

EDUC90389 Individualising Learning

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours. 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.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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 HDisability Liaison Unit website: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	This subject prepares teacher candidates to identify and support the diversity of individual learning abilities and needs that are typically encountered within early childhood groups, while developing an awareness of relevant issues and debates. Candidates explore both practical strategies for individualising learning and critiques surrounding individualising learning, drawing on contemporary theory, research and data based approaches. Topics include: identification and assessment of learning needs; developmental diversity, including disabilities, developmental delays, specific learning difficulties, and advanced development; diverse social and cultural influences on learning; strategies and approaches for developing inclusive and individualised programs; collaborative partnerships with families and professionals; accessing appropriate specialist resources and support; legal and ethical issues in relation to meeting individual needs. The study enables teacher candidates to develop their abilities to critically reflect on their own effectiveness in individualising learning, while exploring how relationships between individuals are influenced by social and cultural contexts.
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Identify, understand and evaluate the range of diverse learning abilities and special learning needs that teachers may encounter in early childhood settings # Understand the ways diverse social and cultural contexts influence children's learning and relationships, and develop skills to identify these broader issues and balance them with the requirements of individualised learning. # Appreciate that individualised and contextualised programming optimises children's development and learning # Understand the meaning of individualised and inclusive education, and the processes of working collaboratively with a range of professionals to promote the learning of all children. # Identify effective strategies and approaches to designing early childhood programs for learners with diverse abilities and needs # Identify and know how to access the range of specialist resources and agencies that can assist early childhood educators in meeting the diverse learning needs of children # Acknowledge and appreciate the role of the family and the importance of working in collaboration with the family system in meeting individual needs
Assessment:	There is 1 assessment task: A case study (equivalent to 4000 words) due end of semester (100%)

Prescribed Texts:	Snow, C.E. & Van Hemel, S.B. (Eds.) Early Childhood Assessment: Why What and How, The National Academies Press, Washington DC., 2008.
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, skill and understanding to enable them to:</p> <ul style="list-style-type: none"># Design, implement and evaluate individualised programs based on observation and data collection# Confidently utilise a range of effective strategies and approaches for responding to individual learning needs, while recognising broader social and cultural factors that may arise# Develop collaborative partnerships with families and professionals to support individual learning# Demonstrate sensitive and respectful attitudes in regard to the diverse social and cultural identities of children and families, and the range of learner abilities and needs# Identify and access appropriate specialist resources and support as needed, to optimise individual learning and development.