

EDUC90704 Curriculum Pedagogy and Assessment EC 2

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2012, 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: 120 hours								
Prerequisites:	There is one prerequisite:								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90702 Curriculum Pedagogy and Assessment EC 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90702 Curriculum Pedagogy and Assessment EC 1	Semester 1	12.50
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Corequisites:	There is one corequisite:								
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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:	Building on the work done in Curriculum, Pedagogy and Assessment 1, this subject develops further the investigation into intentional teaching for learning, focusing on implementing curricula for young children using appropriate pedagogies and modes of assessment. Topics will include: a detailed analysis of the practice principles from VEYLDF; the CLASS domains; VELS and the National Curriculum; intentional interventional teaching; catering for different learning styles; planning for individualised learning; developing curriculum for childcare settings; different models of early childhood teaching practice (e.g. Montessori, Steiner); pedagogy across the 0-8 range.								
Objectives:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Plan appropriate learning programs across the 0-8 range; # Utilise a broad range of strategies to enable children's learning; # Intervene with individual children to promote their learning; # Work productively within mandated curriculum frameworks; # Assess accurately children's learning and their learning needs. 								

Assessment:	One assignment of 1000 words, due early in the semester (25%); one assignment of 2000 words due late in the semester (50%); contribution to the 30-minute oral Combined Assessment Task (combined with Child Health and Wellbeing and Early Language and Literacy), due in the examination period (25%).
Prescribed Texts:	Snow, C.E. & Van Hemel, S.B. (Eds). (2008). Early Childhood assessment: Why, what and how. Purposeful assessment (pp. 27-41). Committee on the Developmental Outcomes and Assessments for Young Children. Washington, DC: National Academies Press. Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. (2012). Programming and Planning in Early Childhood Settings, 5th Edition. Victoria: Thomson.
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"> # Recognise the importance of theory to informed practice; # Understand the multi-dimensionality of learning; # Implement policy frameworks meaningfully.
Related Course(s):	Master of Teaching (Early Childhood)