

MC-TEACHEC Master of Teaching (Early Childhood)

Year and Campus:	2012 - Parkville
CRICOS Code:	061226K
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	200 credit points taken over 24 months full time. This course is available as full or part time.
Coordinator:	Dr Jane Page
Contact:	Education Student Centre
Course Overview:	This stream commences with a common Postgraduate Diploma in Teaching (Early Childhood) which prepares graduates with a qualification for pre-school teaching after 150 points of study. The Postgraduate Diploma in Teaching (Early Childhood) is completed after three semesters of study. The final Master of Teaching semester may be completed as a Master of Teaching (Early Childhood) with options for an internship, research preparation or further specialist studies in early childhood.
Objectives:	<p>On completion of this course graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be highly-skilled teachers, with the theoretical frameworks and practical ability to produce effective learning for each individual student. # Be engaged intelligently and passionately in the educational venture, and have the ability not only to adapt to, but also to lead change. # Articulate a coherent set of beliefs about learning and teaching, based soundly on leading-edge theory and evidence-based research. # Display a solid understanding of discipline knowledge and knowledge about education, and of how they interact in effective pedagogy. # Understand the links between planning, teaching and evaluating for learning. # Plan for students' teaching and learning bringing to bear an informed awareness of child and adolescent development. # Generate and interpret the classroom data to enable individualized programming of developmental learning for each student. # Respond flexibly in catering for the different learning needs of individual students, including those with special needs. # Utilise a range of teaching approaches that foster both independent and cooperative learning. # Structure their teaching to provide rich and creative learning environments. # Develop in their students the capacity for vigorous but respectful critique and for curiosity in learning. # Demonstrate an awareness of cultural diversity and its implications for society and education. # Demonstrate an understanding of the significance of written and spoken language as fundamental to education. # Utilise a variety of technologies in the classroom to assist learning. # Function effectively across the various relationships involved in the professional life of a teacher. # Demonstrate the level of competency in literacy and numeracy expected of the teaching profession. # Be leaders and advocates in education, responsive to legislation, policy and the global human rights issues of participation, access and inclusion.
Course Structure & Available Subjects:	<p>Students undertake 150 points of compulsory subjects in the first three semesters, and then choose a course of study worth fifty points in the final semester. The final fifty points will normally be a coherent optional program in itself, but students may also take subjects from the range of Master of Education subjects offered by the School.</p> <p>The first three semesters in the Early Childhood stream, leading to the Postgraduate Diploma in Teaching (Early Childhood) are built on four strands:</p>

- # Professional Practice
- # The Developing Learner
- # The Developing Curriculum
- # The Developing Professional

Students take a subject in each strand in each semester.

Subject Options:

Subjects undertaken in the first semester of study

Subject	Study Period Commencement:	Credit Points:
EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50
EDUC90700 The Early Childhood Profession	Semester 1	12.50
EDUC90701 The Child 0-8	Semester 1	12.50
EDUC90702 Curriculum Pedagogy and Assessment EC 1	Semester 1	12.50

Subjects undertaken in the second semester of study

Subject	Study Period Commencement:	Credit Points:
EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50
EDUC90706 Child Health and Wellbeing	Semester 2	12.50
EDUC90704 Curriculum Pedagogy and Assessment EC 2	Semester 2	12.50
EDUC90705 Early Language and Literacy	Semester 2	12.50

Subjects undertaken in the third semester of study

Students having completed the first three semesters (150 points) can graduate with the Postgraduate Diploma in Teaching (Early Childhood).

Subject	Study Period Commencement:	Credit Points:
EDUC90709 Professional Practice and Seminar (EC) 3	October, Semester 1, Semester 2	12.50
EDUC90708 EC Leadership and Communities	Semester 1	12.50
EDUC90563 The Creative and Expressive Child	Semester 1	12.50
EDUC90391 Science and Mathematics in EC	Semester 1	12.50

Subjects undertaken in the fourth semester

Students wishing to complete the Master of Teaching must complete a fourth semester of study (50 points for a total of 200 points). This study may be undertaken any time within 5 years of completing semester 3. Students may choose one of the 3 following options:

Option 1: for those wishing dual registration as Early Childhood and Primary Teachers Students undertaking this option will complete the Master of Teaching (Early Years)

Subject	Study Period Commencement:	Credit Points:
EDUC90400 Literacy in the Early Years	Semester 1, Semester 2	12.50
EDUC90399 Professional Practice and Seminar (EY)	Semester 1, Semester 2	12.50
EDUC90401 Numeracy in the Early Years	March, Semester 2	12.50
EDUC90402 Integrated Curriculum (Early Years)	February, Semester 2	6.25
EDUC90403 Professional Contexts (Early Years)	Semester 1, Semester 2	6.25

Option 2: For those wishing to pursue research in Early Childhood 0-5 Students undertaking this option will complete the Master of Teaching (Early Childhood)

Subject	Study Period Commencement:	Credit Points:
EDUC90419 Education Research Methodology	February, July	12.50
EDUC90420 Research Project	Semester 1, Semester 2	37.50

Option 3: For those wishing to undertake further study in Early Childhood 0-5 Students undertaking this option will complete the Master of Teaching (Early Childhood)

50 points of subjects from the Master of Education or specialist Master level programs.

Final semester options for students enrolled in 2010.

Final Semester options for both accelerated and reduced modes of delivery

Final semester options for the reduced mode of study are the same as offered in the accelerated mode of study.

Professional Development Option

Students may undertake 50 points of further specialist study in Early Childhood in a standard 50-point specialist program eg. Postgraduate Certificate in Educational Studies (Special Education, Inclusion and Early Intervention), or they may choose individual subjects for Early Childhood according to their interests and needs.

Induction Option

Subject	Study Period Commencement:	Credit Points:
EDUC90415 Professional Portfolio	January, Year Long	37.50
EDUC90417 Investigating Practice (Induction)	Year Long	12.50

Internship Option

Subject	Study Period Commencement:	Credit Points:
EDUC90393 Internship (Early Childhood)	Semester 1, Semester 2	37.50
EDUC90416 Investigating Practice (Internship)	January, Semester 2	12.50

Early Years Option

This option prepares Early Childhood teacher candidates to teach in the early years of primary schooling. It leads to provisional registration with the Victorian Institute of Teaching as a primary teacher.

Subject	Study Period Commencement:	Credit Points:
EDUC90399 Professional Practice and Seminar (EY)	Semester 1, Semester 2	12.50
EDUC90400 Literacy in the Early Years	Semester 1, Semester 2	12.50
EDUC90401 Numeracy in the Early Years	March, Semester 2	12.50
EDUC90402 Integrated Curriculum (Early Years)	February, Semester 2	6.25
EDUC90403 Professional Contexts (Early Years)	Semester 1, Semester 2	6.25

Research Option

Subject	Study Period Commencement:	Credit Points:
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EDUC90419 Education Research Methodology	February, July	12.50
EDUC90420 Research Project	Semester 1, Semester 2	37.50
EDUC90558 Research Project	Year Long	37.50

Subjects undertaken in the third semester of the reduced mode of study

Subject	Study Period Commencement:	Credit Points:
EDUC90397 Professional Practice and Seminar EC 3r	Semester 1	12.50
EDUC90386 Professional Culture, Dynamics & Change	February	12.50
EDUC90391 Science and Mathematics in EC	Semester 1	12.50

Reduced Mode Students who commenced studies in 2010

Subjects undertaken in the third semester of the reduced mode of study

Subject	Study Period Commencement:	Credit Points:
EDUC90397 Professional Practice and Seminar EC 3r	Semester 1	12.50
EDUC90386 Professional Culture, Dynamics & Change	February	12.50
EDUC90391 Science and Mathematics in EC	Semester 1	12.50

Reduced Mode Students who commenced studies in 2009

Subjects undertaken in the fourth semester of the reduced mode of study.

Subject	Study Period Commencement:	Credit Points:
EDUC90398 Professional Practice and Seminar EC 4r	April, Semester 2	6.25
EDUC90563 The Creative and Expressive Child	Semester 1	12.50
EDUC90383 Complexity and Diversity in Development	Semester 2	12.50

Entry Requirements:

For entry into the Master of Teaching (Early Childhood) an applicant must have:

- # An undergraduate degree

Core Participation Requirements:

The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with

	all members of the school community, including colleagues, students, and caregivers;g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress.Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.
Graduate Attributes:	The program is built on the premise that students coming into the program will have a firm foundation of disciplinary knowledge and analytical skills, and will bring with them a diversity of educational and life experiences. The program will emphasise the importance of the research evidence base as a foundation for excellent educational practice, as well as developing further the students' capacity for critical inquiry and professional reflection. Underpinning the program is a strong partnership with early childhood settings and schools and with educational systems that will support the intelligent engagement in professional practice at an advanced level. Special emphasis will be placed on the students' capacity to teach the diverse range of students, and to promote equity in education. Students will have the opportunity to undertake teaching practice in international settings, which will enhance their cultural awareness and expand their understanding of global education. They will understand the policy landscape and the processes for making policy at school and system level, so that they can intervene and justify producing change.
Generic Skills:	<ul style="list-style-type: none"> # Develop in-depth knowledge of the complexity and diversity of child development (0-8 years) so that they are able to individualize and contextualize for each child. # Shape and construct responsive curricula and pedagogy for children, families and communities. # Have the capacity to be a self-reflective early childhood analyst who can work constructively and innovatively through relationships with parents, colleagues and community services across a range of multidisciplinary contexts.