

EDUC90386 Professional Culture, Dynamics & Change

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 total commitment. 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 develops teacher candidates' knowledge and understanding of the professional contexts of early childhood provision and their impact on professional learning and children's engagement and professional relationships. Topics include a historical perspective of how the social, economic, political and cultural contexts and theoretical frameworks have influenced early childhood institutions, and how these, in turn, have influenced the range, type and philosophy of services offered to young children and their families. Strategies and processes for effective professional relationships in early childhood settings are examined with particular emphasis on managing roles and relationships in complex teams; supporting families and guiding young children. Leadership skills, professionalism and teacher researcher and critical reflection are highlighted.
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Identify different theoretical frameworks and contexts that have influenced the culture and style of childhood institutions # Analyse various paradigms employed to construct the early childhood professional. # Develop knowledge and skills for effective leadership and management in early childhood services # Explore critical reflection as a tool and process for professional development and efficacy.
Assessment:	There are 2 assessment tasks: An essay (2000 words) due mid semester (50%) A 2-hour examination (equivalent to 2000 words) end of semester (50%)
Prescribed Texts:	Collection of readings Raban et al (2006) Building Capacity: Strategic professional development for early childhood practitioners, Thompson Social Science Press, Melbourne Australia
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:	<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"> # Be skilled communicators who can effectively articulate their role and professional identity # On the basis of research evidence, understand the significance of professional cultures on outcomes for children, families and staff

- # Be independent of mind, responsible, resilient, self-regulating;
- # Have the ability and confidence to support relationships across early childhood settings
- # Have a conscious personal and social values base that intersects with professional identity.