

EDUC90702 Curriculum Pedagogy and Assessment EC 1

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 36 Hours Total Time Commitment: 120 hours						
Prerequisites:	None						
Corequisites:	The following subject is a corequisite: <table border="1" data-bbox="389 613 1485 761"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90703 Professional Practice and Seminar (EC) 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1	12.50
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EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1	12.50					
Recommended Background Knowledge:	N/A						
Non Allowed Subjects:	N/A						
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						
Coordinator:	Ms Sarah Young						
Contact:	Education Student Centre						
Subject Overview:	This subject introduces teacher candidates to major perspectives on curriculum, pedagogy and assessment that underpin learning and teaching in the early childhood years. Topics include: principles, practices and learning outcomes underpinning learning in the Early Childhood years, as articulated in the Early Years Learning Framework (EYLF), and the Victorian Early Years learning and Development framework (VEYLDF); the CLASS dimensions; the cycle of observation/assessment, planning for learning, programming, implementation, observation/assessment; and reflection/evaluation; theories of learning; play-based learning; interventionist teaching; setting up a productive learning environment; developing resources for learning.						
Objectives:	On completion of this subject, students will have the knowledge, skills and ability to: <ul style="list-style-type: none"> • Plan for learning based on their observation and assessment of the children's current understanding and needs; • Understand the relationship between curriculum, pedagogy and assessment; • Program a range of learning experiences; • Reflect in a theoretically informed way on the their own teaching and their student's learning 						
Assessment:	Two assignments of 2000 words each (or equivalent), one due mid-semester, the second due during the examination period (50% each).						
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, students will be able to: <ul style="list-style-type: none">• Work productively within mandated frameworks.• Recognise the importance of theory to informed practice;• Understand the multi-dimensionality of learning.
Related Course(s):	Master of Teaching (Early Childhood)