

EDUC90557 Effective Teaching in Early Childhood

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 18 hours. 1.5 hour workshop per week. Total Time Commitment: 60 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:	Teacher candidates engage with an international selection of the studies that focus on system level dimensions of the profession (eg. ethics, rights of the child, quality aspects, global indicators, equity, investment strategies, codes of practice, professional membership). The studies expose candidates to contemporary policy debates, highlight approaches to ethical engagement, and support global citizens to evaluate how best to take a socially just professional stance. Principles of evidence-based study are applied to extend and deepen the analysis of ECEC contexts, curricula and pedagogies in diverse settings.
Objectives:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> * Be skilled communicators who can effectively articulate and justify their professional practices as ethical and knowledgeable agents of changes; * Understand how to establish and sustain a professional learning community focused on research evidence; * Work in multi-disciplinary, diverse teams demonstrating skills in cooperation, communication and negotiation; * Have an explicit personal and social values base for critically reflecting on, practicing and innovating within the early childhood field.
Assessment:	A professional review (equivalent to 2000 words) due end semester (100%)
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:	<ul style="list-style-type: none"> * Examine the changing role of early childhood professional as an advocate for children's rights and social justice in diverse contexts. * Consolidate skills as critically reflective professionals for operation in communities of practice to enhance children's learning and well-being. * Investigate contemporary professional debates and articulate a research-based and ethical position
Notes:	Replacing subject 460-530 in course structure.