

EDUC90700 The Early Childhood Profession

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2014.								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 120 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:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90703 Professional Practice and Seminar (EC) 1</td><td>Semester 1, Semester 2</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50
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EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50							
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 234 Queensberry Street Call: 13 MELB (13 6352)								
Subject Overview:	This subject introduces teacher candidates to the range of work done by Early Childhood Professionals, the settings in which they work, and the legislative and policy frameworks governing the profession. It also investigates the leadership role of Early Childhood Professionals in the context of the diversity of children, families and social contexts with which they work. Topics will include: the National Reform Agenda; Curriculum frameworks (the Early Years Learning Framework for Australia (EYLF), and the Victorian Early Years Learning and Development Framework (VEYLDF), the Victorian Essential Learning Standards (VELS); the Australian Curriculum); United Nations Convention on the Rights of the Child; professional codes of ethics; roles and responsibilities of the teachers in each of the three sectors, childcare, pre-school and early years of schooling; organisational culture in each of the settings; key stakeholders in the Early Childhood field; developing relationships with stakeholders; Early Childhood education as a shared venture, depending on respectful engagement and communication with colleagues, children and families within culturally and linguistically diverse communities, teamwork and team-building; report writing responsibilities within and across early years services; available universal and targeted services and referral to them; advocacy.								
Learning Outcomes:	On completion of this subject, students will have the knowledge, skills and understanding to: # Work within the policy and legal framework governing the early years; # Work productively with the diversity of the communities they serve; # Operate within the professional expectations, roles and responsibilities of the childcare, pre-school and school settings; # Recognise the importance of respectful and ethical relationships between all key stakeholders, particularly colleagues, children and their families; # Recognise the importance of clear communication with all key stakeholders. # Demonstrate effective leadership and management in early childhood services;								

	# Be an advocate for children's rights and the early childhood profession in diverse contexts.
Assessment:	Two assignments:• Assignment 1, Essay, 2000 words, due mid semester (50%)• Assignment 2, Essay, 2000 words, due end of semester (50%)
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:	On completion of this subject teacher candidates will have the knowledge, skills and understanding to enable them to: # Be skilled communicators who can effectively articulate their role and professional identity; # Be independent of mind, responsible, resilient, self-regulating; # Work effectively in professional teams; # Demonstrate effective leadership and management in early childhood services; # Work productively with the diversity of the communities they serve; # Be ethical in their dealings with colleagues, children and families; # Be an advocate for children's rights and the early childhood profession in diverse contexts. # Have a conscious personal and social values base that intersects with professional identity.
Related Course(s):	Master of Teaching (Early Childhood) Master of Teaching (Early Years)