

EDUC90556 Leading & Managing EC Programs

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011.
Time Commitment:	Contact Hours: 8 day intensive; 18/2/09 - 27/02/09; 18 hours - 6 x 3hr workshops Total Time Commitment: 60 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:	As per handbook outline dependant upon enrollment in either accelerated or reduced mode of study
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 websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	Teacher candidates engage with research-based studies of early childhood professionals in local programs and contexts. Using specific analytic frames, the candidates both review and devise studies of selected governance and program dimensions of the ECEC profession. This professional learning is designed to shape practices and provide evidence-based pedagogical models for working within a community of practice. Researching, analysing and taking a professional stance to Early Childhood program improvement is part of the learning of this subject. Key points are distilled for professional behaviour and leadership.
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Be able to adopt professional behaviours that support an evidence-based approach to leading and managing early childhood programs; # Engage in debate on current policies and practices affecting ECEC professionals. # Have an explicit professional framework for analysing, reflecting on, practising and innovating within the early childhood field
Assessment:	Presentation and report (equivalent to 2000 words) due end of semester (100%)
Prescribed Texts:	City, E.A., Elmore, R.F., Fiarman, S.E. & Teitel, L. Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning, Harvard Education Press, Cambridge Massachusetts, (2009)
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:

Replacing subject 460-530 in course structure