

EDUC90384 Early Childhood Development

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours. 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.
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 HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	This subject helps teacher candidates understand interrelated domains of development – physical, cognitive, communicative, creative, social, emotional and spiritual - during the early childhood period. Developmental progress within domains are scrutinized to inform planning for children's learning experiences. Conceptual knowledge about development and techniques for observation and assessment are applied in the analysis and interpretation of children's everyday experiences. The critical role of interactions and relationships between children and their families, teachers and peers in the learning process is emphasized. In light of this subject matter teacher candidates critically review their own beliefs, behaviours and practices as early educators.
Objectives:	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> # Develop and critique knowledge of development - physical, cognitive, symbolic, creative, intellectual, communication, social, emotional and spiritual # Observe, identify and evaluate developmental contexts, sequences and changes # Analyse behaviour in context and the implications for planning effective early childhood experiences and programs # Learn techniques of observation and assessment that are applicable to early childhood # Apply strategies for responsive interactions and relationships between children and their families, teachers and peers in learning processes # Critically review own beliefs and practices as an early childhood educator in light of human development concepts and contexts.
Assessment:	There are 2 assessment tasks: One 2000 word case study of Language and Cognitive Development of an infant/toddler/child (50% due mid-semester) One 2000 word case study of Social-Emotional and Physical Development of an infant/toddler/child (50% due end semester).
Prescribed Texts:	Snow, C.E. & Van Hemel, S.B. (Eds.) Early Childhood Assessment, Why What and How, The National Academies Press, Washington DC., 2008.
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:

- # Describe developmental sequences, contexts and changes - physical, cognitive, communicative, social, emotional and spiritual
- # Articulate with authority the implications of development for learning and teaching, and planning and decision-making in early childhood settings
- # Demonstrate skilled use of appropriate techniques of observation and assessment – formal and informal- in relation to individual children in early childhood settings
- # Discuss the critical role of interactions and relationships between children and their families, teachers and peers in learning processes
- # Apply their growing knowledge of human development to the process of self-reflection.