Teaching (Early Childhood)