

## MC-TEACHCA Master of Teaching (Early Childhood)

<b>Year and Campus:</b>	2010 - Parkville
<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>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	200 credit points taken over 24 months full time. This course is available as full or part time.
<b>Coordinator:</b>	Dr Jane Page
<b>Contact:</b>	Education Student Centre
<b>Course Overview:</b>	<p>This stream commences with a common Postgraduate Diploma in Teaching (Early Childhood) which prepares graduates with a qualification for pre-school teaching after 150 points of study. The Postgraduate Diploma in Teaching (Early Childhood) may be completed as an accelerated program in 12 months or a reduced program in 24 months. The final Master of Teaching semester may be completed as a Master of Teaching (Early Childhood) with options for an internship, research preparation or further specialist studies in early childhood or as a Master of Teaching (Early Years).</p>
<b>Objectives:</b>	<p>On completion of this course graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be highly-skilled teachers, with the theoretical frameworks and practical ability to produce effective learning for each individual student.</li> <li># Be engaged intelligently and passionately in the educational venture, and have the ability not only to adapt to, but also to lead change.</li> <li># Articulate a coherent set of beliefs about learning and teaching, based soundly on leading-edge theory and evidence-based research.</li> <li># Display a solid understanding of discipline knowledge and knowledge about education, and of how they interact in effective pedagogy.</li> <li># Understand the links between planning, teaching and evaluating for learning.</li> <li># Plan for students' teaching and learning bringing to bear an informed awareness of child and adolescent development.</li> <li># Generate and interpret the classroom data to enable individualized programming of developmental learning for each student.</li> <li># Respond flexibly in catering for the different learning needs of individual students, including those with special needs.</li> <li># Utilise a range of teaching approaches that foster both independent and cooperative learning.</li> <li># Structure their teaching to provide rich and creative learning environments.</li> <li># Develop in their students the capacity for vigorous but respectful critique and for curiosity in learning.</li> <li># Demonstrate an awareness of cultural diversity and its implications for society and education.</li> <li># Demonstrate an understanding of the significance of written and spoken language as fundamental to education.</li> <li># Utilise a variety of technologies in the classroom to assist learning.</li> <li># Function effectively across the various relationships involved in the professional life of a teacher.</li> <li># Demonstrate the level of competency in literacy and numeracy expected of the teaching profession.</li> <li># Be leaders and advocates in education, responsive to legislation, policy and the global human rights issues of participation, access and inclusion.</li> </ul>
<b>Course Structure &amp; Available Subjects:</b>	<p>Students undertake 150 points of compulsory subjects in the first three semesters, and then fifty points of elective subjects in the final semester. The final fifty points will normally be a coherent optional program in itself, but students may also take subjects from the range of Master of Education subjects offered by the School.</p> <p>The first three semesters in the Early Childhood stream, leading to the Postgraduate Diploma in Teaching (Early Childhood) are built on four strands:</p> <ul style="list-style-type: none"> <li># Professional Practice</li> </ul>

- # The Developing Learner
- # The Developing Curriculum
- # The Developing Professional

Students take a subject in each strand in each semester.

#### Subject Options:

Subjects undertaken in first semester of the accelerated mode of delivery

Subject	Study Period Commencement:	Credit Points:
EDUC90382 Professional Practice and Seminar EC 1a	March	18.75
EDUC90384 Early Childhood Development	March	12.50
EDUC90385 Investigating Curricula & Programs	March	12.50
EDUC90386 Professional Culture, Dynamics & Change	March	12.50
EDUC90391 Science and Mathematics in EC	Semester 1	12.50
EDUC90556 Leading & Managing EC Programs	February	6.25

Subjects undertaken in second semester of the accelerated mode of delivery

Subject	Study Period Commencement:	Credit Points:
EDUC90383 Complexity and Diversity in Development	Semester 2	12.50
EDUC90388 Professional Practice and Seminar EC 2a	Semester 2	18.75
EDUC90389 Individualising Learning	Semester 2	12.50
EDUC90390 Language and Literacy in EC	Semester 2	12.50
EDUC90557 Effective Teaching in Early Childhood	Semester 2	6.25
EDUC90563 The Creative and Expressive Child	Semester 2	12.50

#### Final semester options for both accelerated and reduced modes of delivery

Final semester options for the reduced mode of study are the same as offered in the accelerated mode of study.

#### Professional Development Option

Students may undertake 50 points of further specialist study in Early Childhood in a standard 50-point specialist program eg. Postgraduate Certificate in Educational Studies (Special Education, Inclusion and Early Intervention), or they may choose individual subjects for Early Childhood according to their interests and needs.

#### Induction Option

Subject	Study Period Commencement:	Credit Points:
EDUC90415 Professional Portfolio	Year Long	37.50
EDUC90417 Investigating Practice (Induction)	Year Long	12.50

#### Internship Option

Subject	Study Period Commencement:	Credit Points:
EDUC90393 Internship (Early Childhood)	Semester 1	37.50
EDUC90416 Investigating Practice (Internship)	January, Semester 2	12.50

#### Research Option

Subject	Study Period Commencement:	Credit Points:
EDUC90419 Education Research Methodology	February, July	12.50
EDUC90420 Research Project	Semester 1, Semester 2	37.50
EDUC90558 Research Project	Year Long	37.50

### Early Years Option

This option prepares Early Childhood teacher candidates to teach in the early years of primary schooling. It leads to provisional registration with the Victorian Institute of Teaching as a primary teacher.

Subject	Study Period Commencement:	Credit Points:
EDUC90399 Professional Practice and Seminar (EY)	Semester 1	12.50
EDUC90400 Literacy in the Early Years	Semester 1	12.50
EDUC90401 Numeracy in the Early Years	March	12.50
EDUC90402 Integrated Curriculum (Early Years)	March	6.25
EDUC90403 Professional Contexts (Early Years)	Semester 1	6.25

### Reduced Mode Students who commenced subjects in 2009

Subjects undertaken in the first semester of the reduced mode of delivery

Subject	Study Period Commencement:	Credit Points:
EDUC90395 Professional Practice and Seminar EC 1r	Semester 1	6.25
EDUC90384 Early Childhood Development	March	12.50
EDUC90385 Investigating Curricula & Programs	March	12.50
EDUC90556 Leading & Managing EC Programs	February	6.25

### Reduced Mode Students who commenced studies in 2009

Subjects undertaken in the second semester of the reduced mode of study

Subject	Study Period Commencement:	Credit Points:
EDUC90396 Professional Practice and Seminar EC 2r	Semester 2	12.50
EDUC90389 Individualising Learning	Semester 2	12.50
EDUC90390 Language and Literacy in EC	Semester 2	12.50
EDUC90557 Effective Teaching in Early Childhood	Semester 2	6.25

Subjects undertaken in the third semester of the reduced mode of study

Subject	Study Period Commencement:	Credit Points:
EDUC90397 Professional Practice and Seminar EC 3r	Semester 1	12.50
EDUC90386 Professional Culture, Dynamics & Change	March	12.50
EDUC90391 Science and Mathematics in EC	Semester 1	12.50

### Reduced Mode Students who commenced studies in 2009

Subjects undertaken in the fourth semester of the reduced mode of study.

Subject	Study Period Commencement:	Credit Points:
EDUC90398 Professional Practice and Seminar EC 4r	Semester 2	6.25
EDUC90563 The Creative and Expressive Child	Semester 2	12.50
EDUC90383 Complexity and Diversity in Development	Semester 2	12.50

### Reduced Mode Students who commenced studies in 2008

Subjects undertaken in the third semester of the reduced modes of study. Please note these subject choices apply for students who commenced studies in reduced mode of this course in 2008 only.

Subject	Study Period Commencement:	Credit Points:
EDUC90397 Professional Practice and Seminar EC 3r	Semester 1	12.50
EDUC90386 Professional Culture, Dynamics & Change	March	12.50
EDUC90391 Science and Mathematics in EC	Semester 1	12.50

### Reduced Mode Students who commenced studies in 2008

Subjects undertaken in the fourth semester of the reduced mode of study. Please note these subject choices apply for students who commenced studies in reduced mode of this course in 2008 only. Please note that students should enrol in 460-530 Policy, Ethics and Professionalism when the subject becomes available. Subject 460-602 Ethics and Professionalism should be replaced by subject 460-530 Policy, Ethics and Professionalism for all reduced mode students who commenced studies in 2008, and are undertaking semester four in 2009.

Subject	Study Period Commencement:	Credit Points:
EDUC90398 Professional Practice and Seminar EC 4r	Semester 2	6.25
EDUC90392 The Creative and Expressive Child 2	Semester 2	6.25
EDUC90394 Policy, Ethics and Professionalism	Semester 2	12.50
EDUC90383 Complexity and Diversity in Development	Semester 2	12.50

<b>Entry Requirements:</b>	For entry into the Master of Teaching (Early Childhood) an applicant must have: # An undergraduate degree
<b>Core Participation Requirements:</b>	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject. 100% attendance is mandatory in all Professional Practice subjects. For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Graduate Attributes:</b>	The program is built on the premise that students coming into the program will have a firm foundation of disciplinary knowledge and analytical skills, and will bring with them a diversity of educational and life experiences. The program will emphasise the importance of the research evidence base as a foundation for excellent educational practice, as well as developing further the students' capacity for critical inquiry and professional reflection. Underpinning the program is a strong partnership with early childhood settings and schools and with educational systems that will support the intelligent engagement in professional practice at an advanced level. Special emphasis will be placed on the students' capacity to teach the diverse range of students, and to promote equity in education. Students will have the opportunity to undertake teaching practice in international settings, which will enhance their cultural awareness and expand their understanding of global education. They will understand the policy landscape and

	the processes for making policy at school and system level, so that they can intervene and justify producing change.
<b>Generic Skills:</b>	<ul style="list-style-type: none"><li># Develop in-depth knowledge of the complexity and diversity of child development (0-8 years) so that they are able to individualize and contextualize for each child.</li><li># Shape and construct responsive curricula and pedagogy for children, families and communities.</li><li># Have the capacity to be a self-reflective early childhood analyst who can work constructively and innovatively through relationships with parents, colleagues and community services across a range of multidisciplinary contexts.</li></ul>