

EDUC90701 The Child 0-8

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="389 577 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 Timothy Gilley						
Contact:	Education Student Centre						
Subject Overview:	This subject introduces teacher candidates to a range of physical, personal, social, emotional, cognitive and spiritual perspectives on children's learning and development over the age-range 0-8. Topics will include: Different paradigms and perspectives on development in all domains, but with a particular emphasis on the cognitive, social and emotional domains; the relationship of learning and development and the importance of structured learning to development; conceptions of stages of development, contrasted with the continuity of development and the importance of transitions; developmental differences; observational frameworks; significance of family, friends and teachers; the child as agent; the child's sense identity.						
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills and ability to: <ul style="list-style-type: none"> • Assess the child's development from a range of perspectives; • Recognise how learning underpins development; • Foster the conditions and relationships that lead to strong development • Respect the identity of the child • Respect and cater for the differences in development of individual children. 						
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, teacher candidates will be able to: <ul style="list-style-type: none"> • Observe the development of children within appropriate frameworks 						

	<ul style="list-style-type: none">• Understand the importance of theoretical perspectives to meaningful observation of phenomena;• Respect the contributions from all those involved in supporting development
Related Course(s):	Master of Teaching (Early Childhood)