

EDUC90710 Early Years Pedagogy and Practice

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours.
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 Disability Liaison Unit website http://www.services.unimelb.edu.au/disability/
Coordinator:	Assoc Prof Kay Margetts
Contact:	Education Student Centre
Subject Overview:	This subject introduces teacher candidates to the major perspectives on pedagogy and practice in the early years of education, particularly pedagogical practice for children 4-8. Topics include the key practice principles and learning outcomes underlying the Early Years Learning Framework for Australia (EYLF), and the Victorian Early Years Learning and Development Framework (VEYLDF), the Classroom Assessment Scoring System (CLASS) dimensions, the Transition Initiative, the United Nations Convention on the rights of the child; working with Early Childhood professionals.
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to: <ul style="list-style-type: none"> # Work within the policy and legal frameworks governing the early Years; # Explore a range of practice principles and observation and assessment tools for building evidence of young children's learning and development; # Understand the impact of instructional support, emotional support and classroom organization on young children's learning and development; # Understand the impact of transition practices on young children's experiences of starting school.
Assessment:	Two assignments of 2000 words each, one due in Week 4 and in the examination period (50% each). 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.
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 have the knowledge, skills and understanding to enable them to:

	<ul style="list-style-type: none"># Be skilled communicators who can effectively articulate pedagogical practice across early years settings;# Work purposefully within mandated curriculum frameworks;# Recognise the relationship between effective teaching and improved learning outcomes for young children# Work in professional teams across educational sectors;# Work collaboratively with children and parents to inform their practice.
Related Course(s):	Master of Teaching (Primary)