

EDUC90700 The Early Childhood Profession

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, 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="387 577 1485 723"> <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, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50
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EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	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:	Dr Jane Page						
Contact:	Education Student Centre						
Subject Overview:	This subject introduces teacher candidates to the range of work done by Early Childhood Professionals, the settings in which they work, and the legislative and policy frameworks governing the profession. Topics will include: the National Reform Agenda; Curriculum frameworks (the Early Years Learning Framework for Australia (EYLF), and the Victorian Early Years Learning and Development Framework (VEYLDF), the Victorian Essential Learning Standards (VELS); the Australian Curriculum); United Nations Convention on the Rights of the Child; professional codes of ethics; roles and responsibilities of the teachers in each of the three sectors, childcare, pre-school and early years of schooling; organisational culture in each of the settings; key stakeholders in the Early Childhood field; developing relationships with stakeholders; Early Childhood education as a shared venture, depending on clear communication with colleagues, children and families.						
Objectives:	On completion of this subject, students will have the knowledge, skills and understanding to: <ul style="list-style-type: none"> • Work within the policy and legal framework governing the early Years • Operate within the professional expectations, roles and responsibilities of the childcare, pre-school and school settings; • Recognise the importance of respectful relationships between all key stakeholders, particularly colleagues, children and their families; • Recognise the importance of clear communication with all key stakeholders. 						
Assessment:	Two assignments of 2000 words each, due in Week 4 and in 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 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 their role and professional identity;• Be independent of mind, responsible, resilient, self-regulating;• Work well in professional teams• Have a conscious personal and social values base that intersects with professional identity.
Related Course(s):	Master of Teaching (Early Childhood)